Teacher Leadership and Educational Reforms in UAE

Dr. Syed Nadeem Abbas[1]

[1] Mohammad Ali Jinnah University Islamabad

Abstract

This paper is an attempt to highlight operational deficiencies in the execution of educational reforms in UAE with relation to academic leadership. However, this study concluded that UAE is not ready for the change of this magnitude because of its rigid culture.

Index terms— highlight operational deficiencies

1 Introduction

eacher is a leader because; he has the responsibility to change the perception of his students in order to transform them into better future citizens of a society. However, professors are the II. Problem Statement and Methodology III.

2 Purpose of The Study

The fundamental purpose of this study is to provide a firm theoretical base for a detailed future empirical study that will quantify "the impact of IV.

3 Literature Review

At the same time, teacher also posses the duty to bless his students with confidence but, for the accomplishment of this responsibility teacher should be given job autonomy, so that he can plan his lectures and other related activities in a meaningful way. It is Author : Mohammad Ali Jinnah University Islamabad. E-mail : ndhaider2000@yahoo.com believed by management scholars that leadership can only be practiced in a decentralized chain of command. However, in Muslim countries, indigenous collectivist culture has made educational innovation a dream because; parents want a preplanned future for their children. In this fashion, hindering the teachers' ability to differentiate them in an international environment, where creativity is a premium skill, which is deliberately abolished by elders in Muslim countries.

Nevertheless, UAE educational ministry has taken some notable steps recently in order to bring educational industry of the country in accordance with international standards. However, UAE and other Muslim nations are far away from true educational development because, in these societies, individuals have not been permitted to achieve their personal goals, rather than they are supposed to follow the obsolete social mechanism of collectivism thus, killing the creativity of individuals, so that they can be assimilated in the society.

In above-mentioned societies, teachers cannot innovate with their teaching methodologies because of rigid cultural aspects, which do not permit people to think differently. Additionally, when people do think differently they are considered as mentally ill. So nobody listens to them, due to this ruthless societal behavior people fear from thinking differently, therefore creativity always come from enlightened nations of west.

However, in developed nations, it is a wellpreserved tradition to train teachers in art of advanced leadership, so that they can exercise it during practicing their profession **??**Coombe, 2009). These institutions are providing able teaching staff for world-renowned universities and institutions for number of centuries. Arab communities are turning towards educational activities and developed culture of collective learning in order to build up their viable human capital in educational sector for the future (Al-Taneiji, 2010). Nevertheless, these steps are proving ineffective in terms of achieving their objectives due to a rigid macro culture of the Arab communities that is not ideally conducive towards intellectual endeavors. Incompetent ones who have the most permanent impact on the

lives of their students, pertaining to this fact teachers often have to foresee the future demands of their respective fields. So that they can train their students according to the changing demands of the market therefore, it can be assumed that leadership is one of the prime duties of a teacher.

The cultural and contextual outlook of UAE does not provide an environment that is ideal for the propagation of academic leadership because, teaching is considered as an inferior profession in Arab world thus, preventing teachers from exercising leadership. In this kind of scenario, million-dollar investment in educational sector is a waste because; it will be unable to change the prehistoric mindset of Arabs towards education.

The major problem that this study wants to analyze stems from the impact of introduction of educational reforms in UAE educational system upon the due ability of teachers to demonstrate effective leadership. However, to analyze the problem, this paper will review the existing literature on the topic and register findings in coming stages. educational reforms UAE on teachers' capacity for leadership". capital of the nation (Larrabee & Morehead, 2010). In the light of this observation, Arab nations are more committed towards wealth accumulation than strategic national planning. Along with this, they are also loyal to preserve outdated way of life, which clearly does not belong to the modern era of 21 st century.

In addition to all else, nationalism is also playing its due role in restricting youth from educating in modern forms of knowledge because, this concept motivates the people of Arab to consider themselves as divine race, which causes a significant cultural hindrance in terms of accepting a foreigner as a teacher. Thus, fresh knowledge is not pumping into the Arabian society.

On the other hand, religious outfit of Islam is believed to be against the education of females and middle class, which obstruct the mental growth of these fundamental factions of Arab society (Kirk, 2009). Nevertheless, in reality Islamic teachings are explicitly supportive towards education of Muslims. Therefore, it is logical to assume that modern Islamic scholars are incapable of understanding and translating Islamic teaching in accordance with the norms of 21 st century.

Nonetheless, Arab countries need educationists who should dedicate themselves towards their profession in order to develop massive intellectual base for their countries. However, this objective cannot be achieved without heightened emotional intelligence, so that professors can withstand raw hatred from majority of the people around them (Gallagher, 2011). Therefore, training female staff in teaching is imperative for the educational development of Arab states because, females are used to handle hatred due to their ability to control their emotions effectively. On the other hand, finding and training lefthanders in educating others is also very important because, research considers these individuals with abnormal power of creativity and persuasion, which make them ideal to become effective leaders.

Another important facet of Arab nations is their dying out middle economical class that is responsible to execute the ideas of innovation (Khondker, 2011). But, the phenomenon of unequal distribution of wealth slimmed the middle class of these nations thus, depleting the ability to innovate in Arabians; therefore, they are importing human talent from other countries. developing Emirates because; they have their personal agendas to fulfill. These individuals are working in giant oil companies that are extracting oil from Arab world for considerable time. Thus, this observation implied the presence of foreigner professionals that are leaning onto natural resources of Arab. Thus, this paper foresaw the economical destruction of Arab because of unqualified local population.

