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**Educational Leaders' Perceptions of the Development and
Implementation of the Higher Educational Reforms in the
UAE**

تصورات القادة التربويين حول تطوير وتنفيذ إصلاحات التعليم العالي في دولة
الإمارات العربية المتحدة

by

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ABSTRACT

The report is based on the education system that is an important element for the growth of every nation. This study is aimed to discuss perceptions of educational leaders in the development and implementation of educational reforms in higher education in the UAE. For data collection, both primary and secondary research sources are used. Relevant literature is also used for gaining insight into the topic. For primary research, interviews and surveys were used, and five respondents were selected for the survey questionnaire, and five were selected for interviews .

The factors are studied that have an impact on the perceptions of leadership in the UAE concerning higher education, along with the importance of reforms taken in the UAE in the education industry. The aim is to investigate the developments and implementation of different reforms in higher education in the UAE. Different theories have also been discussed, and insights from the literature review have also been taken while using authentic websites. The interview method is also used for data collection, and the questions were based on research variables. The interviews were conducted with five respondents .

It is observed that higher education is a very critical factor for every country, and it can enhance the capability of generation and competitiveness as well. There are many factors that may impact the higher education system, and educational reforms need to be taken. The example of UAE is also discussed along with recommendations for bringing more educational reforms and upgrading their educational strategies etc., so that a successful education system can be developed in UAE.

الملخص

يستند التقرير إلى نظام التعليم الذي يعد عنصرًا مهمًا لنمو كل أمة. تهدف هذه الدراسة إلى مناقشة تصورات القادة التربويين في تطوير وتنفيذ الإصلاحات التعليمية في التعليم العالي في دولة الإمارات العربية المتحدة لجمع البيانات ، يتم استخدام مصادر البحث الأولية والثانوية ، واستخدام الأدبيات ذات الصلة أيضًا لاكتساب نظرة ثاقبة حول الموضوع. تم استخدام الاستبيان والمقابلة البحثية الأولية وتم اختيار خمسة مشاركين للاستبيان وخمسة تم اختيارهم للمقابلات. تمت دراسة العوامل التي لها تأثير على تصورات القيادة في دولة الإمارات العربية المتحدة فيما يتعلق بالتعليم العالي إلى جانب أهمية الإصلاحات المتخذة في دولة الإمارات في مجال التعليم. الهدف هو التحقيق في التطورات وتنفيذ الإصلاحات المختلفة في التعليم العالي في دولة الإمارات العربية المتحدة. كما تمت أيضًا مناقشة نظريات مختلفة ، وأخذ روى من مراجعة الأدبيات أثناء استخدام مواقع الويب الأصلية. تستخدم طريقة المقابلة أيضًا في جمع البيانات ، واستندت الأسئلة إلى متغيرات البحث حيث أجريت المقابلات مع خمسة مشاركين. ويلاحظ أن التعليم العالي هو عامل حاسم للغاية لكل بلد ويمكن أن يعزز القدرة على التوليد والقدرة التنافسية حيث هناك العديد من العوامل التي قد تؤثر على نظام التعليم العالي ويجب اتخاذ إصلاحات تعليمية. كما تمت مناقشة مثال الإمارات العربية المتحدة جنبًا إلى جنب مع التوصيات لتحقيق المزيد من الإصلاحات التعليمية ورفع مستوى استراتيجياتهم التعليمية وما إلى ذلك حتى يتمكن من تطوير نظام تعليمي ناجح في الإمارات العربية المتحدة.

DEDICATION

I dedicate this work to my family and friends. I have a special feeling of gratitude to my parents, whose words of motivation and support always helped me complete all activities within time.

I also dedicate this work to my friends that supported me throughout the research process.

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Table of contents:

Contents

1. Table of contents:.....	i
2. List of tables:.....	iv
3. List of figures:.....	iv
4. Chapter 1: Introduction	1
1.1 Background of the research.....	3
1.2 Statement of the problem	8
1.3 Purpose and Question of the study (Main aim, Objectives, and Research Questions):	10
1.3.1 Purpose.....	10
1.3.2 Objectives	10
1.3.3: Research Questions.....	10
1.4 Significance of the Study	11
1.5 Structure of the Dissertation.....	11
5. Chapter 2: Literature review	13
2.1.1 Trait Theory:	14
2.1.2 Behavior theory:.....	14
2.1.3 Cognitive Learning Theory	14

2.1.4 Behaviorism learning theory	15
2.2 Literature Review	15
2.2.1 Overview and importance of Leadership	15
2.2.2 The role of Educational Leadership	19
2.2.3 Characteristics of the Higher education system:.....	21
2.2.4 Impact of leadership on higher education and importance of developments and reforms	23
2.2.5 The role of leadership in the context of higher education in the UAE	27
6. Chapter 3: Methodology	28
3.1 Research Design	30
3.2 Data collection sources.....	31
3.3 Study Procedure	32
3.4 Questionnaire	32
3.5 Sampling and Participants	33
3.6 Instrument design	34
3.6.1 Data collection:	34
3.6.2 Data Analyses:	34
3.7 Validity and Reliability of Study	34
3.8 Conclusion:.....	35
7. Chapter 4: Analyses and results	36

4.1 Introduction:	36
4.2 Qualitative analysis:	37
4.3 Interview analyses:	48
4.4 Secondary data analysis:	49
4.5 Summary of Chapter 4:	52
8. Chapter 5: Discussion and Conclusion	53
5.1 Discussion:	53
5.2 Conclusion:.....	54
5.3 Future Research Recommendations:	55
5.4 Research Implications	56
5.4.1Theoretical implications:	56
5.4.2 Practical implications:.....	56
5.5 Limitations:	57
5.6 Summary of Chapter 5:	57
9. References	58
10. Appendices.....	67
Appendix A	67
Appendix B	70
Appendix C	72
Appendix D	74

Appendix E..... 76

List of tables:

Table 1: qualitative Analysis 29

Table 2: Age..... 38

Table 3: Gender..... 38

Table 4: Working experience..... 38

List of figures:

Figure 1: Theoretical Framework 13

Chapter 1: Introduction

The United Arab Emirates is one of those Gulf Countries taking educational reforms seriously to build high quality and better educational system. Educational system of any nation is needed to be strong enough as it forms the basis of other institutions in the country. A robust educational system can ensure a strong nation. It is evident that like other nations, United Arab Emirates also have a huge focus on the educational sector and to bring the required reforms and changes that help to make the country develop and prosper more. The government has exerted huge efforts and revenues to reform its educational system to enhance the Emiratis' capability to compete with the global economy. The policymakers have realized that without effective educational reforms, the country would not be able to sustain its competitive edge in the corporate world. Considering these facts, more efforts are being invested in the reforms to bring the nation in the competitive world and to make it go along. Without effective education, the Emiratis will be left behind and will stand nowhere in the global economy (Zahran, Pettaway, & Waller, 2016). Moreover, a study has indicated that UAE intends to come up with a more prolific and enhanced educational system to free its countries from expatriates who take advantage of less skilled and less qualified Emiratis who consider oil as their asset behind productivity, which is not the case in the modern corporate world (Gonzalez, Karoly, & Constant, 2008). A country where there is stronger educational system, then they do not rely on the skilled and educated workers from outside the country to meet the challengers, instead they can use their own people to help take the initiatives and build the country in a better and prosperous way. Realizing the threats that an ineffective educational system could offer UAE; the nation's leaders took firm steps to rebuild their education system.

Sheikh Zayed bin Sultan Al Nahyan who is considered as the force behind the establishment and development of the UAE highlighted that the intellectuals are the one who defines the strength and

wealth of a nation and the level of progress of the people and nation could be estimated by the education level of those intellectuals as highlighted by (Zahran, Pettaway, and Waller, 2016).

While reviewing about the current state of education in UAE reviewed by Dr. Racquel Warner, it may be seen that education in UAE is being undergoing a period of remarkable reforms. The UAE has also pursued policies in line with other countries to promote global education reforms. (Warner 2021).

A research study clearly indicated that UAE keeps education at the core of human development, encompassing or associated with the major aspects of the progress (Alhebsi , Pettaway & Waller, 2015). For United Arab Emirates, human development can be made possible only if its primary institutions are strong, stable and connected and education being one of the major institutions can play its major role. Moreover, the UAE has been found to be indulged in strategic planning to fortify the educational system to boost the competitive economy. In this regard, the focus has been on educational leadership, as supported by Macpherson, Kachelhoffer, and El Nemr,(2007).

It is also research those positive perceptions make the leader trust the people around, which, in return forms a good team for the leader (Cao et al., 2020).

Iskander, Pettaway, Waller, and Waller, (2016) highlighted that UAE policymakers had offered ample attention to the educational leadership. They are considered extreme to reshape and enhance the educational set up to increase productivity and strengthen the nation's attributes. With the increasing globalization and huge competitiveness, it is considered that all the nations must be in a continues development, improvement and enhancement regarding their reforms that can be best suited for them in such an environment where there is a huge need of restructuring the old policies and make the new ones. As western countries are in continuous shifts and reshaping of the policies to make them more effective, UAE has realized that many Western countries' success in the

education sector is based upon their effective, vigilant, and efficient educational leadership. These countries mainly include Singapore, Australia, the USA, and Hong Kong (Moorosi & Bush, 2011). In all these countries, the development of effective educational leadership has been kept at the core of the educational reforms enhancing the leadership capacity and their competency for creating a better world. These countries focus more on what is the current requirement to survive in the competitive environment and what else could be done to make them stand out in a better way and grow in all aspects. Moorosi and Bush, (2011) also highlighted that there is an escalated consensus across the globe on the notion that effective and vigilant educational leadership is the building block of a prolific educational system and sustainable educational reforms.

Bottery (2004) highlighted that development of effective educational leadership is of eminent importance for the entire nation and country's sustainable development. It took it as an extreme national concern. Effective educational leadership can play its part to make the reforms work and show if they are efficient enough to make the institutions strong and reliable. It is very important for the sustainable development of a nation and its people and to keep it up the mark. Keeping in view all these facts, the current study intends to explore the educational reforms defined while considering the role of educational leadership. Moreover, the study also describes the government's measures to promote educational leadership and the challenges that have been faced with manifesting the enhancement of educational leadership.

1.1 Background of the research

Strong and vigilant educational leadership is required to bring out the desired change process in the educational setup. The change in the educational reforms cannot always be constructive; it needs good leadership to figure out what needs to be done in an effective manner so that the reforms that they bring would be effective enough to show a positive change. The changes cannot

be just made and enforced. Rather, they are developed over time, effects by strong leadership, and then implemented for the best and constructive results. Educational reforms require leadership to implement the structural changes that would assist in developing and establishing an educational environment assisting teachers and students in performing at their best level (Fisher & Waller, 2013). Such leadership is known as educational leadership. Moreover, educational leadership is also defined as a systematic process that would enlist and guide the teachers, parents, and students to achieve the common educational goals by streamlining their talents and vitalities (Waller & Waller, 2014). Educational leadership itself is a guiding process that makes the reforms work for the concerned people and help them adapt to them and make them successful. Educational leadership is different from general leadership. The former focuses on creating a productive environment to bring out positive change, while the latter deals with managing behavior (Spillane, 2004).

General leadership is more concerned about how behaviors and performances are managed, but educational leadership is a more constructive one to develop a positive overall setup. UAE intends to create an educational environment that would assist in implementing successful educational reforms. It is not just the choice, but it's now a need to bring more positive and effective educational reforms to uplift the nation.

