International Journal of Multidisciplinary Research and Innovation (IJMRI)
ISSN: 3139-5902 | AGSIR Publisher | Volume 1, Issue 4 (September - October 2026)

ADMINISTERING PEDAGOGICAL COMPETENCE FOR ALL-INCLUSIVE EDUCATIONAL DEVELOPMENT IN HIGHER INSTITUTIONS

Oladele Olubukola Olabode, PhD

The Nigerian Baptist Theological Seminary, Ogbomoso, Oyo State.

Received: 10 June 2026 | Accepted: 06 September 2026 | Published: 26 September 2026

DOI: https://doi.org/10.5281/zenodo.23153497

Abstract

Administering pedagogical competence is essential to sustainable educational development in higher education, as it influences teaching quality, learning outcomes, and graduate preparedness. Beyond subject-matter expertise, pedagogical competence encompasses instructional design, assessment strategies, learner engagement, and the effective integration of technology. In the context of evolving societal needs, global competitiveness, and accreditation demands, the strategic management of pedagogy, including staff training, curriculum review, mentoring, and quality assurance, is crucial for fostering critical thinking, creativity, and problem-solving skills. Effective administration also requires collaborative leadership, supportive policies, and continuous professional development to align teaching practices with institutional goals. This paper examines the interplay among pedagogical competence, holistic educational development, and educational administration, highlighting their collective role in enhancing quality, promoting equity, and driving social and economic development in higher education institutions.

Keywords: Education Administration, Pedagogical Competence, All-Inclusive, Educational Development and Higher Institutions

Introduction

Administering pedagogical competence is crucial to achieving sustainable educational development in higher education institutions, as it directly impacts the quality of teaching, learning outcomes, and graduate preparedness. Pedagogical competence goes beyond subject-matter expertise to include instructional design, assessment strategies, learner engagement, and the effective integration of technology. In the context of higher education, where knowledge production and human capital development are paramount, the ability of academic staff and administrators to intentionally manage and support sound pedagogical practices is a critical driver of institutional effectiveness and national development.

Global competitiveness, accreditation demands, and the evolving needs of learners and society are increasingly shaping educational development in higher education institutions. As universities and colleges respond to innovations such as digital learning, interdisciplinary studies, and outcome-based education, the administration of pedagogy becomes a strategic responsibility. Effective administration ensures that teaching standards are maintained through staff training, curriculum review, mentoring, and quality assurance mechanisms. When pedagogical competence is well-managed, higher institutions are better positioned to foster critical thinking, creativity, ethical reasoning, and problem-solving skills among their students (Oktobianti & Ismail, 2024).

Moreover, administering pedagogical competence requires collaborative leadership, supportive policies, and continuous professional development frameworks that align teaching practices with institutional goals. Invariable, academic leaders, education managers, and regulatory bodies will play crucial roles in creating environments that foster reflective teaching, research-informed pedagogy, and instructional innovation. The introduction of Pedagogical competence as a core administrative function enables higher institutions to enhance educational quality, promote equity and inclusion, and contribute meaningfully to social and economic development. Therefore, this paper aims to explore the concept of pedagogical competency, holistic educational development, and the role of education administration in higher education institutions.

Conceptual Terminology

Pedagogical Competence

Pedagogical competence refers to the integrated set of professional knowledge, skills, attitudes, and reflective abilities that enable educators to design, deliver, and evaluate compelling learning experiences. Recent scholarship emphasizes that pedagogical competence extends beyond content mastery to include learner-centered strategies, inclusive practices, assessment literacy, and digital pedagogy. According to König et al. (2020), pedagogical competence entails the ability to tailor teaching methods to diverse learners while aligning instruction with clearly defined learning outcomes.

Contemporary studies highlight pedagogical competence as a dynamic and context-dependent construct. Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) argue that effective pedagogy requires an understanding of how students learn, the application of formative assessment, and the fostering of social-emotional learning within academic instruction. Similarly, Biggs and Tang's framework, as re-engaged by Gibbs and Coffey (2004), underscores constructive alignment as a core indicator of pedagogical competence in higher education.

