

**Exploring Factors Affecting the Implementation of
Reforms in Higher Education in the UAE**

استكشاف العوامل المؤثرة على تنفيذ الإصلاحات في التعليم العالي في دولة
الإمارات العربية المتحدة

by

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**Dissertation submitted in fulfillment
of the requirements for a degree of
MASTER OF EDUCATION**

at

The British University in Dubai

November 2021

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ABSTRACT

The present study “Exploring factors affecting the implementation of reforms in higher education in the UAE” deals with the factors that are involved and influence the United Arab Emirates’ educational reforms. The objective of this study is to explore the requirement in order to implement the reform in UAE’s educational system so that its potential could be increased. Also, the goal is to identify that what are the positive and constructive outcomes which could be introduced in the system of education by these reforms’ implementation. Moreover, the aim is to also explore the impact level of the supporting factors that can help in the implementation of such reforms in UAE’s educational system successfully. To investigate, quantitative research method was selected as it provides generalizability and objectivity better than the other methods. A questionnaire was developed that was tested for the reliability and validity. The developed instrument (questionnaire) was found reliable after 4 items were removed. The sample consisted of people who had good knowledge regarding the problem under consideration and held a good position. The participants were approached after taking their consent. Data was collected on 5 point Likert scale by scheduling a meeting time. Responses were taken. All the responses were analyzed by using Statistical Package for the Social Sciences (SPSS). Correlation, regression and Anova were focused along with other statistics. The result showed that the Curriculum and pedagogy, Educational management, Government policies and Educational leadership directly affect education reforms. The study has implications in the field of higher education as this can create a ground for the educational reforms to improve the system of higher education.

Key words: educational reforms, management, educational leadership.

الملخص

تتناول هذه الدراسة "استكشاف العوامل المؤثرة على تنفيذ الإصلاحات في التعليم العالي في دولة الإمارات العربية المتحدة" العوامل التي تنطوي عليها الإصلاحات التعليمية في دولة الإمارات العربية المتحدة وتؤثر عليها.

الهدف من هذه الدراسة هو استكشاف المتطلبات من أجل تنفيذ الإصلاح في النظام التعليمي في دولة الإمارات العربية المتحدة بحيث يمكن زيادة إمكاناته وتحسينها وتحديد النتائج الإيجابية والبناءة التي يمكن إدخالها في نظام التعليم من خلال تنفيذ هذه الإصلاحات. كما تهدف أيضًا إلى استكشاف مستوى تأثير العوامل الداعمة التي يمكن أن تساعد في تنفيذ هذه الإصلاحات في النظام التعليمي في دولة الإمارات العربية المتحدة بنجاح.

فقد تم اختيار طريقة البحث الكمي في هذه الدراسة لأنها توفر التعميم والموضوعية بشكل أفضل من الطرق الأخرى. ولذلك تم عمل استبيان وتم اختباره للتأكد من موثوقيته وصحته, وقد وجد أن (الاستبيان) موثوق به بعد إزالة 4 أصناف.

أما العينة فقد تألفت من أشخاص لديهم معرفة جيدة بالمشكلة وقد تم التواصل معهم بعد أخذ موافقتهم لإجراء الاستبيان. ثم تم جمع البيانات على مقياس ليكرت من 5 نقاط من خلال جدولة وقت الاجتماع وسجلت الردود وبعد ذلك تم تحليل جميع الردود باستخدام الحزمة الإحصائية للعلوم الاجتماعية.

وأظهرت النتيجة أن المناهج الدراسية والتربوية وإدارة التعليم والسياسات الحكومية والقيادة التعليمية تؤثر تأثيراً مباشراً على إصلاحات التعليم. ولهذه الدراسة آثار في مجال التعليم العالي، حيث يمكن أن يهيئ ذلك أرضية للإصلاحات التعليمية لتحسين نظام التعليم العالي.

الكلمات الرئيسية: الإصلاحات التعليمية، والإدارة، والقيادة التعليمية

DEDICATION

This work is dedicated to my children Zein and Omar, you have made me stronger, better and more fulfilled than I could have ever imagined, I love you to the moon and back.

I dedicate this dissertation to the memory of my father; he was my inspiration to pursue my Master degree. This is for you dad, you will always be my hero and my symbol of abundant love and giving.

ACKNOWLEDGEMENT

Thank you to my supervisor, Professor Abdulai Abukari, who guided, supported and kept me on track to do this dissertation.

I would also like to express my deepest gratitude to my friends for their support and continuous encouragement.

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Chapter 1: Introduction

1.1 Background of study

The inclination of the United Arab Emirates government towards developing education has its history in 1962. At that time the literacy rate it was very low and the number of an institution serving the higher education was very less (Elsheikh and Mascaro, 2018). As higher education was not much developed therefore there was a shortage of people for running airports, hospitals, housing, and so on. After the discovery of oil, attention toward the development of higher education was given by the government. Especially in the period of Zayed bin Sultan Al Nahyan, higher education has been given priority. Different projects have been started for creating a qualified generation by providing them high quality higher education. For the development of the youth especially those who are the assets of the country, the main instrument is an effective higher education system (Wilkins, 2020). Therefore policies have been made at both government and the institutional level to bring improvement in the higher education system in UAE. For continuous improvement in the higher education system, continuous changes are required to be implemented. Higher education provides strength to the youth by developing their professional skills. With the passage of time the scenarios and requirements of the professional world changes that demand changes in higher education. Therefore keeping the broad scenario in the perspective it is confirmed that continuous reforms and changes are the basic requirements for any higher education system. Therefore in the case of the UAE, the changes in the education system are required to keep a good place with the requirement of the changing world (Jose and Chacko, 2017). In the past few decades educational reforms including Technology introduction, practical learning, cognitive skill based learning and so on have increased effectiveness of the education system in the worldwide (Verger et al., 2016).

1.2 Problem Statement

Frequent changes are taking place in the world in every field of life. To keep pace with the changes it has become compulsory for all the educational institutes delivering low to high-level education to bring changes. Specifically discussing the case of the higher educational institutions if the necessary reforms are ignored it can consequently affect the performance of Higher Education. If there are no reforms in higher education it means that there is not any development in this sector. The countries which did not upgrade their higher education system have remained underdeveloped. UAE is getting phenomenal growth in its higher education but still many areas are required to develop. It is very crucial for the UAE to match with the international standards (Technology based education, practical learning, skill development) of higher education to ensure its development (Badry, 2019). Although many necessary steps have been taken till now for continuous improvement, it is important to bring reforms in many other areas. Although a few of these supporting factors are already present in the case of UAE there is not an ideal situation. There are different factors which support the implementation of the higher educational reforms are absent in case of UAE (references). It is therefore very necessary to address the factors that can play a very significant role in developing the higher education of UAE. This factor includes flexibility, research centers and government role that impact reform implementation. These factors are discussed in this research that is either implemented in the UAE or not to ensure their implementation.

1.3 Research Objectives

The main aim of the research is to identify the factors affecting the educational reforms in the higher education of UAE.

The other objectives of the research are following based on which question for research will be made:

1. To find out the need of bringing reforms in the higher education system of UAE with the aim of increasing its potential.
2. To identify the positive outcomes that can be brought into the education system by the implementation of these reforms.
3. To check the level of impact of these supporting factors un implementing educational reforms successfully in the higher education system of UAE.