In this vein, it is not the leadership that the country requires but the education requires.

UAE educational system is in dire need of effective educational leadership to deal with the challenges it is currently facing in the educational sector. The educational sector is lagging compared to other sectors despite being one of the most important and basic institutions for a country, as it is one of the important pillars for a nation. Literature has revealed that the UAE's curriculum is outdated, as a result of which the student's level of achievement is low (Ridge, 2010).

Because of the ineffective curriculum, the students learn from UAE's education system they have a substandard performance on various standardized tests. These tests include Trends in Mathematics and Science study tests and tests evaluating knowledge and understanding of information technology and implementation and English efficiency. If the curriculum is outdated and ineffective, then the students would not be good achievers and high performers, which ultimately makes the nation suffer. Adding to the adversity, lack of effective educational leadership has resulted in unqualified school management, inferior teaching standards, and lack of professional attitude (Tabari, 2014). These ineffective managements, inefficient teaching standards, and other factors are making the educational system a failure that cannot produce competitive professionals. All these circumstances indicate that UAE educational reforms are in dire need of educational leadership. The changes in the educational system can transform it into a better platform where there can be good learning processes, better chances for the students to develop into efficient professionals. Educational leadership will reformulate the school culture, endorse the learning processes, and help resolve the problems and difficulties that Emiratis face in their educational process (Al-Saeed, Shaw, & Wakelam, 2000; Litz & Hourani, 2016).

The development of educational leadership is not free of challenges; it is a painstaking task. It is rather a process that needs to keep a check and balance for the reforms that are being introduced and implemented. The educational leadership development process must go through micro and macro-level challenges, as indicated by (Samier, (2019). Micro-level challenges are those that are faced at the level of educational institutes such as schools and colleges. At the same time, the macro-level challenges are related to the policies and governance that hinder the education setup's effectiveness. Micro-level challenges often occur when the management fails to create cohesion and harmony within the organization. To deal with the micro-level challenges, the educational

leadership intends to change the management procedures by modifying the organization's mission and vision and inspiring the administration, employees, and facilitators to embrace the change in a productive manner (Fisher & Waller, 2013). Bringing out these changes is not an easy task; strong repulsions may occur during the process, as is the UAE's case. In the UAE's case, it has been found that educational leadership has little control over the environmental factors pertaining to primary and tertiary education. The introduced changes can also face rejection by some entities, which also requires to be dealt with effectively and constructively. Literature reveals that to mitigate the challenges that educational leadership may face at the micro-level, the macro-level policies and budgetary must be considered (Bond, 2013). Policies should be effective enough to promote and embrace the change required for educational reform.

The educational sector has acquired immense importance in the UAE in the past few decades. It has become the focus of attention of reforms, as highlighted by Alhebsi, Pettaway, and Waller, (2015). Previously, it was not much focused; the reforms made were either poorly implemented, not followed, or had not been implemented at all, but for now, it is not the case anymore. Although significant improvement has been made via educational reforms, there are numerous challenges that the country still faces in public sector education. Most importantly, in UAE, the educational leadership's major concerns are to prepare the students and leaders to collaborate and invest efforts keeping in view the impacts at the micro and macro level and eventually in the global context (Iskander, Pettaway, Waller & Waller, 2016). The United Arab Emirates is not working solely on its reforms. Still, it is also taking a collaborative effort to get a holistic idea regarding educational leadership, effective reforms, and keeping a good and effective place globally regarding this. Literature supports the notion that the targeted nation could only excel in the globalized world and

sustain its competitive position at the international level if it successfully implements educational reforms through the development of educational leadership.

Presently, for sustainable growth and development, educational leadership has been a key to a more sustainable and competitive workforce, as evident from Singapore's case (Dimmock & Tan, 2013). If made effective and implemented, educational reforms can help in the long run by producing professionals that can work in a competitive and diverse environment and can be tolerant and accommodating regarding their profession. In this vein, there is a dire need to invest in higher education leaders who are in direct contact with the upcoming workforce and professionals. UAE has to come with effective educational reforms pertaining to higher education leadership as leaders will pave the way for developing a more prolific, competitive, and productive youth that will, in turn, adds to the social, political, economic, and environmental development of the country. It has now become more of a requirement. It needs the UAE to consider and focus more on the effectiveness of the reforms and accept that educational leadership has a huge impact on the sustainability of the sector that can eventually make growth and development possible constructively and possibly. It is also important to consider the educational leaders' perceptions and the challenges they face in upholding their mission (Adams, Kutty, & Zabidi, 2017). Such policies must be implemented on the lowest to the highest level for uniform performance. Government is responsible for endorsing such policies and strategies that would smooth the educational activities that the higher education leaders plan to implement for the young Emiratis. The leadership of the UAE presents several educational reforms over time. The reforms in education are mostly related to introducing technology in the education system to enhance its performance. The latest teaching methods were also adopted from developed countries over time to enhance the quality of teaching. The UAE education sector developments also included

incorporating educational institutes and systems from developed countries in the UAE. Those reforms are proved useful in raising the standard of education in the UAE (Tabari, 2014).

1.2 Statement of the problem

Educational reform is the utmost preference of the Government of the United Arab Emirates, and for this purpose, educational leadership is taken as the key and the most effective component. It has been seen that educational leadership could potentially lead to successful educational reforms (Thorne, 2011). Given this fact, the government has invested huge revenues in the education sector stakeholders' professional development. Several international organizations have been consulted to reframe their educational system and update it, keeping modern education trends. In this regard, the programs are mostly based on western trends, but they have been transformed indigenously to meet the locals' demands (Samier, 2014). In the UAE, there are several reforms have been introduced in the context of higher education leadership of UAE; most of the reforms were related to the use of technology, use of advanced teaching methods, the use of foreign languages as a medium of education, etc. (Tabari, 2014). Those reforms are proved useful for the development of the education sector in UAE, yet there is still much room for improvement and betterment in this regard. However, it is yet not clear if they are culturally relevant and effective. Limited research has been conducted regarding identifying and exploring the challenges that the development of educational leadership is facing in the UAE. Additionally, educational leadership is promoting or hindering the development of educational reforms is yet to be evaluated. Overall, educational leadership's effectiveness, despite numerous efforts, is still a gap (Hourani et al., 2020).

Furthermore, the rapidly changing trends in the globalized world have compelled us to develop educational reforms. The competition level has escalated over the years, and well-educated and intellectual youth are found to be a nation's asset (Fallon, 2019). In this vein, the UAE youth has

been found to be operating in an educational system that is refuted in many aspects. Their learning process and qualification are not effective in refining and enhancing the capabilities that could enable them to compete internationally. As a result, the foreigners seem to be at the edge as they have a better educational system due to effective educational reforms via productive educational leadership. Many of the significant position in the corporate world of UAE has been occupied by foreigners. The reason behind this is that the Emiratis are not qualified enough to fill those positions. Consequently, the nation seems to be deprived of many productive opportunities. Yaghi and Yaghi, (2014) reflected that employing effective educational leadership would be an effective initiative to reduce the stated challenges. Still, before that, it needs to be assured that policies pertaining to the development of effective leadership are aligned with the local needs. For this, research has to be conducted to identify the problems that the educational leadership potentially faces in developing and transforming the educational environment through educational reforms that the government has proposed and implemented. Apart from this, effective educational leadership could play a significant positive role in developing a progressive and well-educated nation. In turn, this would assist the UAE government to successfully endorse the Emiratization, which is direly needed to enhance the quality of life of the Emiratis (Daleure, 2017). This can only be done when there are effective educational reforms, which again require effective educational leadership development (Harris & Jones, 2015). Thus, the development of educational leadership and the challenges faced in this regard are worth exploring, which are the aim of the study.

Overall, to sustain a competitive position in the modern world and the international and global markets and sustainable growth, UAE is implementing educational reforms (Kirk, 2010). For this purpose, educational leadership is taken as the primary component. Still, the impact and challenges faced in this regard are yet to be explored, as Eacott and Evers, (2015) suggested. Thus, to reflect

if the reforms are adding to the education system and if the educational leadership has the potential to enhance the educational system could only be done when the challenges in this process are dealt with effectively (Brooks, Normore, Brooks, & Jean-Marie, 2015).

1.3 Purpose and Question of the study (Main aim, Objectives, and Research Questions):

1.3.1 Purpose

Based on the problem statement debriefed above, the study's core purpose is to investigate educational leaders' perceptions of the development and implementation of educational reforms in higher education in the UAE. The study would focus on identifying the factors that affect the perceptions of the leadership of UAE in the context of higher education, along with the need for and importance of reforms in higher education in UAE. Another purpose of this study is to explore the developments and implementations of reforms in higher education in the context of the UAE.

1.3.2 Objectives

The following are the objectives of this study:

To identify the factors that affect the perceptions of UAE leadership in the context of higher education.

To identify the need and importance of reforms in higher education in UAE.

To explore the developments and implementations of reforms in the field of higher education in the context of the UAE.

1.3.3: Research Questions

To achieve this purpose, the study attempts to answer the following research questions:

What are the major UAE Government higher education reforms in UAE?

What role do the higher educational leaders play in developing and implementing higher education reforms in UAE?

What are the higher education leaders' perceptions of the development and implementation of educational reforms in the UAE?

1.4 Significance of the Study

The study holds great significance in the sustainable development of the education sector of the UAE. As it will reflect upon the challenges and the hurdles that the educational leadership might be facing in the UAE context. This area is yet a gap in the literature, revealing that the government is investing in educational reforms via educational leadership, but the impacts are not clear. The study results will reveal the significance of educational leadership for creating a productive educational environment that would produce an educated and competent nation. Moreover, by bringing in the limelight the challenges the educational leadership faces, the changes could be made in the policies and reforms to align further and streamline the process for better results. Based on the study results, interventions could be planned to mitigate the challenges that educational leaders face, which are needed in the UAE. Conclusively, the readers would be better positioned to indicate the extent to which educational leaders are bringing positivity to the UAE's education system. The revenues and budgets could be invested more productively.

1.5 Structure of the Dissertation

Current research has been divided into five main chapters to depict better the research process, analysis, and results of the study. The first chapter consists of the Introduction to the study, where the significance of educational reforms and educational leadership will be reflected. This chapter includes the study's background, research problem, research questions, and significance of the study. Chapter 2 will reflect upon the theoretical framework of the study and the literature review

highlighting educational reforms and educational leadership strategies in the context of the UAE. This will be followed by the Methodological chapter, where the researcher will explain the research approach used and techniques used for the data collection. Moreover, the sample, sampling technique, and analysis will also be debriefed along with the instrument used and ethical considerations in the research. The fourth chapter will summarize the entire research highlighting the major themes and key findings of the study. The fifth chapter will incorporate the future research directions, conclusions, recommendations, and limitations of the research.

Chapter 2: Literature review

In this chapter, the literature regarding the educational leaders' perceptions of the development and implementation of higher education reforms in the UAE is reviewed in detail. The literature review is based on the available published articles and research work on this topic. This chapter is comprised of the theoretical framework, literature review, and conclusion of this chapter.