In higher institutions, pedagogical competence is increasingly viewed as a determinant of educational quality and graduate outcomes. Kunter et al. (2013) demonstrate that lecturers' pedagogical competence has a significant influence on students' engagement, critical thinking, and academic achievement. As higher education systems undergo digital transformation and face global competition, pedagogical competence has become a professional standard that requires continuous development and administrative support.

Educational Development

Educational development refers to the intentional improvement of teaching, learning processes, curriculum structures, and institutional capacity to enhance educational quality and societal relevance. In recent discourse, academic development is closely linked to sustainability, equity, and innovation. UNESCO (2021) defines educational development as a transformative process that equips learners with the knowledge, skills, values, and competencies necessary for social inclusion and economic growth.

Scholars conceptualize educational development as both an institutional and societal process. Altbach, de Wit, and Reisberg (2017) argue that higher education contributes to educational development through quality teaching, research-driven innovation, and the formation of human capital. At the macro level, Hanushek and Woessmann (2020) emphasize that the quality of education, rather than years of schooling alone, is the strongest predictor of national development outcomes.

Within higher institutions, educational development is increasingly driven by quality assurance and professional learning. Gibbs (2022) notes that sustainable educational development occurs when institutions prioritize staff development, evidence-based teaching practices, and curriculum renewal. Thus, educational development represents a continuous and strategic effort to improve educational effectiveness, rather than merely expanding access.

Higher Institutions

Higher education institutions are postsecondary establishments, such as universities, polytechnics, and colleges of education, responsible for advanced teaching, research, and community service. In recent literature, higher institutions are described as knowledge hubs that drive innovation, workforce development, and societal transformation. According to Marginson (2021), higher institutions play a central role in shaping economic competitiveness, democratic citizenship, and global knowledge systems.

The contemporary higher education landscape is characterized by massification, digitalization, and increasing diversity among learners. Altbach, Reisberg, and Rumbley (2020) note that these changes have expanded access to higher education while simultaneously growing pressure on the quality of teaching and institutional accountability. As student populations become more diverse, higher institutions are required to adopt inclusive curricula and flexible pedagogical approaches.

During the 2020–2025 period, higher education institutions are increasingly being evaluated based on learning outcomes, employability, and social impact. Tight (2022) argues that universities' effectiveness now depends not only on research productivity but also on the quality of teaching and learning. Consequently, pedagogical competence and effective administration have become central to fulfilling the mission of higher institutions.

Educational Administration

Educational administration refers to the systematic planning, organization, leadership, and evaluation of educational resources to achieve institutional goals. Recent perspectives emphasize that educational administration should be instructional and developmental rather than purely

bureaucratic. Bush (2020) defines educational administration as a leadership process that supports the quality of teaching, staff development, and student learning.

Contemporary scholars stress the centrality of instructional leadership in educational administration. Hallinger (2021) argues that effective educational administrators prioritize curriculum supervision, professional learning, and data-informed decision-making to enhance teaching and learning outcomes. Similarly, Meng (2022) emphasizes that collaborative and transformational leadership models are crucial for managing pedagogical innovation in higher education institutions.

In higher education, educational administration plays a critical role in sustaining pedagogical competence. Middlehurst and Woodfield (2020) note that university administrators influence teaching quality through policy formulation, quality assurance, and professional development frameworks. When educational administration is aligned with pedagogical goals, higher institutions are better positioned to achieve educational development and long-term institutional excellence.

Pedagogical Competency and All-Inclusive Educational Development

Nexus presents a relationship that demonstrates pedagogical competence as not merely about effective instruction, but a crucial driver of inclusive educational development. When teachers possess and continuously develop their pedagogical skills, educational environments become more inclusive, adaptive, innovative, and responsive to the needs of all learners. These points are discussed below:

Inclusive Teaching Practices

Pedagogical competence is fundamental to the implementation of inclusive teaching practices that accommodate learners from diverse socio-economic, cultural, linguistic, and ability backgrounds. Recent studies emphasize that competent teachers are better equipped to design learner-centered lessons, apply Universal Design for Learning (UDL), and employ varied instructional strategies to ensure equitable participation among learners. Florian and Black-Hawkins (2020) argue that pedagogical competence enables educators to move beyond deficit views of learners and adopt inclusive approaches that value diversity as a resource for learning. Similarly, UNESCO (2021) emphasizes that inclusive educational development largely depends on teachers' ability to translate inclusive policies into effective classroom practices.