1.4 Research Question

Following are the research questions based on which hypothesis will be derived:

1. What is the need of bringing reforms to increase the effectiveness of the higher education system of UAE?
 - 1a. what role these reforms can play in the success of the higher education system in the UAE?
2. What are the supporting factors that affect the implementation of reforms in higher education in the UAE?
 - 2a. How Flexibility of Higher education structure is associated with bringing educational reforms in the higher education system of UAE?
 - 2b. How government role of Higher education structure is associated with bringing educational reforms in the higher education system of UAE?

2c. How research center of Higher education structure is associated with bringing educational reforms in the higher education system of UAE?

2d. how educational leadership perspective of Higher education structure is associated with bringing educational reforms in the higher education system of UAE?

1.5 Organization of study

This study has been organized in an effective way meeting the standard format of the research. First of all, after the introduction section that is chapter 1 the next is a literature review. In this section of the literature review, the work of the previous researches related to the research topic has been reviewed. However, after the literature review, the succeeding chapter 3 is comprised of the methodology of the research. In the methodology portion, the procedure of research has been discussed that is been followed for data collection and data analysis. However, after the methodology, the next given section of the research is the section of results. In this section, a detailed analysis of the data has been made and the results derived have been discussed. After the results, the next section is a discussion section in which theoretical and practical implications of the research have been given. Finally, after the discussion, the last section of the research is the conclusion section. In this section, the overall research is concluded. Additionally, limitations of the research have been discussed along with recommendations for future researches. So in this way, this study has been organized for the convenience of the readers.

1.6 Research gap

Due to the significance of higher education in the development of the country this topic has gained much attention from the researchers. However, along with the other factors, educational reforms are the most important to bring development in higher education. There

are many previous studies that have been conducted to identify the significance of educational reforms in the higher education system (Hüther and Krücken, 2018; Matheos and Cleveland-Innes, 2018; Waterbury, 2019; Fahim et al., 2021). However, in the case of the UAE, there is a research gap as no comprehensive research has been made till now that has discussed the importance of educational reforms in higher education development there (Gobert, 2019; Matsumoto, 2019).

Also so in the previous researches, the overall educational reforms have been discussed that are required to bring development in the higher education system (Khan, 2017; Belfield et al., 2017). However, there is a lack of research in perspective of factors like structure flexibility, government role, leaders perception, and Research centers in their relationship with bringing reform in the higher education system (Gobert, 2019; Matsumoto, 2019!). Finally, factors affecting the educational reforms of higher education have been discussed by the previous researchers. However, there is no comprehensive study made till now that discusses the weight of these factors (Хакимов, 2020). Therefore this study has been conducted to fill this gap by identifying which factors are more important and influential among all. As the whole variables of the researcher studies in the perspective of the UAE, therefore, this research also fills the gap present on factors affecting the educational reforms in the higher education system of UAE.

1.7 Significance of research

The higher education system is the basic pillar for the success of any Nation because the professional career of the youth of the country is highly dependent on it. In the case of the UAE which is on the track of a developed nation of the world the higher education system is given high preference. UAE for the development of its youth highly depends upon higher education. Therefore this research is very significant as it has discussed a very important sector of the UAE upon which its success is highly dependent. Due to its practical approach

and enforceability, the significance of this research cannot be overlooked. First of all this research can be very helpful for the government policymakers who directly deal with the policymaking for higher education. This research will be helpful for them to formulate a reform policy for the higher education of UAE that can bring the desired results. Also, the reform policy based on this research can potentially meet the current challenges faced by the higher education system. Along with the government policymakers, the leaders of the higher educational institutes can also take advantage of this research. This research can be helpful for them to bring the necessary reforms in their institutions to improve the effectiveness of Education delivered there. Along with the practical implications, this research is also important due to its theoretical contributions. It has enriched literature that was present on bringing improvement in higher education. It is also revealed few important factors that play a very major role in bringing these reforms. It has also highlighted the important factors among all that have a more influential role in bringing educational reform. Therefore by reviewing all the theoretical and practical benefits of the research it can be derived that this research is highly significant.

1.8 Hypothesis:

Based on the objectives of the research following hypothesis has been derived to lead the research direction:

H1: Educational leadership directly affects education reforms.

H2: Government policies directly affect education reforms.

H3: Educational management directly affects education reforms.

H4: Curriculum and pedagogy directly affect the education reforms.

Chapter 2: Literature review

2.1 Introduction

The second chapter is related to the literature review of the research. The objective of this portion is to study the previous researches that have been made in regard of the research topic. Literature review reflects the work of the previous researches to support the current research topic.

The United Arab Emirates is a quite rich and a nation that is trying to get a high ranked position in the field of education. Existing knowledge reveals that this nation is trying to support the academic goals that are market driven with prominent cultural standards (Ashour, 2020). With the wealth that the country generated from the revenues of oil, the United Arab Emirates has developed from a bleak desert into a huge prosperous conurbation since 1971 after its establishment. A global standard has been used by UAE to regulate its goals and aim and after that has attained international levels in fields like architecture, aviation, tourism and commerce. Still, similar progression and development in the sector of education fell behind the economic and social development of the country... The detail on the significance of enhancing the outputs of education in the United Arab Emirates is given by the Organization for Economic Co-operation and Development as:

UAE is taken as among the most increasingly enhancing systems of education across the globe as linked to the Program for the International Student's assessment. Still, its students do not tend to perform above the levels that are expected in the economies that are quite advanced. The other countries and the United Arab Emirates' future prosperity will go to depend mostly on the successfully developing strategically and efficient use of the potential of the skill by a nation.

The education system always requires a constant change in the reforms and implementation of those changes in order to make an effective way for the development in the path of higher education. For UAE, higher education has always been a concern of great debate as they have tried to make attempts to bring improvements by many ways. The concept of Remedial change is one to be focused. It is considered to the planning that is done in order to provide the remedies or solutions for the ongoing present situations that involves the lessening of the burnout and enhancing the effectiveness and efficiency. It is considered to be much more visible and obvious, urgent and focused than the other changes (such as developmental changes where the focus is more general), as it tends to address all the major issues that are present currently (Pennington, 2016). In UAE, this needs to be implemented in the education sector because the situations that the education sector faces regarding the higher education (and also the basic education to some extent) need an approach that focuses on minimizing those issues by eliminating the reasons of the problems rather than just focusing on the development of the sector. If the base would be error free then the educational structure would be much more effective and efficient. The concept of organization wide change is also effective. The factors that are linked with the organization can provide a huge impact in a positive manner if there would be the restructuring of the major policies and reforms in the education (Burdett & O'Donnell, 2016). This can also include the new and advanced collaboration like the borrowing of the in discriminated policies from other countries that had provided good and effective results in the long term as UAE has borrowed the successfully implemented policies that worked best for the educational system of Finland. That can help the implementation of the already developed and tested reforms in a system and can also make the borrower country to introduce any changes needed in relation to their people and system. The concept of radical or transformational change is the one that includes the alterations and modifications of the fundamental culture and structure of the organization that

consists of shifting from the level of top to down or the shifting to self-directing teams from hierarchical structures (Chung, 2016). There is a hierarchy of power in the Arab nations like UAE. This makes them more reliant on the head of the organization as the directive and decision maker without concerning the opinions and views of others. In such system the authoritative leadership is existing that makes the decisions to be linked with that specific figure only without the concerns of considering if those decisions that they take would be favorable for the sector as a whole or not. The downfall of any organization or system is this concept where the top one is the head figure and the people under that person are the one who obey. Transformational changes helps to reduce this concept and brings changes in such culture and structure and make it much more inclusive. Reforms can be implemented in a better and effective way if there would be a consideration of taken everyone and every opinion into account. If the implementation tends to be successful in accordance with the culture and the values that the society or the nation holds, then those reforms can bring a positive and constructive change in the whole system and can take it in the lead to global competitive environment.