2.1 Theoretical Framework

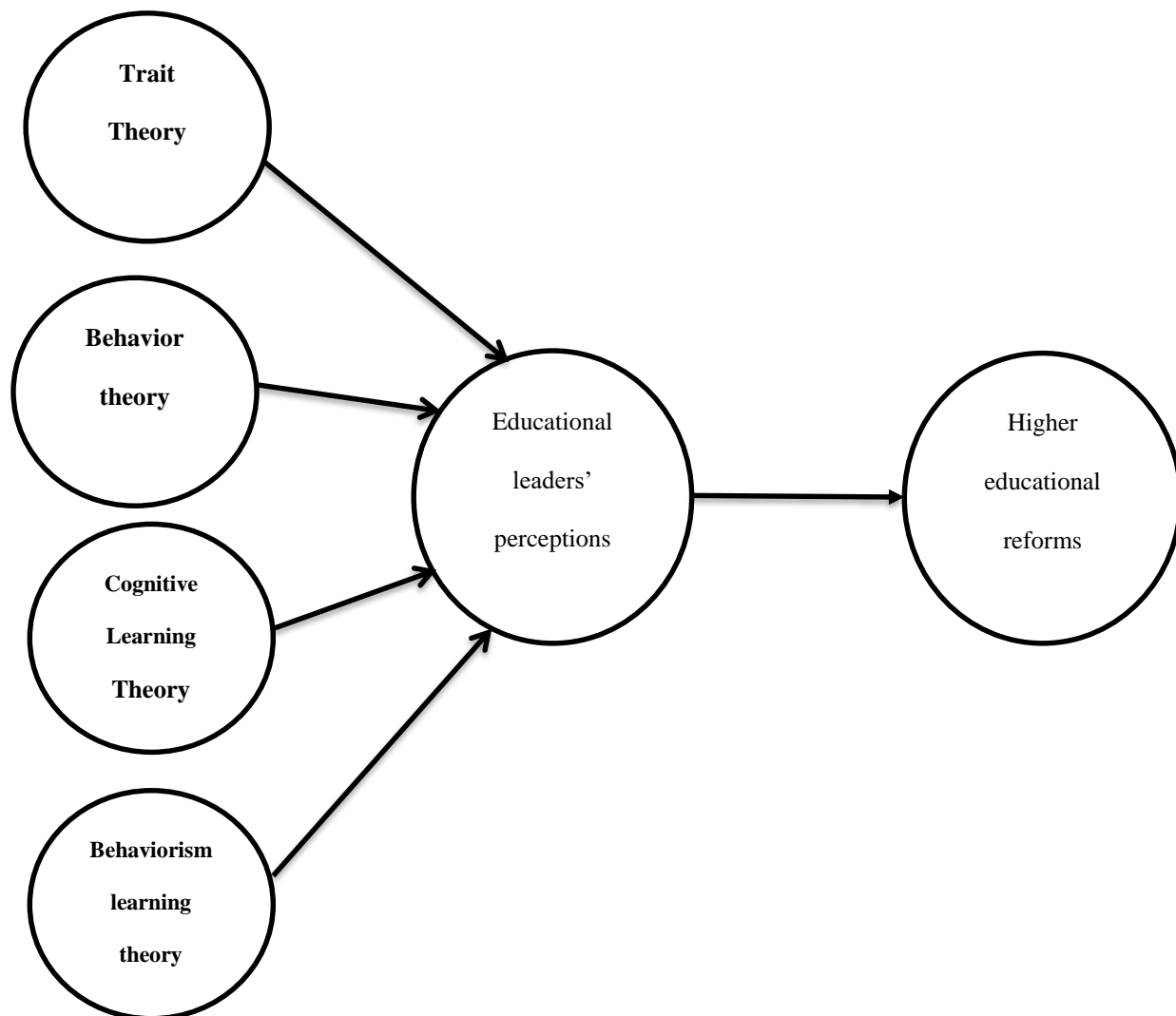


FIGURE 1: THEORETICAL FRAMEWORK

This study's theoretical framework represents the relationship between educational leaders' perceptions and the development and implementation of higher education reforms in the UAE. The educational leaders' perceptions are directly impacting the development and implementation of higher education reforms.

2.1.1 Trait Theory:

The trait theory states that if a person has the basic instinct to lead and decide, he can bring change (GuramatunhuCooper, 2017). This theory supports the research framework. If the leaders have the basic intention of bringing change in the education system, they decide it and bring educational reforms.

2.1.2 Behavior theory:

Behavior theory also supports the framework of this research because it states that it is the behavior adopted by a person depends upon its perception (Ashkanasy et al., 2017). So, its applicability in the framework can be made if the manager's perception is positive towards bringing educational reform. It can motivate him, and he can do so effectively.

2.1.3 Cognitive Learning Theory

We may also refer to Cognitive Learning Theory that states that learners can be influenced through internal and external factors or elements. Plato and Descartes are the initial philosophers that have focused on cognition, and this theory has been developed over time. The major focus of this theory is placed on different elements of learning and understanding. This theory helps learners to enhance their understanding of the concepts for learning.

Therefore, this theory can be related to the practicality and effectiveness of educational reforms in a way that learners can gain maximum benefits.

2.1.4 Behaviorism learning theory

Another theory is the behaviorist learning theory that is based on the fact that how students behave is related to their interaction with the environment. Therefore, educational reforms are required to be developed in a way that can help in increasing opportunities for students and learners so that they can be nurtured in a productive environment. (WGU 2020).

2.2 Literature Review

Higher education is an important element that plays a crucial role in the development and growth of any nation and country. Positive and productive reforms are very crucial for enhancing and improving the overall quality and performance of the higher education. The following literature review is related to the importance of leadership, higher education, reforms in higher education, and the role of leadership of UAE in this regard.

2.2.1 Overview and importance of Leadership

Leadership can be defined and explained in various ways. Leadership is a quality that allows a person to set direction, vision, goals, and objectives for which he works hard, develops strategies, and plans for achieving them (Kouzes, & Posner, 2006). Leadership can be achieved at various life stages, related to every profession (Daniëls, 2019). For instance, an executive of a company wants to have a bright future for his company or organization. For this, he will have a vision, a mindset, or a thought, and he will set a direction for which he and his employees will work. Leadership also brings management skills with it. A leader is managing his plans, and he knows how to execute them. He knows which employee is suitable or experienced in a specific job. A leadership quality allows a person to unite his staff or team, and they started to tackle every difficulty regarding their goals and objectives. A leader has the skill to guide himself and his people towards the straight path in a very smooth and inspiring manner (Rudolph et al., 2018).

A vision is a real, convincing, and appealing reflection of where one wants to be in the future. A vision provides direction, sets priorities, and indicates that he has achieved what he wanted to achieve and what he desired. In business, leaders think about how their industry might change and how their competitors might behave. They look at how to create success and shape their businesses and strategies for success in future markets. They also test their ideas through relevant market research and risk assessments using techniques such as Scenario Analysis. Therefore, leadership is effective - problem-solving, forward-looking, and unsatisfactory. Once they have developed their ideas, leaders must make them compelling and convincing. Compulsory view It is something that people can see, hear, understand, and accept. Successful leaders provide a vivid picture of what the future holds for their vision. They tell encouraging stories and explain their ideas in ways that everyone can understand. Here, leadership incorporates an analytical side to building a vision and interest in shared values, creating something meaningful for the led people.

Leadership takes the essence of knowing and preparing to motivate others. Effective leadership is based on ideas, first and foremost, that are effectively passed on to others in a way that involves them enough to do what the leader wants them to do. A leader encourages others to act at the same time by directing their actions. They must be humane enough for others to follow their instructions, and they must have critical thinking skills to know how best to use resources to work in organizations (Khan, 2016). For example, in business, leadership is linked to performance, and any definition of leadership should look at that. Thus, although leadership is not linked to profits, those who are considered successful leaders in corporate conditions are the ones who expand their companies.

While some people seem to be naturally endowed with more leadership skills than others, anyone can learn to be a leader by developing certain skills. While having no previous knowledge of

leadership, history is full of people who have gone ahead with the problems and persuaded others to follow their course of action. They had the qualities and qualities that enabled them to enter into leadership roles. However, the dedication of a new leader can sometimes be costly. Conflicts and high-pressure workplaces can create personal problems. When such issues arise, the supervisor is more likely to view it as their responsibility to resolve employees' problems. Leaders can sometimes focus so much on achieving higher goals that they allow others' challenges and workers' welfare to fall by the wayside (Silva, 2016).

In the field of education and skill development projects, good leadership is having utmost importance for the success of projects and the quality performance of the educational departments. Effective leadership provides a clear perspective and direction to educational developments to bring improvements and reforms in the system and structure that are important to improve and maintain the quality of education and adopt the latest changes and requirements in the field (Dimmock, 2011).

Perception is referred to like the idea or understanding of any situation or concept according to the thinking and knowledge of someone specific individual within the context of environment and circumstances (Trichas et al., 2017). Perception provides the direction and shape to an individual's thoughts and understandings regarding any specific event, concept, or statement. It leads to developing that individual's thoughts and mindset in that specific direction (Şişman, 2016). Every leader has a different perception through which the leader view and understands the things, events, people, and the world around him/ her. Perception is the major element that constructs the leader's thoughts and mindset and leads the leader's actions according to those thoughts and understandings. The leader's perception makes the leader successful or unsuccessful in the circumstances where there is a need for strong and effective leadership. Leaders with good and

positive perceptions have a positive direction and approach toward problem-solving and accomplishing goals and objectives. Leaders without clear and well-defined direction cannot be successful in achieving the goals and objectives efficiently and effectively. A clear and well-defined direction is crucial for the leader, driven by the leader's perception of the leader's circumstances and environment. Positive perception also provides a positive attitude to the leader that reflects the actions of the leader. The leader's positive attitude is essential for the effective solution of the problems and effective implementation of plans to achieve the goals and objectives. The leader with positive perception knows the importance of listening to the subordinates and people around the leader to effectively enhance the knowledge and understanding of the issues and problems that need to be solved (Correa, & Bacon, 2019). Listening is a crucial skill of the leader that makes the leader wise and knowledgeable and liked by the others that show the care for them from the leader. Perception also provides the leader's developmental approach to increase and develop the capacity and skills to efficiently and effectively achieve the goals. Perception also helps the leader become broadminded to observe and understand the issues with an open mind and consider different solutions and possibilities. This mindset helps the leader to find innovative solutions to the problems that are more effective and efficient. Perception also impacts the leader's thinking pattern that leads the leader towards developing effective plans and strategies to accomplish the goals. Perception is one of the elements that contribute to the portrayal of the personality of the leader. Any individual's personality, specifically the leader, is shaped by that individual or leader (Esteves, & Pereira, 2017). The leader's actions towards developing strategies and Implementation of plans are led by the perception that leads to the issues and problems. Perception also defines the leader's preferences that make any issue more important and serious than others (Choi et al., 2007).

A leader's positive and productive perception pushes the leader to put the goals and objectives over the leader's self-interest. In that context, the leader's success is based on the leader's perception that reflects in his/her mindset, thoughts, and actions. Perception is based on the knowledge of the leader regarding a specific issue or problem. The successful leader knows the importance of the adoption of change and involvement in the process and approach. Adopting change allows the leader to innovate efficient and effective solutions to the problems and issues. Positive perception makes the leader trust the people around him/her, which, in return, forms a good team for the leader (Cao et al., 2020). Leaders with good and positive perceptions become more trustworthy and acceptable by the people who help them succeed. Positive and productive perception helps the leader to have a broad vision and mission that pushes the leader to work hard and put extra effort into accomplishing that vision and mission (Agote et al., 2016).

