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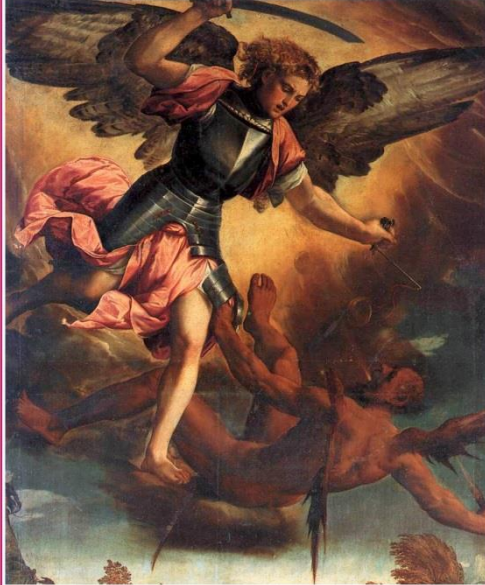
The Best Leadership Styles for Preventing the Educational Crisis

Asma Abdallah[1]
[1]Abu Dhabi University, Abu Dhabi, UAE
asma.abdallah@adu.ac.ae

Abdullah Alkhrabsheh[2]
[2]Al-Balqa Applied University, Amman, Jordan
abdbbs@adu.ac.ae

Abstract

The purpose of our research is to find out the relationship between leadership styles and the quality of higher education and to determine the most effective leadership style for preventing the educational crisis. In this research, the used correlation methods and a survey in the form of a questionnaire. The results of the study showed a positive correlation between leadership styles and the quality of education ($p < 0.01$, sig = 0.000). In conclusion, the transformational leadership style is the most effective among the existing leadership styles for preventing the educational crisis.

Keywords: Leadership, styles, educational crisis, questionnaire.

Los mejores estilos de liderazgo para prevenir la crisis educativa

Resumen

El propósito de nuestra investigación es descubrir la relación entre los estilos de liderazgo y la calidad de la educación superior y determinar el estilo de liderazgo más efectivo para prevenir la crisis educativa. En nuestra investigación, utilizamos métodos de correlación y una encuesta en forma de cuestionario. Los resultados del estudio mostraron una correlación positiva entre los estilos de liderazgo y la calidad de la educación (p <0.01, sig = 0.000). En conclusión, el estilo de liderazgo transformacional es el más efectivo entre los estilos de liderazgo existentes para prevenir la crisis educativa.

Palabras clave: Liderazgo, estilos, crisis educativa, cuestionario.

1. INTRODUCTION

Nowadays education is considered to be a strategically important aspect of life. It is the main factor in the development and strengthening of the intellectual potential of the nation, as well as its independence and international competitiveness. The UAE is rapidly developing into a regional and global model for economic and social development. The educational sector in the UAE has played a central role in the country's ongoing development aims and has become a central focus for the reforms and improvement (Alhebsi et al., 2015). In terms of globalization, constant modernization and reformation of

the educational system seem to be necessary. This can be explained by the fact that education should reflect current values, norms and foundations of society, as well as keep up with the scientific progress. However, in practice, the problem of modernization is the fact that reforms are developed and approved in laboratory conditions. In real life, they do not work and often harm the educational process and result in an educational crisis (Almansour, 2016; Matias & Sousa, 2017).

The crisis formation is being discussed with greater frequency. It was faced by the American and Western European educational systems and later by the educational systems of other countries. Coombs (1968) was the first to study the crisis in education. The author defines the educational crisis as a gap between education and social conditions, a gap that has different forms. In scientific literature, there is an idea that educational crisis is of a global nature and it derives from civilization gaps between the focus of education on providing students with as much knowledge as possible and their physical inability to assimilate it; traditional supportive learning (developed for relatively stable societies) and an increasingly dynamic social world; cultural and national specifics of educational systems and the need for uniform standards of education in the modern technological world (Ayala et al., 2018).

According to the experts the global crisis lies in the fact that the educational system is focused on the past experience rather than on the future (Barrow, 2010). In developed countries, including the United Arab Emirates, crisis formation has three interrelated aspects: (a)

administrative systems lag behind educational changes and needs; (b) educational programs have nothing in common with current scientific trends; (c) the existence of serious obstacles to the rational use of education and human resources for national development due to the inertia of society itself (Shrivastava et al., 2013). The educational crisis in such advanced countries as France, Sweden and the USA is addressed as a matter of economic crisis. After the global economic crisis, investments in education significantly decreased and, as a result, the performance in educational institutions started to decline.