2.2 Theoretical Framework

2.2.1 Change management theory

The definition of change management can be stated as, “the procedure of constantly renewing the capabilities, structure and direction of the organization in order to help with the continuously changing requirements of internal and external customers (Moran & Brightman, 2001). It is obvious that this aspect needs more research and understanding regarding the changes that occur or/are needed in organizations. By (2005) stated that there had been a reported disappointment in almost 75 percent of the main change related programs started. It might be said that the less rate of success shows a basic unavailability of the authentic

framework regarding the implementation and management of the organizational change related to what is presently available to the practitioners and academics is a huge confusing and contradictory knowledge and paradigms (Todnem, 2005). Motivation is very significant for the management of such pat ways and hurdles of changes brought in the education as mentioned earlier. If there would be no motivation then there is going to be no assistance from people and the effort would be useless. Comparatively, the first phase of change seems to be quite easy but in reality it is not easy as it might seem to be. More than 50 percent of the organizations tend to fail at this stage. There can be many reasons. Sometimes the high ups do not consider it a matter that it can be quite difficult to get the people out of their comfort area. Sometimes they tend to make an overestimation of their success that has been achieved by rising urgency. Sometime there is also unavailability of any kind of patience. They can be the case when the higher become Numb the downside opportunities. It is there believe that if employees would be given seniority they will tend to become more, there would be a drop in the morale, the things would get out of control, there would be short term whose outcome would be stagnant, there would be sink ages and they would be pointed out for generating an issue. Problematic senior management it is often generated from keeping many manager and having very few good leaders. The focus of the management is to limit the risk and helping in keeping the system operational. By definition change can be the one that needs to develop latest system that intern ask for leadership always. Stage one related to the renewal process is mehndi the one linked with nothing until the real and efficient leaders are considered and given a promotion.

In studies, there are many models related to change management. Among them one of the model for Change management it is known as planning approach. Planning is considered to be a procedure of getting answers to the curious like at what cost, how long, by who, where, how when, why, what and then taking important decisions before the matter actually happens.

Aim of this approach is to keep the satisfaction and motivation level up, productivity, enhanced efficiency, development and growth of organization, ensure the sustainability, keep integrity of organization and moreover, it has goal of being prepared for the future and changes, developing the mutual trust and supportive nature among group members, make availability of solutions for arguments and issues, enhanced communication, make sure that there is an authority that is based on competence instead of authority that is position based and also generate synergy impact.

There are considered to be three main factors that contribute to the change when there is an attempt for planned change. These factors are strategy of change, having complete and Holistic information regarding pressure around and in the school and having a complete understanding regarding technical innovation.

There have been numerous models for Change management that were put forward by the one who are considered to be supportive of planned change. Such models were initially design in order to fulfill particular organizational needs or they came out of certain thought. However, majority of the studies on this approach were taken from applications of organizational development. Specific number of significant practitioners in this particular field has given their contribution to the techniques and models of management change.

2.2.2 Cultural Dimensions Theory

In the field of culture, Greet Hofstede (Jackson, 2020), a social psychologist, is known to be an expert. In the Hofstede Culture's consequence in 2011, the findings published by Hofstede from the analysis of the data taken from a five year massive work from the surveys and interviews of the employees related to the behavior of people in huge organizations across the globe, from whom he generated four major dimensions or categories of the behavior trends that can be defined culturally.

For UAE, on the Cultural dimension scale the scores were noteworthy that consists of collectivist and power distance dimensions, for which there was high ranking for the nation. There were low score by UAE on the dimension of Individualism. This shows that in the United Arab Emirates the people in general accept a visibly defined power hierarchy: subordination and inherent inequities are accepted culturally. The culture is considered to be something called group minded that means every aspect of the lives of people are influenced by the powerful commodities of the socially bound loyalties.

It is quite obvious from the work of Hofstede that the values of culture will affect the way the people that are part of the culture, behave and react to the structures functioning there. These findings have huge implications and impacts at all the levels related to the reforms of education. A nation such as the United Arab Emirates, respecting the severe hierarchy of power will scuffle to enforce policies that show social equity like in the other countries.

2.3 Relevance to UAE

The Better skills, Better Jobs, Better Lives in compendium of OECD: A Strategic Approach to the Policies of Skills and Education for UAE (OECD, 2015), Schleicher, the director, shows the huge monetary worth of investment for UAE in education, explains that if the scenario comes where the UAE efficiently rises the performance by the population who is 15 years of age to a level 2 of PISA, there would be over \$2000 billion economic benefit expected on the working lives of them.

In the UAE, the rate of population growth is considered to be one of the fast growing globally (Central Intelligence Agency, 2016). The document of OECD focuses on how the diversification and the changing dimensions of the country away from the reliance it has on the revenues of fossil fuel underscores the requirement to grow education: “the co-occurrence

of skills shortage and the high rates of unemployment in the Arab world shows that generating more such graduates may not be the solution” (OECD, 2015).

The term called knowledge based economy is used by OECD to explain the correlation between the economic success and the intellectual ability among the high performing nations in OECD. In these nations, the intellectual capital supposed to take superiority over the natural resources that consists of fossil fuels and the agriculture products (OECD, 2015).

In the recent times, with the lessening of the prices in oil, nations which have built their economic landscapes on the hydrocarbon center (like the United Arab Emirates) have had to evaluate their economic investments and plans again and eventually have to make investments in the other concerned fields. The National Agenda Vision 2021 of UAE focuses on the goals of the countries, by the use of non-oil, true growth of GDP as their top indicator for the economic development in the future. Among the country’s six priorities as the central goal of the Vision, developing a competitive knowledge economy is also included to get international acknowledgement and recognition. Having a goal to take the high ranking internationally, among the six priorities, one is developing a first rate education system (United Arab Emirates, 2010). If generating a first rate education system and creating a competitive knowledge economy makes up two of the national agenda of UAE’s priorities as mentioned earlier, how the country hopes to accomplish the aims is Emiratization. In 2013, the nation had announced an inventiveness for the people to be a part of the workforce in private as well as public sectors, with a goal of pioneering the country’s change towards a more knowledge based economy (Dhabi, 2008). Conversely, presently in UAE there is more than 82 percent of the labor force that constitutes of emigrants. Mostly the migrant workers from foreign are recruited mainly from Philippines and India to fulfill the increasing unskilled and skilled needs of the labor market in UAE. In the labor market, there are only 10

percent to 15 percent of the labors are nationals of Emirates (UAE National Bureau of Statistics, 2010).

2.4 Reform history UAE

At the time of the 1990's, that was the time with a widespread of social and economic changes in the United Arab Emirates and the foreign cultures had a huge influence and impact, the Ministry of Education in UAE has started a number of reforms in the field of education (UNESCO, 2016). The Abu Dhabi Education Council (UAE) was developed in 2005 and it is the agency run by the government that is responsible for the control and administration of the public sector education. As the most significant effort reform, in 2009 the ADEC developed New School Model. This reform was considered to be released by the time of six years that begin in 2010. New School Model borrowed the edifice from the movement of global reform like the organization of the curriculum in relation to the standards of learning and the outcomes and looking at the standardized testing and working assessments (ADEC, 2009).

An obvious part in 2006 related to the reforms was the initiation of the Public Private Partnership. There were dealings done with the foreign consultants in order to take their services and they help the schools regarding the professional development, so that it can help to enhance the pedagogical outcomes. Firstly, the curriculum was adopted by PPP from Australia. In order to provide training to the local teachers on site consultants were made available regarding the latest infrastructure of education that has a focus on enhancing the skills in English proficiency. The complete strategic plan of ADEC was related to the goal of standardizing the education so that the bench marks of international performance could be surpassed (Dickson, 2012).