2.2.2 The role of Educational Leadership

Education is one of the important and basic requirements of any society and nation that enables the people to have useful knowledge and learn skills that they can use to start a profession or serve the nation in development and progress (Connolly et al., 2019). Basic education is essential to make the individual able to read and write and gather the required knowledge from further education and learning. Higher education is useful in learning and improving the technical and professional skills useful for the development and progress of organizations and individuals. Leadership plays a critical role in maintaining and ensuring education effectiveness in society (Adams et al., 2017). Leadership provides the direction and guides the educational system towards the successful accomplishment of its goals and objectives. Likewise, in other sectors and segments, the education department also required good and effective leadership to perform well in society and at the national level.

Educational leadership is a term used for the leadership responsible for the development, maintenance, guidelines, and progression of the educational system in any country, nation, or society (Spillane, 2004). Educational leadership is essential for the country's development. The whole education system and the mindset, skills, and attitude of the whole future generation depend on this leadership's plans and strategies (Clarke, & O'Donoghue, 2017). Educational leadership plays a vital role in developing education and maintains the quality of education required as per international and local standards. Good quality of education is crucial for the effectiveness and usefulness of education in society. Education of low-quality wastes students and the nation's resources and time and does not produce desirable results. It is the responsibility of educational leadership to improve and maintain education quality in the best way possible. Discipline is also a crucial element that is required in the education system for development and progress. Without proper direction and methods education system can not perform well, and there could be many problems and issues that can arise. Effective educational leadership maintains and implements the proper discipline needed in the education system to run this system effectively and efficiently. Different educational leadership levels include the leadership of educational institutes and leadership of the country's whole education system or nation that is mostly based on the government sector. The educational leadership at the institution level is responsible for providing and maintaining a good quality of education to the students, facilitate the teachers in the best way possible to motivate them to perform best at their job, and get the support of parents to educate the students effectively. The educational leadership at the government level is responsible for developing policies and laws that are important for the sustainability and development of a country or nation's education system. The major roles of educational leadership are improving the quality of education at every level and making the education system effective and efficient to produce

optimum results. Educational leadership is also responsible for hiring and retaining the best teachers for educational institutes who can help students learn effective and useful potential skills required by students for the sustainable profession. Effective educational leadership also helps increase awareness regarding the importance of education among parents and students to motivate them to have a better education system. Educational leadership works effectively to inspire and support the students to achieve excellence in education to become the nation's precious asset in the future. Effective educational leadership also puts efforts to raise the quality and standard of education to meet international standards and quality (Bertrand, & Rodela, 2018). It is also important for educational leadership to adopt the latest trends and technology incorporated in the education system to prepare students according to modern times. The education system's development and progression are effective and efficient educational leadership that leads the education system towards innovation and development. Educational leadership is a crucial element for the higher education system to lead the students towards learning and enhancing their professional skills and knowledge (Young et al., 2017).

2.2.3 Characteristics of the Higher education system:

Higher education is the advanced form of education in any nation or country that mostly consists of teaching the skills and knowledge related to the professional fields to grow students' capabilities in a specific subject or field (Aithal, & Aithal, 2016). Higher education plays a significant role in the development and progression of the economy of the country. Higher education provides a chance for young people and students to excel in their skills and knowledge required for growth and development in the profession and ultimately contribute to developing the country's economy. In that context, higher education is an essential element for the progress and growth of the nation's economy and to provide sustainability to the country's economic system. Higher education is a

basic standard for the educated nation (Ashour, & Fatima, 2016). Higher education provides the capability of advanced education and the scientific approach to research and development in the education field. The advanced research methods in the educational field enhance the capability of innovation and development of new and efficient products and services essential for the strength and advancement of the country's economy. By realizing the importance of higher education, almost every country's governments focus on the higher education system's development and sustainability to obtain the desired outcomes effectively and efficiently (Alsharari, 2018). Another advantage of higher education is that it provides employment opportunities to the people and students more effectively by providing competitive skills and knowledge to the students. Scientists and doctors are also the product of higher education that are valuable assets of nation and country. Higher education is also important for the research and development programs that lead to innovation and gradation in manufacturing and businesses' technology and processes (Hamidova, & Ganiyeva, 2020). Higher education is crucial for developing and advancing the nation with advanced skills and knowledge in different segments. Educational leadership plays a significant role in making higher education effective and productive for the nation. Without proper and effective educational leadership, the higher education system cannot run effectively and cannot produce optimum results (Sheikh, 2017).

It has been observed that universities worldwide are going through novelty challenges because they are becoming complex, larger organizations, and they have to perform multiple functions. Universities of most countries have adopted a new teaching method, which contrasts with their traditional teaching and research core. It also involves a new way of public funding (Rhodes, 2019). these universities are considered as entrepreneurial as they are very advanced in the field of science and technology. According to recent research and reports, the role of globalization and

marketization is considered as meta-level driving forces. So, it is important and essential for senior leaders to develop and enhance their behavior and skills. It is now becoming important to have management for partners within the globalized order across traditional national boundaries (Franco-Santos, & Doherty, 2017). Another emerging trend in virtual universities is digitalization because it focuses on powerful Information and Communicative Technology (ICTs) capabilities. As the competition increases, there is also a high collaboration level involved with more strategic partners, managed networks, and joint ventures. With this kind of latter developments, the requirement of different, lateral, and cooperative leadership styles increased compared to the traditional one, especially in the management of a single vertically integrated HEI. Having that kind of long-term development challenges the capability of HE senior.

Leaders are responsible for answering on account of increased institutional complexity. The main aim to know or investigate whether the senior HE leaders are showing their support regarding the current developments by LD programs that could be required. According to some perspectives, it is important to consider problems raised by the wider-field developments, and their content and approaches should be refreshed if necessary (Popenici & Kerr, 2017).

2.2.4 Impact of leadership on higher education and importance of developments and reforms

Sustainable leadership includes the procedures, leaders, policymakers, and academics involved in developing sustainable development policies and other organizations' programs. It includes approaches, program methodologies, and solutions to problem-solving and advancing institutional policy in a more sustainable organization. Institutions of Higher Education (HEI) play a significant role, especially in institutional leadership, promoting sustainable development (Hassan et al., 2018). There is a lack of research focused on sustainable leadership in universities. To address this

gap, the concept of sustainable leadership is important because it is based on literature and strong understanding. The study aims to understand the key characteristics of resilience leaders in HEI and the major challenges. When it comes to higher education, it includes gender issues and the positive outcomes of sustainable leadership. According to some research and studies, an online questionnaire was conducted among leaders ($n = 50$) from a set of universities in 29 countries. The sample program was purposeful, based on membership of the Inter-University Sustainable Development Research Program (IUSDRP). The study was natural research, and descriptive statistics were used for analysis. By deliberately citing examples, high-ranking senior executives could be considered knowledgeable, and their ideas were considered rich in knowledge. By self-assessment, respondents described their leadership style and their general characteristics, with an all-encompassing style and strategic thinking leading the sample. In terms of skills, respondents chose the ability to innovate, think longer, and manage difficulties from a predefined set of options. The interdisciplinary and interdisciplinary approach and information about organizational planning and global challenges and issues were cited as important issues related to the information needed to become a leader. Concerning the need to transition to sustainable university programs, sustainable development education (ESD) education, sustainable procurement, and reporting have been mentioned. The study also found that gender issues were taken seriously among the sampled institutions, which is encouraging. Challenges identified in the performance of sustainable leadership, for example, indifference to university administrators and other members of the academic community and a lack of technology and building materials or resources, are ineffective (Dopson et al., 2019). Depending on the police's views, the listed measures may be adopted in the future to allow higher education institution leaders to improve their performance.

Institutions of Higher Education (HEIs) recognize that they play an important role in sustainable development. These universities have been flexible and redirected to further institutional leadership in promoting sustainable development, overseeing their education system and senior management teams, staff, academics, and researchers as sustainable leaders, and promoting the development and education of future leaders who will play key positions in companies, NGO, and government. In terms of HEI's vision as sustainable leaders, they should be role models for change, consider present and future generations' needs, and encourage talented and knowledgeable professionals for sustainable development. This means that the entire university system should be focused on educating students who will lead a variety of organizations positively to sustainable communities.

Questioning for education leadership is primarily related to the organization's practical skills or individual to guide the followers (i.e., staff and team members) and take steps that have a significant impact on the organization's outcomes. As a function and role, leadership is essential whenever a system or organization situation needs to be changed, which creates uncertainty; however, leadership will remain important in higher education in all contexts (Yaseen, & Asrar-ul-Haq, 2018).

Higher education has much importance in the development and growth of the economy of the country. The higher education system needs to be constantly developed and evolved to meet the market's latest requirements and demands (Zaitseva et al., 2016). Time, trends, and technology are changing and evolving rapidly, changing the market trends and demands of skills and knowledge. There is a need for development and positive change in the higher education system to rectify the system's errors and faults, improve the system over time, and adopt the changes according to technology, knowledge, and market changes. The development of higher education is necessary to

improve and maintain the quality of higher education effectively. The quality of higher education directly impacts the productivity and performance of the higher education system. High-quality education produces students with competitive skills and understanding of the subjects and performs well in the professional fields. Higher education is mostly related to practical education and professional skills that differentiate it from other levels and types of education and make higher education more effective (Reza, 2016). Incorporating internship programs in the higher education system allows fresh graduates to apply their skills and start the profession or career practically. The higher education system also provides the opportunity of conducting research programs that are very beneficial for obtaining new knowledge about the subject. There is also development in higher education regarding the use of technology for educational purposes, including online classes and online education to the students that is beneficial to save the students' time and financial resources. With the advancement of technology, the availability of knowledge has increased for the students, increasing the effectiveness of the higher education system and process. The higher education system also incorporates practical projects to provide in-depth knowledge and insight to the students regarding the subject that helps develop a clear understanding of the subject (Salvioni et al., 2017).

Higher education is a crucial element that supports a country or nation's economy in a significant manner. With advancement and development in the higher education system, the affordability of higher education for students has become difficult due to an increase in the cost and requirement of financial resources (Bernasconi, & Celis, 2017). To make higher education effective, affordable, and approachable by the potential students in the countries, there was a need to reform the higher education system. The governments of all major countries focused on reforming the higher education system to make it more effective and approachable for every citizen. Governments

developed scholarship programs through which potential students can get financial aid and support to get a higher education. Governments also support the universities and colleges financially to promote high-quality education. Several researchers also found higher education methods and processes to increase productivity and quality (Strielkowski et al., 2020). Technology has been incorporated into higher education to increase its efficiency and performance. Reforms in higher education also included cultural exchange programs through which students can get international exposure and learn from different cultures and countries (Strielkowski et al., 2020). There were also many effective reforms in the higher education system and institutes' rules and regulations to ensure students' involvement in the learning process and avoid dishonesty and wastage of time and resources of students. Educational leadership also provides guidelines and support to the students to start the career and profession from completing higher education (Willcox et al., 2016).

2.2.5 The role of leadership in the context of higher education in the UAE

The government and Leadership of the UAE are well aware of the importance of quality education and its effectiveness for the country. The government focuses on improving the quality of education and solving the higher education system's issues and problems (Ashour, 2020). The UAE's leadership has set the western education system and quality a benchmark for improving the higher education system of the UAE. The leadership emphasizes raising higher education standards using the latest technology and learning programs (Ashour, & Fatima, 2016). Leadership also investing in the higher education segment significantly to enhance its performance and to get optimum output. The UAE's leadership is also running awareness programs for parents and students regarding the importance of higher education. The UAE's leadership is seeking opportunities to enhance the higher education system effectively to compete at the international level (Jose, & Chacko, 2017).