In parallel, teacher educational programs are not designed to empower them, but these are designed to make teachers realize their limitations, under this perception, trainers subliminally attempt to discourage their student teachers with creativity because they consider them as a threat to their own positions (Aubrey & Coombe, 2010). This trend amplified another demon Importantly, Arab culture is apparently not conducive for research because of, its lack of objective and logical thinking (Smith, 2012). Therefore, few vocal people are controlling the destiny of other ones. In the light of this argument, it is suggested to introduce research activities during early years of schooling in order to foster evidence based thinking in youngsters. Along with this, local transformational leaders are required who can bring rapid and effective cultural change. However, this process may take a considerable time in achieving its objectives.

In addition, students are often expecting their teachers to practice increased degree of leadership through influencing their lives therefore; they usually have an urge to develop personal relations with their teachers. On the other hand, students feel betrayed by observing human characteristics in their tutors because, pupils are often found considering their teachers heavenly , through taking this observation into account, it is suggested that teachers their students, so that the students can follow their footsteps during their practical life. Furthermore, changing the perception of education is a daunting task despite substantial investment because; financial sources can only provide physical setting for training. But, a psychological side will be made available by V.

4 Research Question

The research question that this study intends to answer is "What is the long term relationship between educational reforms in UAE with local teachers' ability to demonstrate effective academic leadership?" politicians rule Arab and other Muslim nations due to this reason, they do not support intellectual growth of their ruling, consequently devastating the intellectual the nation because, they consider enlightened people as a threat to their reign therefore, suppressing educated and open-minded people in order to save However, these foreigners are not committed towards of Arabian culture, which is professional jealousy that influenced authoritative individuals to

suppressing able youngsters in order to prolong their own career. should provide viable and logical role model in front of professionals. (Macpherson, Kachelhoffer, & Nemr, 2007, therefore) It will be wise for the reform committee to hire local and foreigner professionals for the training of teaching staff in terms of leadership and other related concepts because, in this way, the content of the program will appeal to both nationalists and modernists. The major characteristic of teachers' professional excellence program, which will play a significant role in succeeding it, lies in persistence.

At the same time, this reform initiative will be sabotaged in its early stage because, authoritative individuals will consider it as a threat for their current positions thus, will abolish it on the first sign of trouble.

However, empowerment of teachers is a prerequisite of successfulness of these educational reforms, which is unfortunately considered as an alien concept in Muslim world, where (beg your pardon) losers are supposedly teach. Under this false perception of teaching profession, people do not respect teachers. This same phenomenon of hatred and humility will lead the people of UAE towards protesting upon the idea of empowering teachers. In this fashion, millions of dollars will be lost and as a result, teachers will suffer loss of confidence, therefore experience a steep decline in job performance. Thus, this reform will be the cause of VII.

5 Recommendations

VIII.

6 Conclusion

This paper viewed educational reforms in UAE in context of teacher leadership and concluded that the pace of educational change in UAE is too high thus; it is not blessing the participants with an opportunity to catch their breath therefore, this campaign is significantly prone to the possibility of sabotage because, it did not take everybody on board before initialization. In this way, people and the managerial staff empowerment in order to save their authoritative positions.

On the other, collectivist culture of UAE is hindering the capability of teaching staff in terms of leadership because; they are expected to follow established and traditional ways of teaching. Thus, At the same time, Arabian culture is mainly nationalist in nature, due to this reason, people are not conducive towards accepting foreigners as teachers Based on whole discussion, educational innovation in Arabian culture is a far cry because, of the rigidness of Arabian mindset, which is an active cause for educational and technological incompetency in Arab. This trend can be observed through increasing outsourcing of the critical functions in UAE to external IX.

7 Limitations

This paper however, cannot deploy rigorous research techniques in order to back up its assumptions and findings. The major reasons for these deficiencies developed this paper by basing it on the review of current literature, so that it can provide a viable base for a detailed empirical future study on the topic concerned.

8 Findings

This paper's findings are quite alarming for the financers of educational reform campaign because, this research believes that UAE is not ready for a change of this magnitude because, it is not an educational change but it is a cultural one therefore, government should divide it into various steps.

creating more problems than it will help solve.

On the other hand, this paper is in favor of sending capable and committed educationists on foreign training, so that they can align their skill set with international standards. In the second phase of the project, these individuals should be given an opportunity to share their knowledge and experience with other professionals. This exercise will result in growing support for reforms because; foreign training not only fulfils psychological needs, but also takes care of physiological needs. Therefore, more people will become interested in this program. Thus, will provide initial pool of individuals for which international consultants can be invited for training. In this way, resistance to change can also be minimized. In the light of above discussion, snail's pace is required in conducting reforms in educational sector of UAE because of, locals' virtually nonexistent interest in education.

are not purely committed to the idea of teacher rendering UAE as a place where teaching innovations are highly unlikely. therefore, fusion of new knowledge in the culture of Arab is proving quite a challenge for governmental authorities.

contractors. In this way UAE's local middle class vanished over the past few years because of this reason, innovation in any field is highly unlikely in near future. Pertaining to the above condition educational leadership is a dream until and unless macro culture of the society can be transformed into individualistic one in order to instate teachers as legitimate leaders. In short, unplanned execution of educational reforms will further limit teachers' ability to exercise academic leadership. are lack of financial resources and time; therefore, I

8 FINDINGS

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