With the ADEC, the Ministry of Education in the United Arab Emirates continues to comply with the international expertise for the initiation of the education policy. Creeds of the international movement of reform make up the policies in the United Arab Emirates that included the focus on the external accountability, competition and standardization (O'Sullivan, 2013).

In 2009, when the New school Model was formed, hundreds of teachers were hired by ADEC from the nations that were English speaking like South Africa, Ireland, the United Kingdom and the United States (Dickson, 2012). ADEC has been quite open to get impacted from other nations and also discusses in detail regarding their Global Partnership vision (ADEC, 2009). The considerations of ADEC before showing the commitment to a partner shows their precedence, visibly impacted by the global movement for reform, linking to the probable “business models” that is offered by the international partners.

2.5 Affiliate style Leadership theory

Leaders that are having affiliate style of leadership consider valuing the individual and also the emotions and feelings of them, they tend to place less focus on goal and task accomplishment and focus more on the emotional needs of their employees or people. Such leaders create resonance in team by trying to make individuals happy and generate some kind of harmony. Though, not acting as direct performance dealer, the affiliative style is having positive effect on the climate of group, make things work in a better way. By recognition and acknowledgement of employees as individuals like giving them emotional support when they face difficult times in their personal lives, these leaders enhance connectedness and develop amazing loyalty. Leaders that tend to use this kind of Style very often may eventually fall short in giving them the batter feedback that it must be truly given. This type of leadership

style is not encouraged to be used all alone i.e. only having a focus on praising the people might take an employee to have believed that any kind of performance can be tolerated. Such leaders not always offer feedback that is productive and constructive, so the people have to rely on their own to check how to enhance and develop on their own.

2.6 Great man theory

The theory is linked with the concept that some individuals have born tendencies of having attributes that keep them separate from others and help them for their assuming status of authority and power. A leader is considered to be a hero when he achieves all the goals for his people against all kind of odds. The theory also shows that it the people in power deserve that position because of the traits that they have. Moreover, it also shows that there is a stability over the time in those traits and also stability across various groups. So, it has been suggested that the great leaders have these characteristics despite of where and when they have lived or the specific position in the history they had.

2.7 Leadership

The urgent requirement for enhancement in the schools (P-12) is addressed by the ADEC (ADEC, 2012). The quick imperatives of the enhancement and improvement shows the fact that most of the graduates of schools need remedial plans so that they can attain university admissions and the reliance of ADEC on the services provided by the outsiders to assist in the reform building. Enhancement of the students of Emirates that get into the universities is top priority in the vision of The Road to 2030 as it is linked with preparing and managing the students to be the part of the grand workforce. One of the aims of higher Education System of ADEC is Human Capital. The contribution of the people to the labor market is the short term

goal whereas the long term goals focus on the requirement to quantify the enhancements, advancements and improvements.

When the concerns of educational national changes come into light, the success rate is determined by the school level leadership (Leithwood & Levin, 2010). In the agenda of UNESCO, the leadership issues and concerns and also the quality of education in Arab are covered for providing better learning (UNESCO, 2016). In the Arab nations, the authoritative leadership and the power hierarchy are present and still not much research is available on the impact of the kinds of professional development if used in order to provide trainings to the administrators of the schools in these nations. There is no proper systematic planning regarding the investment of the government related to the training of the leaders present in the schools (UNESCO, 2016). Principals are considered to be the heads of the schools having power and they are typically the ones that have the leadership way based on the authoritative style. Whilst the principals that head the schools are taken as the authority person, the fact is that they are the one that act as just the gate keepers for the instructions that are given to them by the upper rungs of the hierarchical order (Al-Jammal, 2013). In the United Arab Emirates, ADEC and ministry of Education both dictate the decisions related to pedagogical and managerial concerns that range from the salary of the teacher to the curriculum. The principal's qualification is also the matter of concern particularly because they are not considered to be the people who have any degree level above the degree in Bachelors.

There are the challenges linked with the immersion of English with accompanying the problems of the leadership at the public sector universities. In the nations like UAE, where there is more of the authoritative leadership style existence, most of the control is in the hands of the people at bureaucratic level. There is very less amount of autonomy when it comes to higher education. There is a reflection of the traditional way of power in the

managerial modes and structures. This unavailability of the localized control present at the level of the university is known to be the inhibiting progress by the researches (UNESCO, 2016). The control of government involves the decisions of admissions that show that the chance of acceptance of the student may be influenced by the policies of the government.

2.8 Indiscriminating Borrowing of Policy

Policy borrowing is directly related to the policy transferal phenomena in the case of the UAE. Developing countries use different ways some developed countries to implement foreign policies. The policy transfer trajectory of UAE is termed as compelling which means that policies adopted concerning international assistance. UAE accepts the policies from different parts of the world however the Western model is more dominated in the policies of UAE. After analyzing the policy documentation of UAE it can be stated that there is the influence of concepts of Western educational reforms movement like external accountability and competition (O’Sullivan, 2015). The reviews related to the educational reforms treats the policymakers’ tendency to deal with educational policy as the most effective success recipe. There is the high effect of wealth on the choices of UAE that differentiate it from developing countries that depend on their governments.

UAE is an “uncritical purchaser of policy options” and adopted a consumerist metaphor to explain the approach of adopting foreign educational policy just like the “‘sampling’ a group of different educational ‘products’ before taking a decision on which to choose”. There is a great agency to find out a system for the UAE that fulfills the increasing demands of the country from the perspective of an educated and unemployed population. GCC States including UAE, Kuwait, Qatar, Saudi Arabia, Oman, and Bahrain has seen a population explosion less than 25 years of age. This “youth bulge” shows the largest youth population in

the globe. This huge amount of youth population posits great difficulties for the labor market in GCC countries. In UAE the huge population of youth creates pressure to bring educational reforms. Policymakers have to face the burden of deriving a solution for dealing with this “unemployment tsunami”. It is possible that UAE can be selective while selecting foreign educational policies cannot afford to waste the time trying different policies.

2.9 Issues with Implementation

As the UAE is aiming to among highly developed countries of the world, therefore, it states policies from high performing countries. But it is more important to check how the policies implemented in the origin country rather than checking how much it is successful. Considering the data and constructing theory based on it is less involved than performing in-depth analysis of invisible and visible components. The high-level organization needs to grab an idea and check its feasibility by checking the ability of the governments to implement it (Gaad, Arif, & Scott, 2006).

A study has been carried out related to the exploration of teacher’s perspectives of change and factors contributing to these changes that have discussed in detail the viewpoint of the teachers about the reform measures In Emirates. It is derived from the results that with the view to receive international appreciation the UAE government have started to acquire International policies. However, this thing is going in the negative direction somehow because the policies which are adopted by the UAE are not in alliance with the cultural context that is due to which not generating the considerable output. Another study has been conducted in Emirates to check why I the teachers of Ras Al Khaimah are not giving good response to reform ideas. This study derives that teachers have positive reviews about the changes in theory but its implementation is not effective due to poor communication.

Therefore it is concluded that the teachers do not participate in change initiatives they will not receive a sense of ownership in association with the curriculum. It is not possible to effectively implement the policies with the desired outcomes (Harold, 2005). This case is generally applied to other states of the UAE. It is also stated that destroying the disorganization effect and ambiguous communication is the output of the teachers. When there is no effective communication cohesion and instability occurs.