Chapter 3: Methodology

Effective educational leadership plays a very significant role in bringing up gradation in the educational system. To bring the educational reforms, it is necessary that educational leadership effectively implement structural change and develop a good environment where students and teachers can achieve excellence in their educational careers. The main focus of educational leadership is to generate a positive educational environment. In the UAE, as it is in the phase of development and education is the most powerful tool. Therefore, at the governmental and non-governmental level in UAE, it is tried to develop a good educational environment that supports educational reforms.

This study aims to evaluate the perception of the educational leader in the development of educational reforms. This study also aims to identify whether the higher education leader of the UAE plays an effective role in bringing development and implementation of educational reforms. In this section of the research, the methodology of research has been discussed. The methodology of the research tells about how the research. In detail, it explains how the research has been conducted. It gives details about how the data has been collected, data sources, and instruments used in data collection. The methodology also talks about the Research design, approach, and analysis tools analysis tool used to process the data. It also talks about the reliability and validity of the data that has been collected. The methodology for this research has been given as the following that consists of three parts or methods: interviews, questionnaire survey, and secondary data analyses. The following table represents the qualitative method of this study.

TABLE 1: QUALITATIVE ANALYSIS

Questions	Approach	Instrument	Participants/Docs	Data Analysis
01. Please specify your age.	Multiple-choice answer	Multiple choice scale		Frequency distribution
02. Please specify your gender.				
03. Please specify your working experience.				
04. Is there a need for reforms in higher education in UAE?	Qualitative approach	Open-ended questions	Five officials related to the higher education leadership	Theme based qualitative analyses
05. What are the weaknesses in the higher education system of the UAE?				
06. What are the perceptions of the leadership of higher education of UAE regarding reforms in the system?				
07. How important are the reforms in the higher education system of the UAE?				
08. Is the government taking effective steps in the development of the higher education system?				

09. Do you appreciate the efforts of the government for the improvement of the higher education system?				
10. How is leadership contributing to the development of the higher education system of the UAE?				

3.1 Research Design

This research has used a qualitative research design. Qualitative research design is based on the qualitative data collected and analyzed in this type of research design (Gelsne, 2016). There are multiple types of qualitative research design, and a selection depends upon the method used, like in-depth interviews, observation, and focus groups. There are different similarities and differences between these qualitative methodologies. The reason behind carrying out qualitative research design is obtaining a detailed understanding of a specific topic or problem. Usually, the sample taken in a qualitative research design is small and focused on a specific audience. Qualitative research design is related to finding answers about the why and how of some specific phenomena (Van and Struwig, 2017). The rationale for using this approach relates to the educational phenomenon and exploratory nature of the research study.; Therefore, a qualitative research design is the best selection for this research to explain the topic in detail and explore the unknown information and aspects of the study's topic. Qualitative research design is based on numerical data; therefore, in the present study, numerical data is also taken. The data taken is subjective in

the qualitative research design and cannot be integrated in a quantifiable manner. Qualitative research design not only considers what is done or said, but it also deals with the Mena in which something is said or done by the participant (Rutberg and Bouikidis, 2018). This study aims to explore the facts and information regarding the reforms in higher education in the UAE and the implementation of those reforms; thus, to achieve the objectives of this study, the qualitative research design is most suitable. Among the methods used in the qualitative research design, this research has selected the interview and document analysis. The data collected from both of them are qualitative. Talking about the philosophy, interpretivism philosophy has been used in this research. This philosophy is very effective in comprehending rational work and academically coherent data. Another important reason for selecting interpretivism philosophy to research philosophy is that it focuses on explaining the elements and variables of the research topic and developing the human interest in the research. The selection of the interpretivism philosophy is the suitable approach for this qualitative research.

3.2 Data collection sources

The data collection sources tell about the source of data from where they have to be obtained. Mainly there are two types of data collection sources. One is the primary data collection source, and the other is the secondary data collection (Hox, & Boeije, 2005). In the primary data collection sources, the data is collected for the first time, so first-hand data, e.g., data collected through interviews, surveys, etc. The data are directly taken from the sample in this. The secondary data sources, including magazines, newspapers, or articles, etc., provide second-hand data, which is originally collected for some other purpose (Hox, & Boeije, 2005). This researcher used primary and secondary data collection sources to gather the data for interview and document analysis. For interviews, the primary data will be collected directly from the sample of the research. However,

secondary data is collected from the newspaper, articles, and official reports for the document analysis. Taking the data from both primary and secondary sources has made the research very effective and impactful. Primary and secondary data sources have provided a considerable amount of usable data for deriving results for the research. The sources of both primary and secondary data have been selected very carefully.

3.3 Study Procedure

To carry out this research, it has followed the sequential procedure. To take the data through the interview, an interview has been designed that consists of the questions related to this study's variables. After designing the questions in the next step, the sample has been contacted, and the time was taken from them for taking the interview. In contacting the sample, almost one week had been spent. After that, by giving three days of training off taking the interview, the data collector collected data from the respondents. The original process of Data collection from the respondents had completed in two weeks. Finally, the collected data has been processed, and results have been derived in the next week.

3.4 Questionnaire

This research had also collected the data through the questionnaire. In this process, first of all, an open-ended questionnaire has been designed. The only open-ended question has been included in this because the qualitative research design has been selected. The questionnaire has been sent online to the respondents and requested to fill with care. In collecting the online response through the questionnaire, one week has been spent. However, the next week has been spent processing and conclude the data.

The final analysis that has been conducted in this research is the document analysis. This analysis has not taken a long time because it is the secondary data analysis already present. The reports and

articles related to the educational reforms have been collected through authentic sources; most news reports are taken from the government's source. However, in the collection of secondary data, three days have been spent. Therefore, after the collection of data, it is processed in a short period.

3.5 Sampling and Participants

The sample is this selected group of people from which data has to be taken for the research through the data collection instruments. The sample gives a general overview of the research population, and the data collected from them can be generalized to the overall population. The total population of this research was the educational leaders of the UAE. However, among those, a group of people has been selected as a sample target, 5 for the questionnaire and 5 for interviews out of 10 respondents. These educational leaders consist of the principles, head of departments, educational policymakers, and the educational ministry of UAE from which data has to be collected. Sample size usually tells about the number of people from which data has to be taken. Five people were selected for an interview, while 5 people were sent the questionnaire. This research was related to the educational field; therefore, the educational leader has been selected as a sample. The relevancy of the topic was the main reason behind the selection of the sample. The however sample consists of both genders is male and female. The response was collected from both male and female respondents, shown through gender in the interview and the questionnaire. The systematic sampling method is the sample selection technique in which the people who are more capable to provide opinions are selected as a sample. This research has used the systematic sampling method to select educational leaders as respondents of interviews. The background of the people selected for the research as the sample was related to Emirates. All educational leaders that were selected have an Emirates background.

3.6 Instrument design

Data collection instruments are the tools that are used for the collection of data. In this research, the data collection instruments were used, including questionnaires, interviews, and websites.

3.6.1 Data collection:

For qualitative data, the data collection instrument used in this research is the interview. The interview is a very effective tool to collect qualitative data. The question related to the variables of the research has been designed to be asked in the interview. A total of 10 questions has been designed related to the educational reforms and developmental policies of educational leaders—all questions with open-ended questions in which respondents free to respond according to their perception. The sample used for interviews is comprised of 5 respondents. The sample is selected through a systematic sampling technique to ensure the selection of a valid sample for this study. Also, for secondary data analysis, the website has been used for the collection of data. Only the authentic website has been selected for this purpose.

3.6.2 Data Analyses:

An effective questionnaire has been designed in which all the items were related to the educational reforms and implemented policies of the educational leaders. A question consisting of ten items has been designed. Among these 10 items, seven items were related to the research topic, while 3 items were related to the demographic data. All the questions included in the questionnaire are open-ended because this is the research related to the qualitative analysis design.

3.7 Validity and Reliability of Study

It is very significant to check the instrument's validity and reliability used in the research. Validity shows how correctly and accurately the data has been measured. The qualitative part of the

research has been analyzed by revising the questionnaire and the interview with the educational experts who have great experience in this field. Also, the educational policymakers' consultation has been taken related to the interview items and the questionnaire to check they are valid or not; on the other hand, reliability shows how the items are perfectly related to the variables. The qualitative data collection instrument's reliability has also been checked by comparing it with the other researcher's questionnaire.

After collecting all of the data by using different data collection instruments, the next step is related to the data processing. Theme based qualitative analysis will be conducted. The data collected from the interviews and documents will be analyzed in the main idea will be concluded to derive the results.

Therefore, the research methodology has been discussed in detail, showing that effective instruments and data collection methods have been used to process the research data. The sampling technique and the selected sample is also related to the research. The validity and reliability of the measuring instruments have been checked. Finally, the themes have been extracted from the primary and secondary data, and a conclusion has been made from which results have been derived for the research.

3.8 Conclusion:

In this chapter, the methodology that is used in this study, along with sampling, data collection, data analyses, and overall research design, is discussed in detail. The study is using a qualitative research design based on qualitative data. Interviews and documents are used to collect the data for this study, and data is analyzed using qualitative data analysis techniques.

Chapter 4: Analyses and results

4.1 Introduction:

In this chapter, the results and findings of this study are presented. The purpose of this study is to identify the factors that affect the perceptions of the leadership of UAE in the context of higher education and the exploring the importance and need of reforms in higher education in UAE. The implementations and developments of reforms in higher education in the UAE context are also explored in this study. Theme based qualitative analyses technique is used in this study to analyze the qualitative data that is collected through interviews. The semi-structured questionnaire with open-ended questions is used to collect data from participants through interviews. The responses of the interviews are recorded and analyzed thoroughly. Common and major themes are derived from that qualitative data and presented in this chapter of the study in the form of findings and results of this study. Furthermore, available secondary data related to the educational leadership perception of the development and implementation of the higher education reforms in the UAE is also analyzed in this study. The secondary data is obtained from the published reports, documents, and articles and presented in this study after analyzing the major themes and understandings from them. The analysis method used in this study is useful to obtain the detailed result and understating regarding the educational leadership perception of the development and implementation of the higher education reforms in the UAE. The findings and results are an essential part of this study to conclude the topic of this study and to achieve the objectives and aim of this study effectively. This chapter comprises the introduction of this chapter, the presentation of qualitative results and demographic data of the respondents presented in the form of tables, the presentation of secondary data that is analyses of documents and articles. In the end, there is a summary of this chapter to conclude the whole chapter briefly.

4.2 Qualitative analysis:

The questionnaire is used in this study to examine the study variables and provide a broader view and understanding regarding the findings and results of this study. The questionnaire is based on open-ended questions to collect qualitative data regarding the variables of this study. There is a total of ten questions in the questionnaire. Three items in the questionnaire are used to obtain the respondents' demographic data consisting of information regarding age, gender, and working experience of the respondents. Seven items in the questionnaire consist of open-ended questions regarding the perceptions of the leadership of higher education of UAE about reforms in the higher education system. The questionnaire was distributed to the five respondents through email; those respondents are related to the higher education system leadership in UAE. The responses of these respondents consist of their personal opinions and experiences about this study's topic, aiming to explore the perception of the leadership of the higher education system in the UAE. The open-ended questions used in the questionnaire helped to obtain detailed information about the topic and opinions of the leadership of the higher education system of the UAE. The analyses of responses collected from the questionnaire are done through theme-based qualitative analyses. In this type of analysis, the common themes and ideas from all the survey responses are highlighted and obtained from the detailed review of all the responses. Then the major themes and concepts are presented in the analyses to provide the understanding and perception of the survey results and data collected through the questionnaire. These qualitative data analyses contribute to the main results of the study and help develop an understanding of the topic in detail. Furthermore, the demographic data collected for this study is organized and presented in the form of tables. The demographic results of the data collected for this study provide additional information about the respondents that are useful regarding respondents' representation related to gender, ages, and

experiences. Following is the analysis of the qualitative data that is collected through the questionnaire used in this study.