Professional Development and Teacher Self-Efficacy

A substantial nexus exists between pedagogical competence and comprehensive educational development, facilitated through continuous professional development and enhanced teacher self-efficacy. Teachers who receive ongoing pedagogical training demonstrate greater confidence in addressing the diverse needs of learners and managing inclusive classrooms. Darling-Hammond et al. (2020) note that professional learning opportunities focused on pedagogy improve teachers' self-efficacy, instructional flexibility, and responsiveness to learners. This increased confidence empowers educators to adopt inclusive teaching practices, thereby promoting educational development that leaves no learner behind.

Improved Student Learning Outcomes

Pedagogical competence has a significant influence on inclusive educational development, as it improves student learning outcomes across diverse learner groups. Research shows that when teachers employ effective pedagogical strategies such as formative assessment, active learning, and differentiated instruction, students' engagement and achievement increase. Hattie (2023) emphasizes that pedagogically competent teaching has a high impact on student learning, particularly for marginalized and underperforming learners. In inclusive settings, competent pedagogy helps reduce achievement gaps and ensures that educational development benefits all students, not only a select few.

Pedagogical Innovation and Flexible Learning

Pedagogical competence enables innovation in teaching and learning, which is essential for all-inclusive educational development. Competent educators are more likely to integrate digital tools, blended learning, and innovative instructional models that accommodate diverse learning styles and circumstances. The OECD (2021) reports that pedagogical innovation enhances access, flexibility, and inclusivity in education, particularly in higher education institutions, as they adapt to post-pandemic realities. Thus, pedagogical competence acts as a catalyst for innovative practices that expand learning opportunities and promote equitable educational development.

Adaptive Instruction and Differentiated Learning

Another critical nexus lies in adaptive instruction, where pedagogical competence enables teachers to tailor learning experiences to the individual needs of learners. Differentiated instruction is a hallmark of inclusive education, helping students with varying abilities to learn at their respective learning levels. Tomlinson (2021) asserts that pedagogically competent teachers can effectively modify content, process, and assessment to support diverse learners. This adaptability fosters inclusive educational development by ensuring that all students, regardless of prior knowledge or learning challenges, can achieve meaningful learning outcomes.

Institutional Culture of Inclusion

Pedagogical competence contributes to the development of an institutional culture that supports inclusivity and educational equity. When educators demonstrate high pedagogical competence, they influence the design of curricula, assessment practices, and collaborative teaching norms within institutions. Marginson (2021) notes that inclusive educational development in higher institutions depends on shared pedagogical values that prioritize equity and learner success. Administratively supported pedagogical competence fosters a culture in which inclusive practices are institutionalized, rather than left to individual initiative.

Sustainable and Equitable Educational Development

Pedagogical competence is essential for achieving sustainable and all-inclusive educational development. Sustainable development in education requires teaching practices that are adaptable, reflective, and responsive to societal changes. According to Ossiannilsson (2022), strengthening teachers' pedagogical capacity is crucial to building resilient education systems that promote equity and lifelong learning. By empowering educators with strong pedagogical competence, institutions ensure long-term educational development that is inclusive, equitable, and aligned with global development goals.

Educational Administration and Pedagogical Competence

Educational administration and pedagogical competence are two interrelated pillars that determine the effectiveness and quality of teaching and learning in higher institutions. Educational administration provides the leadership and organizational framework for higher education institutions, while pedagogical competence ensures effective and inclusive teaching and learning; together, they enhance academic quality and sustainable development. Below are the specific roles in administering pedagogical competence in higher institutions:

1. **Policy Formulation and Implementation for Teaching Quality**

One significant administrative role of pedagogical competence in higher institutions is guiding the formulation and implementation of teaching and learning policies. Administrators with strong pedagogical understanding are better positioned to develop policies that promote learner-centered instruction, inclusive pedagogy, and outcome-based education. According to Bush and Glover (2025), effective educational administration aligns institutional policies with sound pedagogical principles to enhance the quality of teaching and learning. When pedagogical competence informs policy decisions, institutions are more likely to sustain academic standards and foster educational development.