The UAE's history of education consists of continuous change. Operational deficiencies and leadership programs are the reason for the changes (Abbas, 2012). Communication issues, conflicting aims, and Organizational problems are the issues that appear at different levels. In the year 2011 at a national conference, ADEC announced a plan to arrange thousands of English teachers from other foreign countries (O'Sullivan, 2015). Dr. Mugheer Al Khaili who was the ADEC Director-General, however, announced on the same day that the Emiratization program results in the firing of many teachers (Ahmed, 2011). Also in 2016, a large number of foreign teachers were fired unexpectedly (Pennington, 2016).

2.10 Cultural factors

Globalization is affecting cultural values and tradition because the world is becoming highly interconnected due to it (Mao & Chang, 2005). A decontextualizing policy concerning its culture even if the policy is data-driven resembles selectively applying only a few sections of the formula. This is a pick n mix approach related to the educational policy changes and reforms overlooked the fact that educational practices and policies are present in ecological association with each other and the overall ecosystem of interconnected practices (Chung, 2016). It has been proved through the research that the educational performance of the

country should be according to the cultural perspective and cannot be separated from societal networks (Burdett & O'Donnell, 2016).

To maintain the values and cultural heritage of UAE is among one of the important 9 pillars consisted in an agenda of an UAE policy given in 2021 and UAE economic vision of 2030. Checking the numbers it is proved that there is only 10% of the Emirati population is connected to their cultural practices that create the threat of loss of cultural value and heritage. The culture and heritage of the UAE are at the high-risk (Krishna-Hensel, 2012).

There is a great effect of the foreign policies and culture on the culture of the Emirates especially after the oil commercialization in the year 1960. Also, the Emiratis have lack of skills that are required to work in the industries. It was the need for the UAE to hire foreign laborers. Therefore in the education model of the UAE, the influence of Western ideas is high especially due to the foreign workers. After the all commercialization and migration of foreign labor the requirement of the English language for the UAE has been increased. English has become the compulsory requirement for the modern Arab world in every organization. However, the English and its values against the Islamic traditions have become a controversial issue for the UAE to maintain its cultural heritage. English can be used as the connecting bridge to connect the outside International community with the UAE. However, it is replaced Arabic as the major communication means among the local people. English is usually used in the Arab world as the main requirement of educational and social achievements. The use of English in the high frequency has raised the significance of English (Al Mahrooqi & Denman, 2015).

If the aim of the United Arab Emirates is to increase the student's academic performance so that they can achieve the competitive levels internationally and link to the concept of the knowledge economy then there would be cultural changes and shifts along with the reforms

in education. The policy makers in UAE can learn from the improvement recommendations from the studies that are available: at all the levels of the process of reform the input from the teachers must be considered, there must be encouragement of the partnership between all the shareholders, students must be provided a platform and there must be encouragement regarding their critical thinking by using Arabic as well as English, and also the students and the teachers must be given proper autonomy. The policy makers of UAE may consider the use of norms and values that are significant to their own culture in order to define the educational success instead of calculating the success in accordance to the values defined by the reform movement prevalent globally. It has been shown in the research that the policy makers of UAE to consider meta-cognitively and also with obvious outlined systems and generate their own specific reforms and policies by the use of dissertations linked with the traditional and progressive factors. There is no shame and harm while learning from the any other.

2.11 Conclusion

Higher education is a very important part of any country for its development. This literature review has been made to identify higher education and its developmental needs within the UAE. The history of reforms in higher education has been started in UAE. There are many theories like the great man theory, affiliative leadership Theory, and change Management Theory that can be used in the higher education reforms in UAE. Different factors affecting higher education and issues related to it have also been revised in this portion of the literature review.

Chapter 3: Methodology

3.1 Introduction

Methodology of the research is contextual framework design to carry out research process which is coherent and logical based on beliefs, views and values that lead the choices of the researchers to carry out the research. In methodology, specific techniques or procedures are discussed that are used to collect, process, and evaluate information regarding the topic. The methodology section of the research paper allows the reader to evaluate the paper critically by checking its overall reliability and validity. The methodology section answers different questions including which research design is used, what sampling designs will be used, what sampling technique will be used, what data collection method will be used, what data analysis method will be used, and how the process of the data collection will be carried out. A good methodology section in the research elaborates not only the choices that have been made but also elaborates the reason for the choices (Stage & Manning, 2015). Therefore methodology portion is required to justify the choices adapted from Data Collection to data analysis by explaining that Chosen methods are the best choice according to the aims and objectives of the research according to the aims and objectives of the research (Ørngreen and Levinsen, 2017). The methodology provides a detailed understanding of the design with detailed design, data collection method, sampling techniques etc.

3.2 Research design

For this study quantitative Research design has been selected which aim to identify the association among independent variable and dependent variables of the research. Quantitative Research designs are either used in the descriptive study or the experimental study which is more suited to this type of research design. In the descriptive study, the relationship is established between the variable while in the experimental study causality is established

(Basias & Pollalis, 2018). As this study is related to the descriptive type of the research, therefore, quantitative Research design is most suitable for it. The quantitative research design provides a good objective data. The data generated from this design has least subjectivity and high objectivity. The reason for choosing this design is to increase the objectivity and also to make it more generalizable. Generalizability is also high in this method due to the fact that this data is free of biasness.

3.3 Data Collection

The process of Data Collection is the systematic procedure adopted to collect and measure data taken from multiple sources of information to provide answers to different related questions of the research. An effective determination of collected data is highly helpful for the researcher to forecast future phenomena and upcoming trends. The system of Data Collection is directly related to the study type for which data is collected. Depending upon the research plan of the researcher and design the method of Data Collection is selected. There are two main sources of data collection including the primary and secondary sources of the data. Primary data is also known as first-hand data which is in the raw form and collected for the specific purpose and the first time. It is directly collected from the respondent of the research. On the other hand, secondary data is the data already collected for some specific purpose. There are multiple sources of secondary data including magazines, websites, and journals, etc. As this is the descriptive type of the study, therefore, the data collection source selected for this study is the primary data source (Dreyer et al., 2019). The data for this research has been taken from respondents directly. The primary data collection source is best suited to the type of the study

A Data Collection instrument is a medium that is used to collect the data directly from the respondents. Data Collection instrument that is being used depends upon the nature and type of data to be collected and the plan to gather it. There are different types of Data Collection methods including Questionnaires, observations, Interviews, Laboratory experiments and Quasi-experiments (Putra et al., 2021).

However, for this study, the data collection instrument selected is the questionnaire. The questionnaire is the data collection tool used to gather the quantitative type of data usually and used in the construction of research on a wide range because it is an effective research instrument for gathering a good standard of data. Questionnaire tools can give speedy responses but proper care is required to be taken during the development of questionnaires, to make sure that it does not affect the received response. The questionnaire design should clearly explain the aims and objectives of the research. Therefore for this study, an effective questionnaire has been designed to collect the data from the respondents. This questionnaire has consisted of items related to the variables of the research to explore its different dimensions. All the questions used in the questionnaire were close-ended which has limited the response of the respondents to the few choices. Also 5 points Likert scale has been designed including the responses ranging from strongly agree to strongly disagree. The items were generated. The items were tested for the validity and reliability. Initially, 18 item scales was developed but after testing 14 items retained and 4 were discarded as they lowered the reliability. The question related to the demographics of the respondents has also been included. Therefore, a good questionnaire has been designing to collect the data related to the research so that valid and reliable data must be collected for the research purpose. The current questionnaire suits the requirements well as it includes the items from every category and explains well the whole objective of the study. The questionnaire is developed based on the study of Riina Koris Petri Nokelainen (2015). The questionnaire covers all the aspects that

are important. The sections included in the questionnaire are Educational Leadership (that collects data related to the student's satisfaction with the educational structure and the instructor), Educational Management (that collects data related to the department and problem solving), Government Policies (that collects data related to the reforms done on a broader level), Curriculum And Pedagogy (that collects data related to the curriculum) and Education Reforms (that collects data related to the overall education related issues).