01. Please specify your age?

TABLE 2: AGE

Age	Frequency
Below 24 years	1
24 to 34 years	2
Above 34 years	2

02. Please specify your gender?

TABLE 3: GENDER

Gender	Frequency
Male	3
Female	2

03. Please specify your working experience?

TABLE 4: WORKING EXPERIENCE

Working experience	Frequency
Less than 3 years	1
3 to 5 years	3
More than 5 years	1

04. Is there a need for reforms in higher education in UAE?

This question was related to the importance and needed for higher education in the UAE. The responses to this question would help understand the need for and importance of effective and productive reforms in the higher education system of the UAE. In response to this question, there were almost similar responses from all the respondents, with some of the respondents' different personal opinions and perceptions regarding this topic. One of the major ideas that are obtained from the responses to this question is that there is always a need for improvement and reforms in any human-made system. The technology, knowledge, and capabilities are changing rapidly over time. With these changes, other fields such as business, services, and education also change or are required to change to meet the requirement of the current trend and conditions of the market.

For example, a few of participants stated that:

“As with time, the dimensions and requirements of Higher Education change all over the globe. So, to cope up with international standards of Higher Education, it is very important to bring educational reforms.”

“Due to the evolution of technology and globalization, requirements of everything are changing. To work in such a changing environment, students are now in need of a new education scenario; therefore, it is required to bring necessary changes in the higher education system.”

“To make the students more competent and meeting the professional requirements of the current world, it is very necessary to bring reforms in the higher education system of the UAE.”

There is a need for constant analyses and improvements in the higher education system to make it better and up to date to meet the current educational needs and requirements and provide the professional skills and knowledge to the students that are high in demand in the market. The educational institutes and government officials recognize the need for reforms to make the higher education system better and more impactful to produce competitive professionals and future

leaders. The other main idea obtained from the responses to this question is that there is a need for higher education reforms at institutional levels. Higher education institutes should improve and develop the education system according to the latest developments in the technology and requirements of the professional skills and knowledge required in the market.

According to the participants of this study:

“Knowledge in the world is continuously increasing. Education is the best way to gain knowledge. Therefore, the changes in the educational policies in perspective of courses, knowledge delivery methods, and teaching methods are the need of the higher education system.”

“The higher education system is directly related to the career of the students. If this system is not effective, it leads to the destruction of careers are students as well as the country. Therefore, it is very important to bring continuously necessary reforms in the higher education system to increase its effectiveness.”

The need for reforms is derived from the need for improvement in the higher education system concerning the development of skills and potential in the students regarding the future leadership and professional career.

05. What are the weaknesses in the higher education system of UAE?

This question was related to highlighting the current weaknesses and issues in the higher education system needed to resolve the effective and efficient reforms in the higher education system from the government and leadership of the higher education system in UAE. In response to this question, there were almost similar responses from all the respondents, with some of the respondents' different personal opinions and perceptions regarding this topic. One of the major ideas that are obtained from the responses to this question is that there is less use of technology in the higher educational institutes in the UAE. Technology is currently used in the education systems in a very

effective and productive way by many developed countries and nations successfully. Technology has a very high potential to assist in an effective and efficient education system. The use of technology can include the use of technological devices and instruments to deliver information and knowledge to the students by attracting the attention of students and involving them in the learning process more effectively and efficiently. There is also a need for more practical knowledge and skills provided to the higher education system students. At the higher education level, the education that is provided to the student mostly consists of professional skills and knowledge that is used to develop and enhance the professional career of the students. In this regard, there is a high need to include more practical work and scales in the higher education curriculum to enhance students' skills and professional knowledge effectively and efficiently. It is the weakness of the higher education system of UAE that there is insufficient practical education and knowledge provided to the students that are required in the market. Another issue that is highlighted in the responses to this question is the weak or not inefficient assessment system in the higher education system of the UAE.

As the participants of this study stated:

“The major issues in the higher education system of the UAE are less strict assessment criteria, less practical learning, student unaware about the selection of a good field, teaching methods, institute level policies, and so on.”

“The major issue in the higher education system of UAE is lack of student interest, the old teaching method, less interest of the government, and ineffective policies.”

“The major issues in the higher education system of UAE are it is not focusing on increasing the students' professional competencies and technical knowledge. Also, the teaching methods and learning styles are not up to date.”

The assessment system plays a significant role in the process of education and learning that provides a serious and positive approach to learning to the students and only allows potential and capable students to get the degree and diploma from the higher educational institutes. The higher educational institutes' weak assessment system encourages the lazy students to avoid hard work in the learning and education process and allow weak students to get their degree or diploma and enter into the professional market without sufficient professional skills and knowledge. There is also an issue in the higher education system regarding the students' guidelines about choosing the appropriate field of interest or knowledge that can benefit the students in the future. The majority of the students are confused or getting an education in the field of subjects on the knowledge that are conflicting with their interests and skills. Without proper guidelines and directions in the educational system, the students got confused and wasted their time in educational systems and a professional career with wrong choices. With less practical experience and professional knowledge, students of the higher education system cannot compete at the international level in professional fields.

For example, the participants of this study stated:

“The major issues of the UAE higher education system are ineffective policies, less trained teachers, non-interesting teaching methods, and so on.”

“The weakness in the higher education system of UAE is related to the cheating in exams, less interest of students, conventional teaching methods, lack of high-level research, old courses, and so on.”

These issues and weaknesses in the higher education system impact the productivity and efficiency of the higher education system negatively. To improve the higher education system's quality and productivity, there is a need to resolve these issues higher education system effectively.

06. What are the perceptions of the leadership of higher education of UAE regarding reforms in the system?

This question was related to highlighting the perception of the leadership of the Higher education system of UAE regarding reforms in the higher education system. The responses to this question provide useful information and idea about the general understanding of the contribution of the leadership of the higher education system of the UAE. In response to this question, there were almost similar responses from all the respondents with some different personal opinions and perceptions of the respondents regarding this topic. One of the major ideas that are obtained from the responses to this question is that the perception of the leadership of the higher education system in UAE is that leadership of higher education is responsible for bringing reforms and improvement in the higher education system with the development of better policies, rules, and regulations, and for ensuring the implementation of those rules and policies effectively and efficiently by the higher educational institutes in the country for productive and better results.

For example, the respondents of this study stated:

“Leadership is that which leads the direction of anything. Like education, it is very significant for the success of the individual and a country; therefore educational leadership should play an effective part in continuously upgrading the higher educational standards and bringing effectiveness in the system.”

“The major role of leadership in the educational field is to make it more effective and bring continuous changes to increase its standard. Effective policies of educational leaders can make higher education according to international standards.”

“The leadership of the educational system can improve its standard, continuously upgrade it, and necessary things and remove unnecessary things from the higher education system.”

07. How important are the reforms in the higher education system of UAE?

This question was related to highlighting the importance of the reforms in the higher education system of the UAE. The responses to this question provide the respondents' opinions and ideas regarding the importance of the reforms in the higher education system. In response to this question, there were almost similar responses from all the respondents, with some of the respondents' different personal opinions and perceptions regarding this topic. One of the major ideas that are obtained from the responses to this question is that reforms in the higher education system are significant and necessary to meet the current requirement of market and professional field and also develop competitive skills and knowledge in the students to gain the advantage in the professional field and market after completing the education from higher educational institutes. As the respondents of this study stated:

“The higher education system is directly related to the career of the students. If this system is not effective, it leads to the destruction of careers are students as well as the country. Therefore, it is very important to bring continuously necessary reforms in the higher education system to increase its effectiveness.”

“Due to the evolution of technology and globalization, requirements of everything are changing. To work in such a changing environment, students are now in need of a new education scenario; therefore, it is required to bring necessary changes in the higher education system.”

“As with time, the dimensions and requirements of Higher Education change all over the globe. So, to cope up with international standards of Higher Education, it is very important to bring educational reforms.”

The reforms are important to improve the overall quality and productivity of the higher education system.

08. Is the government taking effective steps in the development of the higher education system?

This question was related to highlighting the respondents' opinions and personal perceptions regarding the efforts and steps taken by the leadership of the higher education system in the development and improvement of the higher education system. In response to this question, there were almost similar responses from all the respondents with some different personal opinions and perceptions of the respondents regarding this topic. One of the major ideas that are obtained from the responses to this question is that the government and leadership of the higher education system are taking positive and effective steps to bring improvement and development to the higher education system. The direction of government is right and positive to improve the country's higher education system that would be very beneficial for productive and better results in this regard. The majority of respondents appreciate and acknowledge the government's efforts and intentions in the development and improvement of the higher education system.

For example, they have stated:

“Yes, higher educational leadership is playing a good role in improving the efficiency of the education system. However, more reforms are required to be taken and policies to be made.”

“Yes, up to some extent, educational system leadership is playing a good role, but many things are required to be corrected, and many steps are required to be taken.”

09. Do you appreciate the efforts of the government for the improvement of the higher education system?

This question was related to highlighting the impact and importance of the government and leadership's efforts to improve the quality and performance of the higher education system in the UAE. The responses to this question also highlight the respondents' personal opinions and ideas regarding the government and leadership higher education system's efforts regarding the reforms

in the higher education system. In response to this question, there were almost similar responses from all the respondents with some different personal opinions and perceptions of the respondents regarding this topic. One of the major ideas that are obtained from the responses to this question is that majority of respondents appreciate the efforts and policies made by the government and leadership to bring reforms and improvements in the higher education system in UAE. The government's intentions are positive, and it in the right direction to bring productive and effective changes in a higher education system that would be very useful for the country and nation.

As the respondents of this study stated:

“Comparing with the previous year’s education system reforms that are taken have brought many positive outcomes in the perspective of enhancing student interests, increasing the literacy rate of Higher Education, improving in teaching methods, and so on.”

“The education system of the UAE is developed in many regards. Technical learning and technology-based methods are now using in the higher education system. The students' professional competencies have also been increased. The overall productivity of the higher education system has been lifted.”

10. How leadership is contributing to the development of the higher education system of the UAE?

This question was related to highlighting the contribution of the higher education system's leadership in the development and improvement of the higher education system in the UAE. The responses to this question are important to provide detailed information about the contribution of leadership and how the leadership contributes to the development and improvement of the higher education system and reforming this system effectively and efficiently. In response to this question, there were almost similar responses from all the respondents with some different personal opinions and perceptions of the respondents regarding this topic. One of the major ideas

that are obtained from the responses to this question is that the major role of the leadership of the higher education system is to develop effective and productive policies and rules regarding the functioning of the higher education system. The appropriate and effective rules and policies help the higher educational institutes to provide higher education services in better directions with a proper and well-defined set of rules. The other leadership roles are associated with the monitoring of the performance and Implementation of the rules and regulations by the educational institutes in a proper way.