Rapid change in the Emirates, the future success of the UAE depends upon an educated work force and a high quality higher education system.   In 2003, the United Nations Development Programme published its second Arab Human Development Report. The report included critical assessments of the poor state of higher education.The crisis the report describes can hardly be ignored—and it actually dates from much earlier than 2003. Furthermore, major reforms had been designed before the report's publication, addressing many of the challenges it posed (Romani, 2009). Inappropriate educational programs, crumbling buildings and an investment crisis were the main problems that caused educational crisis in the Arab Emirates.

The proper leadership style of the management of the educational institution is one of the possible solutions to eliminate and prevent the educational crisis. The developed countries such as Canada, the United Kingdom, Sweden, the USA, Singapore, Hong Kong and Australia also have begun shifting attention and resources

towards the development of effective educational leadership. The need for leadership development initiatives has long been recognized in the military and business, with some estimating that American corporations spending nearly $160 billion annually on training and development programs. Leadership plays a significant role in educational organization success. Leadership styles are defined by a combination of leadership behaviors. The way a leader behaves in order to reach a goal or perform a function determines which kind of leadership behavior the leader adapts. Leadership may be seen as having three main characteristics:

- Leadership as an influence.
- Leadership and values.
- Leadership and vision (Bottery, 2006).

There are many types of leadership: participative, cooperative, collaborating, sustainable, partial and autocratic. There are nearly 50 different leadership approaches that can be found in the recent academic literature. The most common investigated leadership styles are transactional, transformational and laissez-faire styles. Transformational leadership is defined as a process of influencing in which leaders change their followers' awareness of what is important and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive and they persuade their followers to strive for greater potential and achievement (Asmawi et al., 2013; Khosravani Farahani & Mahmodi Lafva, 2016).

Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Through a rewards and punishments system, transactional leaders are able to keep followers motivated for the short-term. Laissez-faire leadership, also known as delegative leadership, is a type of a leadership style in which leaders are hands-off and allow group members to make the decisions. The researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. The innovative and creative management style is one of the priorities. It involves profound knowledge in management, ensuring the adoption of non-standard and optimal decisions, as well as management actions to improve the professional competence of teachers in managing the quality of the educational process (Indriastuti, 2019; Bahrami Rad & Hosseini, 2016).

The modern educational system of the United Arab Emirates has been successfully formed by social development, economic growth and extraordinary reforms. Despite this, in the UAE, changes in education are similar to the changes that are observed in many developing countries: making all schools, curricula, pedagogy consistent with international standards, clarifying educational policies, restructuring the management of education, improving leadership and mobilizing relevant resources. In order to prevent a crisis in the future, it is necessary to determine the optimal leadership style. A lot of research is aimed at studying leadership styles of educational leaders, but the influence of leadership style on education crisis is poorly

studied. Taking into account the existing problem, we determined the goal of our research: to find out the relationship between leadership styles and the quality of higher education and to determine the most effective leadership style for preventing an educational crisis. To achieve the goals of the research were studied the following questions:

1. Is there a connection between leadership styles and the quality of higher education?

2. What is the most effective leadership style to prevent an educational crisis?

2. METHODOLOGY

This study was a co-relational type of research. The Multifactor Leadership Questionnaire (MLQ), developed by Avolio and Bass (2004) and the Questionnaire Criteria for measuring the quality of higher education (our development) were used to collect data. To measure the quality of higher education we used the Criteria for measuring the quality of higher education. This was a 5-point Likert scale ranging from high to low: 5 –high, 4 – sufficient, 3 – satisfying, 2 – low, 1 – not satisfying. The scale consists of 8statements divided into 3 groups (Table 1). The respondent`s profile also has been attached to this questionnaire to provide gender information. The questionnaire was conducted online. The collected data were analyzed by applying Pearson's correlations coefficients to see any correlation between the variables (Yang et al., 2019; Soo et al., 2019).

Criteria	Assessment (5 – high, 4 – sufficient, 3 – satisfying, 2 – low, 1 – not satisfying)
Resources of educationalactivities	
The level of teaching/academic staff	
The knowledge level of students	
Material base	
Information andmethodological support	
Organization of educational activities	
Presentationofeducationalachievements	
Technologies of training and education	
The results of specialist training	
The market competitiveness ofgraduates	
Professionalachievements of graduates	

Table 1: Questionnaire criteria for measuring the quality of higher education

The respondents assessed the most effective leadership style for preventing an educational crisis with the help of a 5-point Likert scale.