3.4 Sample

The sample is defined as a group of objects or people that are taken from the big population for purpose of measurement (Stage & Manning, 2015). Sample is a generally a smaller version of a population that is easy to manage and is a good representative of the whole population. Samples are usually used in testing data statistically collected from a large size of the population. The sample must effectively represent the population to make sure that the findings derived from the research sample can be generalized to the overall population (Sim et al., 2018). Therefore for this study, the population consisted of leaders of all the educational institutes and the educational policymakers of the UAE. However, the sample collected from this population has consisted of hundred people including the educational policymakers and leaders of the higher educational institutes. These people who were elected as sample related to the different ages and work experience. Therefore the sample selected for this research is good enough to collect the desired information regarding the topic of the research.

3.5 Sampling Technique

The method of selecting a sample is called the sampling technique or sampling process (Emerson, 2015). Sampling is an important part of Research design because this method uses quantitative as well as qualitative data that can be gathered as part of the study. There are different techniques available for a selection of samples which can be further subdivided into 2 two main groups including nonprobability sampling and probability sampling. However, for this research, the convenience sampling technique has been selected. This technique is also known as availability sampling is related to the group of non-probability sampling methods (Dźwigoł, 2019). It relies on collecting the data from the members of the population who are easily available to give their input in the study. Convenient sampling technique involves approaching the participant wherever they can be e find. There are no specific inclusion criteria that have been used in this research for the sample because of the convenience sampling technique. All the educational leaders and policymakers who were easily available were selected as samples. The participants were approached who were available and were contacted and met in person to get the responses and some were available telephonically. This method was used as it gives the researcher and the participants an edge that they are not burdened with the strict regulations and compulsions that come with other form of techniques.

3.6 Data Analysis technique

The analysis technique is used to process the data of the research to convert it into the form of the results. In the statistical analysis, there are mainly two types that can be used to process the data including descriptive and inferential techniques. However inferential and descriptive techniques have many other sub techniques that are being used to process the data. In this research both types of the analysis techniques has been used discussed as following:

3.6.1 Descriptive statistics

Descriptive Statistics in the statistical analysis is used to analyze the data for describing it or summarizing it in a meaningful way like patterns are ought to emerge from data. Descriptive statistics are also so able to conclude the data regarding any hypothesis that is developed to understand the phenomena for which study has been made. Descriptive statistics is usually used to describe the data in short. It is very important to show the data in meaningful form because raw data is difficult to comprehend. Descriptive statistics enable the presentation of the data in a more meaningful form that makes the interpretation easy. For this study descriptive statistics has been used also including its different tools discussed as following:

3.6.1.1 Frequency distribution

Frequency distribution represents the data either in a tabular or graphical format that illustrates the number of observations within a specific time interval. The interval size is dependent upon the data being analyzed and its requirement. A frequency distribution table of the data has been made in this study.

3.6.1.2 Mean, Median and Mode

Mean, median, and mode show the average of the data and its responses. Mean median and mode have been identified in this study also for data analysis.

3.6.1.3 Standard deviation

In statistical analysis, standard deviation measures the variation amount or dispersion of data set or values. A low level of standard deviation shows so the values are close to the meanwhile the high values of standard deviation shows the values are scattered over a wide range (D'Souza et al., 2017). The standard deviation has also been identified in this research to check the closeness of the data towards its mean.

3.6.2 Inferential statistics

Inferential statistics is another type of statistical technique that is used to make a comparison. This kind of statistical technique measures the sample in the research and derives a generalized result for the overall population. There are multiple types of inferential statistics and different tests are included in it. However, depending upon the need of the research inferential statistical techniques are adopted. It enables the researcher to draw inferences and reach a conclusion from the respective set of data. Inferential statistics give an in-depth insight into the topic therefore it has also been used in this study.

3.6.2.1 ANOVA

Analysis of variance (ANOVA) is the statistical analysis technique used to split aggregate observation variability present in the dataset into two parts including systematic and random. This study has applied the ANOVA technique to data.

3.6.2.2 Correlation

Correlation in the statistical analysis technique identifies the relationship between the two or more than two variables. The correlation for the data set has also been identified in this study.

3.6.2.3 Regression

The regression technique is used to identify the strength of the relationship between the dependent and independent variables (MacRae, 2019). The regression technique has also been applied to the data set in this study.

All the above mentioned techniques are used in this study as these quantitative methods provide different information and details related to the relationship between variables.

3.7 Data collection process

The process of this research has been completed in a couple of weeks because it is a long going process. A total period of one and half months has been spent in the Collection of data and analysis of the data to reach the final conclusive results. First of all 3 days, training has been given to the people who ought to collect the data from the respondents. The Data Collection process must be conducted accurately because whole results depend upon the quality of data. Therefore people have been given the training to collect accurate data from the questionnaire. After training the people the next phase of the data collection was related to making the questionnaire for the research. After the development of the questionnaire, the process of Data Collection had started properly. As the respondents of the research were some busy people, therefore, they had been asked to give the appointment before the data collection. One week had been spent in contacting and taking time from all of these professionals. However, after one week the original process of Data Collection had started in which the respondents of the research had been approached at different times and in different places feasible to them. Therefore, the remaining time had been spent in collecting accurate data from the respondents of the research. However, after the data had been collected from the respondents, the next step was related to the data analysis that had taken 15 days. Data had been analyzed and results had been derived by using the statistical process techniques. Therefore, in this way, the total time that the whole process took was about one and half month.

3.8 Ethical consideration

The whole research process was conducted in a cautious way, keeping in mind all the ethical considerations and concerns. Consent was taken from all the participants before the start of the research. The participants were assured that their data will be kept confidential and will be used only for the present research. Also, the participants were told that they could withdraw from this research at any point.

Chapter 4: Results/ Analysis

As mentioned in the previous chapter, that the method chosen was a quantitative method that has high objectivity and generalization level than the qualitative method. This chapter will focus on the analysis and results generation by using the statistical methods like ANOVA, correlation and regression. The results of the analysis will be discussed and then will be further elaborated in the discussion chapter.

This study has used primary data to obtain the results and findings of this study. Primary data has been collected through a research survey using a structured questionnaire and the demographic data of the respondents. Responses from the participants of the study were collected through a five-point Likert scale. Likert scale ranged from 1 to 5 representing strongly agree to strongly disagree respectively.

4.1 Demographics:

The following tables represent-the demographic results of this study:

01. Please specify your gender.

Table 1: Gender

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	70	70.0	70.0	70.0
Female	30	30.0	30.0	100.0
Total	100	100.0	100.0	

Participants involved in this study consisted of both genders males and females. The number of male respondents in this study was 70, while the number of female respondents for this

study was 30. Involvement of both genders in the study provides the perspective and opinion of both genders and removes the chances of gender discrimination as well.

02. Please specify your age.

Table 2: Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 24 years	21	21.0	21.0	21.0
	24 to 30 years	49	49.0	49.0	70.0
	Above 30 years	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

The respondents of this study are divided into three groups regarding the ages of the participants. The majority of the respondents belonged to the age group of 24 to 30 years of age as it has highest frequency. While the least respondents number were 21. Which belong to the group below age of 24 years.