2. **Curriculum Planning and Review**

Pedagogical competence plays a crucial administrative role in curriculum design, planning, and periodic review. Academic administrators ensure that curricula remain relevant, coherent, and responsive to the needs of society and the labor market. Altbach & de Wit (2025) argue that curriculum relevance in higher education depends largely on administrators' ability to integrate pedagogical innovation, interdisciplinary learning, and skills development. Through competent pedagogical oversight, administrators help align curriculum content with effective teaching methods and learning outcomes.

3. **Staff Recruitment, Training, and Professional Development**

Another vital administrative role of pedagogical competence is in staff recruitment and continuous professional development. Administrators must prioritize pedagogical skills alongside academic qualifications when recruiting lecturers. Darling-Hammond et al. (2020) emphasize that sustained professional development in pedagogy enhances teaching effectiveness and student learning outcomes. By organizing workshops, mentoring, and teaching fellowships, administrators strengthen pedagogical competence across faculties and promote institutional teaching excellence.

4. **Instructional Supervision and Quality Assurance**

Pedagogical competence enables administrators to provide adequate instructional supervision and ensure quality assurance. Through classroom observation, peer review systems, and teaching evaluations, administrators ensure that pedagogical standards are maintained. According to Hallinger & Kovačević (2021), Instructional leadership that emphasizes pedagogy significantly improves teaching effectiveness in higher institutions. Competent supervision helps identify instructional gaps and provides feedback that supports continuous improvement.

5. **Integration of Technology and Innovative Pedagogy**

Administrators play a key role in facilitating the integration of technology into teaching and learning through pedagogically informed decision-making. Pedagogical competence allows administrators to support blended learning, digital platforms, and innovative instructional models. Niță & Guțu (2023) note that leadership support is critical for successful digital transformation in higher education. When administrators understand pedagogy, they can ensure that technology enhances learning rather than merely serving administrative convenience.

6. **Promotion of Inclusive and Student-Centered Learning Environments**

Pedagogical competence supports administrative efforts to promote inclusive and student-centered learning environments. Administrators influence institutional culture by supporting policies that address diversity, equity, and inclusion in teaching. Kenny, McCoy, & O'Higgins Norman (2023). Highlight that inclusive educational systems depend on leadership that understands and prioritizes pedagogical inclusivity. Administrators who value pedagogical competence help create learning environments where all students can thrive regardless of background or ability.

7. **Monitoring Educational Outcomes and Institutional Effectiveness**

Ultimately, pedagogical competence empowers administrators to monitor educational outcomes and assess institutional effectiveness. By analyzing learning outcomes, graduate employability, and student feedback, administrators can make informed decisions to improve teaching and learning. Tight (2022) argues that pedagogically informed administration strengthens accountability and evidence-based decision-making in higher education. This role ensures that pedagogical practices make a meaningful contribution to institutional goals and long-term educational development.

Conclusion

The study presents effective administration of pedagogical competence as a pivotal factor for achieving sustainable educational development in higher education institutions. The encompassing instructional design, learner engagement, assessment strategies, and technology integration, as well as pedagogical competence, extend beyond subject expertise to directly influence teaching quality, student learning outcomes, and graduate preparedness. Strategic management of pedagogy through collaborative leadership, supportive policies, staff development, and quality assurance ensures that higher institutions can meet evolving societal and global demands. When embedded as a core administrative function, pedagogical competence fosters reflective teaching, research-informed practices, inclusive learning environments, and innovation, ultimately enhancing institutional effectiveness and contributing to national development. Therefore, prioritizing pedagogical competence in educational administration is essential for cultivating quality, equity, and holistic development in higher education.

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