Participants

The random sample of the online questionnaire consisted of 121 respondents, including the deans and teachers of private and public

higher educational establishments in Abu Dhabi, Dubai and Sharjah. There were 77 men and 44 women. The response rate to the questionnaire was 57%.

3. RESULTS AND DISCUSSION

The collected data were analyzed by applying Pearson's correlations coefficients to see any correlation between the variables.

Variables	M	SD	1	2
Leadership Styles	4,03	.47	1**	.44
Quality of Higher education	3.99	.58	.44	1**
**p<0,01N=121				

Table 2: Pearson's correlations between Leadership Styles & Quality of higher education

According to Table 2, there is a positive correlation between leadership styles and the quality of education ($p < 0.01$, sig = .000). Therefore, it is important to pay due attention to choosing a style in order to improve the effectiveness of teaching in a higher educational institution and in order to prevent the crisis. In the educational context, it also means the ability to anticipate the future. Through words and examples, leaders in education inspire the whole system by effectively influencing the behaviors, thoughts, and feelings of those working

within it, and ensure their vision by creating a strategic alignment across the whole system (Amanchukwu, 2015).

Strong school leadership is extremely important to the overall change process. School reform often requires leadership that is able to implement structural changes that support the development of educational environments where teachers and students can perform at their optimal levels. It seems evident that the wider issue of leadership development for school improvement needs more attention. Team programmers provide for groups of staff and the evaluations Bush et al. (2005) suggest that, where schools provide fertile learning environments, the gains can be powerful.

Variables	M	SD	1	2	3	4	5	6
Transformationalleadership	4.3	.47	1					
Transactionalleadership	4,21	.53	.49	1				
Laissez-Faire	4.17	.64	.58	.65	1			
Resourcesofeducationalactivities	4.5	.41	.54	.43	.51	1		
The results of specialist training	4.6	.38	.44	35	.36	.47	1	
Organization of educational activities	4.8	.28	.31	.29	.44	.38	.43	1

**p< 0.01 N=121

Table 3: The relationship between certain leadership styles and the quality of higher education

The results showed that transformational leadership, transactional leadership and laissez-fair leadership are connected with all the variables of the quality of higher education. Mean and standard

deviation for all these variables advocate their mutual relationship. It should be noted that the high indicators of the quality of higher education > 4.1 demonstrate a high level of organization in education and the absence of the crisis. High indicators of the resources of educational activities, the organization of educational activities, the results of specialist training indicate that there is a good material base, the teachers are competent and the academic performance is good. This means that the university management has an efficient strategy for preventing and eliminating the crisis.

The results showed that transformational leadership style is the most widely used. Effective leader behaviors in higher education are setting direction, communicating it to the staff, having strategic vision, creating a positive organizational climate, being considerate and treating staff fairly, being trustworthy and treating staff with integrity, involving academic staff in key decision making, providing feedback on quality. The analysis of the respondents' answers showed that transformational leadership is the most effective style for preventing educational crisis (Table 4). This style is aimed at the development of employees at a higher level; it encourages them to be innovative and creative. A greater focus is being placed on the needs and interests of the organization staff and the needs of society.

Variables	Transformational leadership	Transactional leadership	Laissez-Faire
M	4.81	4.2	3.4
SD	.007	.08	0.09
$p < 0.01,$			

N=121

Table 4: Determination of the most effective leadership style in crisis

This style motivates and inspires people by helping them identify the importance and supreme value of the task. The leaders of this style often have high ethical and moral standards (Boamah et al., 2018). When a leader develops a strong, clear and common vision and is focused on the overall improvement of the organization, the results are positive: the students' performance increases, the teachers are motivated and work efficiently.

4. CONCLUSION

Based on the research results, it can be concluded that there is a relationship between leadership styles and the quality of the educational process. Leadership management eliminates the problems associated with the organization of education and the formation of students' competences. It also increases the competitiveness of graduates in the labor market. In the course of our research, we also found out that transformational leadership is the most effective for preventing educational crisis (4.81±0.07). The analysis showed that nowadays there is no crisis in education. This suggests that the educational process is effectively managed by the university management. Based on the results, it can be concluded that a properly

chosen leadership style can prevent the educational crisis. Our study was limited by a small sample of the respondents.

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