03. Please specify your designation.

Table 3: Designation

		Designation			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	20	20.0	20.0	20.0
	Administrative Work	20	20.0	20.0	40.0
	Policy Maker	20	20.0	20.0	60.0
	Educational Leaders	30	30.0	30.0	90.0
	Others	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

The respondents of this study are divided into five groups regarding the designation of the participants. The majority of the respondents were 30, which belong to the group of educational leaders. While least number of the respondents were 10, which belong to the group of other works related to education.

04. Please specify your qualification.

Table 4: Qualification

Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation	31	31.0	31.0	31.0
	Masters	39	39.0	39.0	70.0
	PhD	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

The respondents of this study are divided into three groups regarding the qualification of the participants. The majority of the respondents were 39, which were possessing master's degrees. While the least respondent number were 30, who were PhD.

The following tables are representing the results of the data collected from the respondents of this study representing the variables of this study.

01. It is my opinion is that when organizing studies, the school should consider the students' wishes.

Table 5: It is my opinion is that while organizing studies, the school should consider the students' wishes.

It is my opinion is that while organizing studies, the school should consider the students' wishes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	15	15.0	15.0	25.0

Neutral	23	23.0	23.0	48.0
Agree	38	38.0	38.0	86.0
Strongly Agree	14	14.0	14.0	100.0
Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that when organizing studies, the school should consider the students' wishes.

02. In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.

Table 6: In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction

In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	4	4.0	4.0	6.0
	Neutral	11	11.0	11.0	17.0
	Agree	39	39.0	39.0	56.0
	Strongly Agree	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agreed that whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction

and do its best to ensure student’s satisfaction. Cumulative percentage is calculated as it is a form of the expression of the distribution of frequency.

03. I believe that a student is not in a position to evaluate the teaching ability of a teacher.

Table 7: I believe that a student is not in a position to evaluate the teaching ability of a teacher

I believe that a student is not in a position to evaluate the teaching ability of a teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.0	7.0	7.0
	Disagree	31	31.0	31.0	38.0
	Neutral	11	11.0	11.0	49.0
	Agree	35	35.0	35.0	84.0
	Strongly Agree	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that a student is not in a position to evaluate the teaching ability of a teacher.

04. I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.

Table 8: I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.

I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.0	3.0	3.0
	Disagree	16	16.0	16.0	19.0

Neutral	26	26.0	26.0	45.0
Agree	35	35.0	35.0	80.0
Strongly Agree	20	20.0	20.0	100.0
Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.

05. In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).

Table 9: In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).

In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	5	5.0	5.0	6.0
	Neutral	6	6.0	6.0	12.0
	Agree	47	47.0	47.0	59.0
	Strongly Agree	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that the school should collect students' feedback regularly (e.g. once per semester/year).

06. I think that a school should admit students by previous academic achievements only.

Table 10: I think that a school should admit students by previous academic achievements only

I think that a school should admit students by previous academic achievements only.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	41.0	41.0	41.0
	Disagree	31	31.0	31.0	72.0
	Neutral	24	24.0	24.0	96.0
	Agree	2	2.0	2.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants have disagreed that a school should admit students by previous academic achievements only.

07. I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.

Table 11: I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor

I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	33.0	33.0	33.0
	Disagree	47	47.0	47.0	80.0
	Neutral	4	4.0	4.0	84.0
	Agree	13	13.0	13.0	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants have disagreed that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.

08. The study department should solve my problems with a teacher.

Table 12: The study department should solve my problems with a teacher

The study department should solve my problems with a teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	14	14.0	14.0	15.0
	Neutral	11	11.0	11.0	26.0
	Agree	45	45.0	45.0	71.0
	Strongly Agree	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that the study department should solve students' problems with a teacher.

09. The study department should support me when I have a problem with a deadline.

Table 13: The study department should support me when I have a problem with a deadline

The study department should support me when I have a problem with a deadline.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	23.0	23.0	23.0

Disagree	14	14.0	14.0	71.0
Neutral	12	12.0	12.0	83.0
Agree	48	48.0	48.0	97.0
Strongly Agree	3	3.0	3.0	100.0
Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that the study department should support the students when they have a problem with a deadline.

10. I think that all subjects in the curriculum should have a clear practical link to the field of study.

Table 14: I think that all subjects in the curriculum should have a clear practical link to the field of study.

I think that all subjects in the curriculum should have a clear practical link to the field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.0	7.0	7.0
	Disagree	15	15.0	15.0	22.0
	Neutral	14	14.0	14.0	36.0
	Agree	32	32.0	32.0	68.0
	Strongly Agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that all subjects in the curriculum should have a clear practical link to the field of study.

11. I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.

Table 15: I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum

I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	31.0	31.0	31.0
	Disagree	10	10.0	10.0	73.0
	Neutral	15	15.0	15.0	88.0
	Agree	42	42.0	42.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that the school should take into consideration the students' opinion in terms of the courses that are included in the curriculum.

12. A class should contain entertaining elements because then I pay attention.

Table 16: A class should contain entertaining elements because then I pay attention

A class should contain entertaining elements because then I pay attention.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	29.0	29.0	29.0
	Disagree	6	6.0	6.0	75.0
	Neutral	11	11.0	11.0	86.0

Agree	46	46.0	46.0	92.0
Strongly Agree	8	8.0	8.0	100.0
Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that a class should contain entertaining elements because then the students would pay attention.

13. If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.

Table 17: If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.

If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	30.0	30.0	30.0
	Disagree	12	12.0	12.0	71.0
	Neutral	10	10.0	10.0	81.0
	Agree	41	41.0	41.0	93.0
	Strongly Agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that if they cannot take interest in a particular subject, it is the teacher's job to inspire and motivate the students with different teaching methods.

14. Educational reforms helped in raising the standard of education.

Table 18: Educational reforms helped in raising the standard of education

Educational reforms helped in raising the standard of education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.0	3.0	3.0
	Neutral	9	9.0	9.0	12.0
	Agree	47	47.0	47.0	59.0
	Strongly Agree	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

According to the results of the frequency distribution of the item that represents the responses of the participants of the study, the majority of the participants agree that educational reforms helped in raising the standard of education.

The following table is representing some other descriptive statistics of this study.

Table 19: Mean, Median and Mode values

Descriptive Statistics	N	Mean	Median	Mode
It is my opinion is that when organizing studies, the school should consider the students' wishes.	100	3.31	4.00	4
In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.	100	4.19	4.00	5
I believe that a student is not in a position to evaluate the teaching ability of a teacher.	100	3.22	4.00	4
I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.	100	3.53	4.00	4
In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).	100	4.22	4.00	4
I think that a school should admit students by previous academic achievements only.	100	1.93	2.00	1
I believe that a student should be given a chance to be admitted to a university even if the	100	2.06	2.00	2

Descriptive Statistics	N	Mean	Median	Mode
admission procedure shows that his academic capabilities are poor.				
The study department should solve my problems with a teacher.	100	3.87	4.00	4
The study department should support me when I have a problem with a deadline.	100	2.26	2.00	2
I think that all subjects in the curriculum should have a clear practical link to the field of study.	100	3.67	4.00	4 ^a
I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.	100	2.10	2.00	2
A class should contain entertaining elements because then I pay attention.	100	2.18	2.00	2
If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.	100	2.25	2.00	2
Educational reforms helped in raising the standard of education.	100	4.26	4.00	4

The table is representing the values of mean, median, and mode of the quantitative data that is collected through a questionnaire survey from the participants of this study. These values show the average response of the whole participants and the whole trend of the responses of the data. The majority of the values of the mean are above the 3 that shows the trend of the responses towards the agree to the statements used in the questionnaire to represent the variables of the study.