For example, the respondents of this study stated:

“By making effective policies that met the current requirement of the market and increased the competency of students in their professional life, the government is trying to participate in the betterment of the higher education system.”

“By providing high-quality education to my students by taking the services of the qualified staff in preparing the students for a good future.”

“By helping in guiding my students for their better future, by coordinating with my teaching staff to improve their teaching methods, and by continuously implementing effective educational policies.”

The government officials and institutes also provide financial assistance and grants to the higher educational institutes to improve their services and standards to enhance the overall quality of higher education and performance of this system. The leadership of the higher education system also collaborates with international institutes and institutes from other countries to increase the exposure of the students of the educational institutes and adopt the latest and better learning approach from other institutes to increase the overall performance and quality of higher education.

4.3 Interview analyses:

The following is the analysis of the data collected through the interviews conducted by the researcher to collect qualitative data from the respondents related to the higher education system and leadership of the higher education system in UAE. Five respondents were selected for interviews, and data collected by these interviews are analyzed by using the theme-based qualitative analysis technique. The common ideas and themes are highlighted and discussed in analyses of the interviews. According to the analysis of the qualitative data collected through the interviews, some different major themes and ideas are developed from this data. According to the respondents' views and opinions, there is a high need for reforms in the higher education system to improve the overall productivity of the higher education system in the UAE. There is a need for improvement in the teaching methods by adopting effective and innovative teaching methods and improving the current teaching methods in higher educational institutes for better and effective results and productivity.

As the respondents of this study stated:

“Students should be made more responsible and interested in higher education by giving them a tough time through a strict evaluation and assessment system. Practical learning should be promoted more in universities than no practical learning. Good guidance should be available to the students during the selection of their career-oriented field of education.”

“The most important reforms required to be taken are to increase the professional experience and practical knowledge of higher education staff, increase the financial adds to the higher educational institutions and make the education interesting for the students.”

The education and teaching system should include a more practical approach in the intuition to enhance students' involvement and interest and improve their skills regarding the subjects and

knowledge provided in the specific area or subject. The higher education system should also enhance the criteria and quality of research among the students. According to the respondents of the interviews, the use of technology is also very essential in the education system of the higher education system to improve the efficiency and performance of higher educational institutes. There is also a need to enhance students' interest and educational activities and in the learning process with different practical and interactive activities in educational institutes. There is also a need to provide a better and positive guideline to the students for selecting subjects and career paths to become successful in the future. The higher education system reforms should also concept the involvement of international exposure to the students and teachers of the higher education system to adopt the effective and efficient techniques and skills from other institutes at the international level and share the knowledge effectively and efficiently. Overall, there is a need to improve the methods and techniques of teaching and learn in the higher education system to improve the quality and performance of Higher education institutes effectively and efficiently and develop the students competitive at the international level and in the professional fields.

4.4 Secondary data analysis:

It has been observed over the years that the UAE education system is highly understudied in public sectors in the world. However, this education system is going through a variety of issues that needed to be resolved. The most common among them can be taken as institutions going with outdated curriculum and syllabus. Moreover, it has been observed that students' results in the fields of science and mathematics are consistently low. The reason for all this is considered as poor teaching standards, unqualified staff, and low quality of professionalism by the management and authorities of institutions ("The UAE Reforms Education System as Part of Vision 2021 - Fanack.com", 2021).

As the education system's level and quality were degrading, the government and educational authorities decided to rebuild the quality and standard of the education system. For this, they carry out major reforms, which are based on a five-year plan. The UAE Ministry of education took this decision for the betterment of The Higher Educational Reforms in the UAE ("Education in the United Arab Emirates (UAE) - The Prospect Group," 2021).

The five-year plan regarding the reconstruction of the higher education system consists of the following broad strategies:

- 1.The clarity in the policy of education
- 2.Introduction of international standards regarding benchmarked performance at every level and aspect of the education system.
- 3.Introduction of quality staff and higher teaching standards.
- 4.Restructuring of management system regarding education.
- 5.Making the best use of available resources and support.

The government's aim regarding the strategy of clarity in education policy is to make sure that development occurs rightfully. It also helps in character formation, adding community values so that the students can play an important role in a modern knowledge society. Moreover, the goal associated with this strategy is to gain political support for educational development so that the development process can occur peacefully and without any issue ("Education Policy Reform in the UAE: Building Teacher Capacity," 2021).

The second strategy is introducing international standards regarding benchmarked performance at every level and aspect of the education system. The goal associated with this strategy is to fulfill the UAE community's educational needs and requirements within the global context. The goal associated with introducing quality staff and higher teaching standards is to make sure that the

educational environment improves and a better understanding of students. The goal regarding management reconstruction is also related to the quality and transparency in education, which as a result, benefits student academic careers. The last strategy, which is about using available resources, is associated with finding the best people and solutions for solving errors in the education system and making it better than ever ("Education reforms put UAE pupils on track for better learning," 2021).

According to the analysis of secondary data obtained from the documents and articles, the higher education system of the UAE is under the process of improvement and development to get better and more effective. Although, there are many weaknesses and issues in the higher education system of the UAE related to the quality of education and outcomes as expected from the students and teachers. The major issues and weaknesses are related to the ineffective assessment criteria and system, no innovation in teaching methods and techniques, very limited practical approach in studies, lack of interest and participation from the students, etc. But the leadership of the higher education system and institutes is considering these issues seriously and trying to make effective reforms and improvements in the higher education system of the UAE. The government has developed a long-term improvement plan for improving the quality and standard of the higher education system in the UAE. The government is introducing innovative teaching and learning methods and techniques adopted from the developed countries. Also, leadership is working on implementing the more practical teaching and learning approach in the higher educational institutes in the UAE. These findings are obtained by the analysis of the documents in detail. These findings have contributed to this study's conclusion by providing the information that helps achieve the aim and objectives of this study.

4.5 Summary of Chapter 4:

In this chapter, the findings and results of this study have been presented in detail. The qualitative data is used in this study to obtain the results and findings of this study. The qualitative data is collected through interviews of the selected sample participants of this study. The data has been analyzed using the theme-based qualitative analysis technique. Furthermore, the document analysis has also been performed to make the results and findings of this study more valid and relevant to the topic.

It is analyzed that to make the students more competitive and able to meet the market's professional requirements, there is a need to bring innovative reforms in the higher education system of UAE. It is also revealed from the qualitative analysis that knowledge is essential, and education is the best way to enhance knowledge. Higher education is linked with students' careers; therefore, this industry needs to be very effective by adopting new reforms. It is also revealed that effective policies need to be developed and implemented to bring competency to students.

Results from the interview also supported the concern that students need to be more competitive and responsible, and for this purpose, practical learning should be promoted. Results also showed that there is a need to enhance the student's interest so that new initiatives can be taken accordingly. This is also revealed from secondary data that results of the students can be further improved by introducing new initiatives by respective authorities. It is also discussed that the UAE's strategy aims to bring continuous development while helping in character-forming, supporting community, value, and playing an important role in the modern knowledge society.

Chapter 5: Discussion and Conclusion

This chapter consists of the discussion and results of this study that are obtained by analyzing the data collected for this study through interviews and published documents, and articles. The chapter is comprised of the introduction, discussion, practical implementations of this study, theoretical implications of this study, conclusion, limitations of this study, and in the end, recommendations.

5.1 Discussion:

All the developed nations of the world highly prefer to build and a higher education system that can produce talented youth for the country's future. Higher education inculcates the students' professional skills, which have to be applied in their practical lives. Therefore, the significance of higher education and the requirement of an effective system for it cannot be overlooked. This research has been done in the context of the UAE and its higher education. With changing times and changing requirements, the dimensions of Higher Education have been changing. It has raised the need to bring reforms in the case of the Higher Education system. However, this research has studied the case of the UAE by making a qualitative analysis. The results of this study have shown that educational reforms in the higher education system of the UAE are required because the current system is not up to date. The qualitative analysis results have supported the fact that the higher education system of UAE is in high need to bring educational reforms. This study has also focused on identifying the factors which affect the perception of the educational leaders in the perspective of Higher Education in UAE. It has been identified that there are many factors like motivation level of leader, the interest of leader, pressure, and other factors that affect leadership perception. However, these findings of the research area in support of the research work of Alegado, (2018). In his research, he has discussed the role of the educational leader in Higher Education's perspective. This study has also focused on evaluating what educational reforms are

required to be brought by the higher education leadership indication of UAE. According to the results of this study, these reforms include Technology aligning in education, developing a strong assessment system, improving the teaching methods, and so on. These reforms are significant to develop a good higher education system. This link has supported the research of the previous researcher Harris and Jones, (2019). In the research, they have shown the importance of bringing reform to the higher education system. This is very important to bring more facilities and opportunities for the students so that their learning experiences can be enhanced, and their growth can be sustained in line with market expectations. The educational reforms should be taken continuously, and these programs should be improved for the betterment and making changes accordingly.

5.2 Conclusion:

Higher education is very important for any country because it lay the foundation of progress. The system of Higher Education can enhance the generation's capability and competitiveness to make them a valuable asset for the country. If the higher education system of a country is strong, then there are confirm chances of its progress and development. This paper has studied the case of the UAE and its higher education system. Several factors affect the effectiveness of the higher education system. The leadership related to the higher education system also has a very influential role in it. Is with the changing needs of the time, the current requirements of each and everything is changing. A continuous change is required in the methods and curriculum of higher education by the government and other educational leaders. Therefore, educational reforms are very significant to increase the higher education system's productivity and effectiveness in the case of the UAE. These educational reforms include improving teaching methods, aligning technology in teaching methods, increasing practical-based learning, reformulating educational strategies, and

so on. All of these educational reforms have been considered significant in the higher education system of the UAE. However, the most influential role is played by the educational leaders in bringing these educational reforms. The leader's motivation level, readiness to bring reform, upgrading their educational strategies and intention to develop a higher education system can achieve the purpose of implementing an effective higher education system. Conclusively that can be stated that in the case of UAE, higher education reforms are significant to develop a successful education system like other developed countries. At the same time, the role of educational leaders is very influential.

5.3 Future Research Recommendations:

Based on the limitations of the research, the following recommendation has been made to guide the research of future researchers:

As there is no quantitative analysis has been done in the research, and statistical processes of inferential and descriptive statistics are also missing. Therefore, in future research, the researcher may include quantitative analysis in the research. This is necessary to gain more accurate and specific results.

Future research should also increase the sample size for the qualitative analysis from this research's perspective. As this research represents the higher education system of the whole UAE, the sample size should be large and cover all people from all UAE states. This is necessary to gain more in-depth insight into the topic.

Mean, median, mode, regression, validity, and reliability should be identified in future research for a good insight into the topic.

The final guideline for future researchers, which is recommended in the research, is to implement this theoretical model in the case of their own countries. The higher education system issues are

the general problem of all the world; therefore, this research can be potentially extended in this way in the future.

5.4 Research Implications

5.4.1 Theoretical implications:

This research is very significant as it has made many theoretical contributions in the field of education. It has established a link between the role of educational leaders in bringing the higher education reforms. Therefore, it is a new addition to the theory and concepts of higher education. This research has also added new knowledge to the literature available on education by discussing the factors that impact educational leaders' effectiveness in bringing change in the education system. These factors play a very important role which is usually overlooked but greatly impacted the long-run decisions. This research has also discussed what reforms are required to be brought into the higher education system of UAE. Therefore, in this way, it has created new information for the other people about the higher education system of UAE. Theoretically, this topic is powerful, and practically it has been shown by analysis.

5.4.2 Practical implications:

Along with theoretical contributions, there are many practical contributions of this research that are very valuable. It will help the educational leaders make effective policies for developing the education system at the institution level. As it has highlighted the educational reforms that are required to bring in the education system of UAE, therefore, it will guide the educational leaders the way how to upgrade the current higher education system in alliance with the requirements of the current time. Also, it has presented the requirement of educational reforms and highlighted its requirement, thus motivated the government-level educational policymakers to bring transformation in the education system.

5.5 Limitations:

There are many limitations of the study that can create opportunities for future researchers. The limitations are given as follows:

First of all, this research has conducted a qualitative analysis to derive the study results. Although the qualitative analysis has been conducted with great enthusiasm, still the quantitative analysis is absent. Quantitative analysis is also required to support the results of this study because it shows the data in the form of facts and figures.

Another limitation of the research is related to its sample size. The sample size for the research has been kept very short that is 10 for the qualitative analysis. The sample size is very small as compared to the scope of the topic. It cannot effectively represent the whole population and therefore required to be extended.

The third limitation is related to the statistical processes that are being implemented in the research. Simply the qualitative analysis has been conducted. However, there is the absence of graphs, charts, and other supporting data to be presented in the analysis.

This research has been conducted from the UAE's perspective only, while the problem of the higher education system is general all over the globe.

5.6 Summary of Chapter 5:

This chapter is comprised of the discussion and conclusion of this study. The discussion and conclusion are based on the findings and results of this study. The analysis of primary data collected through interviews and secondary data collected from the documents and reports are analyzed and discussion on those results presented in this chapter in detail. Furthermore, practical implications, theoretical implications, limitations, and recommendations are also presented in this chapter.

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Appendices

Interview transcript:

This interview is taken from the policymaker of the Higher education ministry.

Appendix A

Interview 1:

What do you think is the importance of reforms in the higher education system?

As with time the dimensions and requirements of Higher Education change all over the globe. So, to cope up with international standards of Higher Education it is very important to bring educational reforms.

What do you think is the major role of leadership in the educational field?

Leadership is that which leads the direction of anything. Like education, it is very significant for the success of the individual as well as country therefore educational leadership should play an effective part in continuously upgrading the higher educational standards and bringing effectiveness in the system.

To what extent you are participating in the betterment of the education system?

Talking about myself I am always interested in deeply observing the successful higher education systems of different countries of the globe. I extract many useful things from them and implement them in the higher education system of the UAE.

Do you think there is a need for effective policies for the education system?

Yes, it is very important to make and implement effective educational policies because the success of the educational system is dependent upon the policies made to run it. The policies should be made according to the benefits of students and the country.

As a part of education leadership, how you can contribute to the development of the education system?

Being a part of the educational leadership, it is very important to make the policies that highly contribute to raising the higher educational standards and make it more productive.

What reforms are most important in the education system?

Students should be made more responsible and interested in higher education by giving them a tough time through a strict evaluation and assessment system. Practical learning should be promoted more in universities than no practical learning. Good guidance should be available to the students during the selection of their career-oriented field of education.

How the education system of the UAE can be improved?

The education system can be improved by bringing the necessary reforms that are required from the higher to the lower level in the institutes and at the policymaking level. Special focus is required to put on the assessment criteria of the students.

What are the major issues in the education system of UAE?

The major issues in the higher education system of the UAE are less strict assessment criteria, less practical learning, student unaware about the selection of a good field, teaching methods, institute level policies, and so on.

Is the leadership of the education system playing an effective role in the development of the education system?

Yes, up to some extent educational system leadership is playing a good role but many things are required to be corrected and many steps are required to be taken.

How much education system developed and improved in recent years?

Comparing with the previous year's education system reforms that are taken have brought many e positive outcomes in the perspective of enhancing student interests, increasing the literacy rate of Higher Education, improving in teaching methods, and so on.

Appendix B

Interview 2

The second interview is taken with the vice-chancellor of a government university.

What do you think is the importance of reforms in the higher education system?

The higher education system is directly related to the career of the students. If this system is not effective it leads to the destruction of careers are students as well as the country. Therefore, it is very important to bring continuously necessary reforms in the higher education system to increase its effectiveness.

What do you think is the major role of leadership in the educational field?

The major role of leadership in the educational field is to work for making it more effective and bring continuous changes to increase its standard. Effective policies of educational leaders can make higher education according to international standards.

To what extent you are participating in the betterment of the education system?

By helping in guiding my students for their better future, by coordinating with my teaching staff to improve their teaching methods, and by continuously implementing effective educational policies I am trying to play my role in enhancing the higher education system.

Do you think there is a need for effective policies for the education system?

Policies are the basic way by walking on which goals are achieved therefore, in the case of the education system effective policies should be made to bring advancement.

As a part of education leadership, how you can contribute to the development of the education system?

By listening to my students and solving their problems, by hiring the best competent staff to teach them, giving continuous training through workshops to my educational staff, and by implementing

the international standards of higher education institute I am trying to contribute to the development of education system of UAE.

What reforms are most important in the education system?

Transforming book learning to practical learning, promoting the research and publications of the higher education, upgrading the learning courses according to the international needs, and so on.

How the education system of the UAE can be improved?

UAE's higher education system can be improved by opening research centers, increasing strictness in assessment, increasing the toughness of the education system, and so on.

What are the major issues in the education system of UAE?

Cheating in exams, less interest of students, conventional teaching methods, lack of high-level research, old courses, and so on.

Is the leadership of the education system playing an effective role in the development of the education system?

I think much more effort is required by the high-level educational policy makers than they are doing at the current time.

How much education system developed and improved in recent years?

In previous years a lot of improvement has been made in the higher education system by establishing effective educational policies in perspective of country development, increased rate of degrees of Higher Education and awards won by the UAE students in the world.

Appendix C

Interview 3:

The third interview is taken from the principal of the college of higher education.

What do you think is the importance of reforms in the higher education system?

Due to the evolution of technology and globalization requirements of everything are changing. To work in such changing environment students are now in need of a new education scenario therefore it is required to bring necessary changes in the higher education system.

What do you think is the major role of leadership in the educational system?

The leadership of the educational system can improve its standard, continuously upgrade it, and necessary things and remove unnecessary things from the higher education system.

To what extent you are participating in the betterment of the education system?

By providing high-quality education to my students by taking the services of the qualified staff in preparing the students for a good future I am trying to participate.

Do you think there is a need for effective policies for the education system?

The current policies are good for the higher education system but not the best if there are still many lacking. Therefore, more effective policies are needed at the government level in the higher education system.

As a part of education leadership, how you can contribute to the development of the education system?

By giving feedback and sharing my knowledge with the policymaker of Higher Education I can contribute.

What reforms are most important in the education system?

It is very necessary to increase the competency and professional experience of the educational staff by changing the selection criteria in the higher education system. Student assessment criteria are also required to change.

How the education system of the UAE can be improved?

The most important thing to improve the education system is promoting research, tough evaluation criteria, making feasible and solution-based policies by the government.

What are the major issues in the education system of UAE?

The major issue in the higher education system of UAE is lack of student interest, the old method of teaching, less interest of the government, and ineffective policies.

Is the leadership of the education system playing an effective role in the development of the education system?

According to my opinion, higher education leadership is not playing an effective role in the development of the education system.

How much education system developed and improved in recent years?

In recent few years, the pace of development in the education system is very slow and it is required to increase it.

Appendix D

Interview 4

The fourth interview is taken from a manager in the education ministry:

What do you think is the importance of reforms in the higher education system.

Knowledge in the world is continuously increasing. Education is the best way to gain knowledge.

Therefore the changes in the educational policies in perspective of courses, knowledge delivery methods, and teaching methods are the need of the higher education system.

What do you think is the major role of leadership in the Educational field?

The most important role of leadership in the educational field is to improve the quality of education that is being delivered in the institutes. Also, to make the higher education system so effective that the students taking the education should be capable and successful in their practical life.

To what extent you are participating in the betterment of the education system?

By making effective policies and comparing them with the policies of the successful higher education system of the other world I am trying to play my role in the betterment of the UAE education system.

Do you think there is a need for effective policies for the education system?

If we compare the higher education system of the UAE with the other successful countries of the world we see many drawbacks in this system. Therefore more improved and refined educational policies are required to be implemented.

As a part of education leadership, how you can contribute to the development of the education system?

I have visited many other countries and met the policymakers of Higher Education to learn and improve the education system of my country. Also, I have made many policies to bring improvement and successfully implemented it.

What reforms are most important in the education system?

According to my opinion, the most important forms that are required to be taken is to increase the professional experience and practical knowledge of higher education staff, increase the financial adds to the higher educational institutions and make the education interesting for the students.

How the education system of the UAE can be improved?

The education system of the UAE can be improved by introducing practical learning, introducing technology in the delivery of education, promoting technical education, and establishing research centers.

What are the major issues in the education system of UAE?

The major issues of the UAE higher education system are ineffective policies, less trained teachers, non-interesting teaching methods, and so on.

Is the leadership of the education system playing an effective role in the development of the education system?

Is the educational leadership is playing an effective role in the education system development and required to continue it with more spirit in the future?

10.How much education system developed and improved in recent years?

Shifting to technology-based learning and increasing literacy rate is the proof of higher education improvement in the previous years. This pace of development and reform is required to continue to make it more effective and successful.

Appendix E

Interview 5

This interview was also taken from the manager working in the higher education ministry of UAE.

What do you think is the importance of reforms in the higher education system?

To make the students more competent and meeting the professional requirements of the current world it is very necessary to bring reforms in the higher education system of the UAE.

What do you think is the major role of leadership in the educational field?

The major role of the leadership in the educational field is to prepare the student for their professional life in the way that they become capable of meeting the requirements of a practical field. Also, to continuously improve the educational system is the major responsibility of higher education leadership.

To what extent you are participating in the betterment of the education system?

By making effective policies that meet the current requirement of the market and increased the competency of students in their professional life I am trying to participate in the betterment of the higher education system.

Do you think there is a need for effective policies for the education system?

At the current level when the higher education system of UAE has been improved in many years it can be said that policies are effective. But comparing it with the higher education of another country still, many reforms are required to be brought.

As a part of education leadership, how you can contribute to the development of the education system?

By Introducing new ways of delivering education and technology in the higher education system I can contribute to the development of UAE education.

What reforms are most important in the education system?

The most important reforms in the higher education system are to co-ordinate with universities of the successful higher education system of other countries and make the educational staff learn from them, establishing research centers in the universities, providing good guideline in career selection to students, and changing assessment criteria.

How the education system of the UAE can be improved?

The major thing that can improve the higher education system of UAE is to introduce a new learning method and technology-based techniques in the higher education system. The policy should be changed and improved.

What are the major issues in the education system of UAE?

The major issues in the higher education system of UAE are it is not focusing on increasing the professional competencies and technical knowledge of the students. Also, the teaching methods and learning styles are not up to date.

Is the leadership of the education system playing an effective role in the development of the education system?

Yes, higher educational leadership is playing a good role in improving the efficiency of the education system. However, more reforms are required to be taken and policies to be made.

How much education system developed and improved in recent years?

The education system of the UAE is developed in many regards. Technical learning and technology-based methods are now using in the higher education system. the professional competencies of the students have also been increased. The overall productivity of the higher education system has been lifted.