Table 20: Values of mean, standard deviation, and variance

	N	Minimum	Maximum	Mean	Std. Deviation
It is my opinion is that when organizing studies, the school should consider the students' wishes.	100	1	5	3.74	.848

In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.	100	1	5	1.94	1.062
I believe that a student is not in a position to evaluate the teaching ability of a teacher.	100	1	5	3.89	.815
I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.	100	1	5	2.34	1.027
In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).	100	1	5	1.83	.888
I think that a school should admit students by previous academic achievements only.	100	1	5	4.02	.974
I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.	100	1	5	1.84	.961
The study department should solve my problems with a teacher.	100	1	5	2.03	1.020
The study department should support me when I have a problem with a deadline.	100	1	5	4.02	.887
I think that all subjects in the curriculum should have a clear practical link to the field of study.	100	1	5	2.87	1.405

I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.	100	1	5	3.94	.862
A class should contain entertaining elements because then I pay attention.	100	1	5	2.27	1.053
If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.	100	1	5	2.14	1.128
Valid N (listwise)	100				

The above table of descriptive statistics is representing the values of mean, standard deviation, and variance. According to these values, the majority of the respondents agree with the statements used in the questionnaire. The values of standard deviation and variance show the significant amount of variance among the data based on the responses of the participants of this study.

4.2 Correlations:

The following table is representing the correlation analysis of this study.

Table 21: *correlation values between the variables*

		Correlations				
		EL	GP	EM	CP	ER
EL	Pearson Correlation	1	.277**	.213*	.461**	.687**
	Sig. (2-tailed)		.005	.033	.000	.000
	N	100	100	100	100	100
GP	Pearson Correlation	.277**	1	.034	.091	.729**
	Sig. (2-tailed)	.005		.739	.370	.000
	N	100	100	100	100	.608**
EM	Pearson Correlation	.213*	.034	1	.098	.000
	Sig. (2-tailed)	.033	.739		.334	.121
	N	100	100	100	100	100

CP	Pearson Correlation	.461**	.091	.098	1	.707**
	Sig. (2-tailed)	.000	.370	.334		.000
	N	100	100	100	100	100
ER	Pearson Correlation	.687**	.729**	.608**	.707**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The results of the correlation analysis of this study show that all the values are positive and greater than 4, which shows that there is a positive and strong relationship between the variables of this study.

H1: Educational leadership directly affects education reforms.

The above table shows that the correlation between educational leadership and education reforms is .687** which means educational leadership has a strong and positive impact on education reforms in higher studies in UAE

H2: Government policies directly affect education reforms.

The above table shows that the correlation between government policies and education reforms is .729** which means government policies has a strong and positive impact on education reforms in higher studies in UAE

H3: Educational management directly affects education reforms.

The above table shows that the correlation between educational management and education reforms is .608** which means educational management has a strong and positive impact on education reforms in higher studies in UAE

H4: Curriculum and pedagogy directly affect the education reforms.

The above table shows that the correlation between curriculum and pedagogy and education reforms is .707** which means curriculum and pedagogy has a strong and positive impact on education reforms in higher studies in UAE

4.3Regression analysis:

The following tables are representing the regression analysis of this study.

Table 22: Regression

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	CP, GP, EM, EL ^b		Enter

- a. Dependent Variable: ER
- b. All requested variables entered.

Table 23: Regression summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 ^a	.472	.468	.39230

- a. Predictors: (Constant), CP, GP, EM, EL

Table 24: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.322	1	20.322	132.049	.000 ^b
	Residual	22.777	148	.154		
	Total	43.099	149			

- a. Dependent Variable: ER
- b. Predictors: (Constant), CP, GP, EM, EL

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

	(Constant)	8.763	1.582		5.538	.000
	EL	.315	.078	.349	6.474	.000
1	EM	.692	.060	.687	11.491	.000
	GP	.336	.120	.395	7.958	.003
	CP	.310	.108	.392	10.936	.001

a. Dependent Variable: ER

Regression analysis is used in this study to test the relationship between the variables. According to the results of the regression analysis for the relationship between the tested variables is positive and significant as the P-values of the variables are less than 0.5. The values of the regression analysis are significant and show the positive relationship between these variables.

Overall, the results of the present study show that Educational leadership, Government policies, Educational management, Curriculum and pedagogy directly affects education reforms. This shows that the reforms play a major role in order to increase the efficiency of higher education system.

Chapter 5: Conclusion

5.1 Introduction

This is the concluding chapter that provides an overall summary of the whole research paper. This explains what value the education system holds and how the reforms are important for the development of the educational systems. For a nation education is one of the fundamental institutions for development, morally and economically. The nations that pay attention to their educational system develop in an exceptional manner. United Arab Emirates initially had a very low literacy rate. UAE did not have enough educated people to work for them. UAE worked well on the sector and made the educational institution grow. Higher education system needs governmental and departmental reforms to bring changes and improvements in educational system. To move along with the changing world, educational system also needs changes and improvements. Like other nations, it is very important for the UAE to work continuously to introduce reforms that are necessary. The factors that are involved in the implementation must ensure its success. Government bodies, concerned departments and research centers work simultaneously to bring the change. Introducing educational reforms in the United Arab Emirate's higher education system increases the potential it has. The flexibility in the structure of higher education is linked with implementation of educational reforms.

The main objectives of the study revolved around finding the requirement of introducing reforms in the educational system in order to increase the possible potential in UAE. The study is descriptive in nature. The research design used for this research is quantitative method as it produces objective data and numerical form of data. The primary method was chosen for this data as data was taken directly from the respondents. A questionnaire was

developed for the data collection for this study that was basically based on the work of Riina Koris Petri Nokelainen (2015). The sample chosen was educational institute's leaders and the policy makers of educational system in UAE. The analysis was done using inferential and descriptive techniques. Results of the study fulfill and support the aim of the study as it reveals that the reforms are important for the high education system. The results of the research as a whole shows, that the pedagogy, Curriculum, Educational management, Government policies and Educational leadership affects the educational reforms directly. The reform has a huge role for increasing the effectiveness of educational system.

5.2 Limitations

The study deals with the educational reforms and its implementation to bring changes in the higher education system. Like other studies, this study also has some limitations. Those are mentioned below;

- This study can have a low generalizability because of the lower sample size. When the sample size is huge, its generalizability also increases as it makes the sample to be a good representation of the whole population. Low sample size of this study makes it less generalizable. The sample size for this study has 100 participants but twice this size can lead to better results as larger data is better representative of the population (Faber & Fonseca, 2014).
- For a holistic view, it is very important that all aspects of the topic under consideration should be discussed and the sample should include participants who are linked (like the perspective of the students). As the classroom perceptions are also included so students can provide their clear perspective and opinion as well.

5.3 Recommendations

Based on the study, the recommendations provided can be;

- The government should focus on the reforms that can be suitable for the educational system that they have in their own country. As educational system differs across the nations, so the government should focus on the aspects that would work best for their own system.
- The departments and their administration should fully support the system and ensure that the implemented reforms are followed.
- Government must also provide some opportunities and resources that sustain for a longer period of time and facilitate the system to reach their full potential.

The above recommendations are based on the results of the study as the policy makers and educationalists can introduce and initiate steps based on the reforms that can fully provide a back to the higher educational system and help in development.

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Appendix

Questionnaire:

The questionnaire used in this research is based on the item used by (Riina Koris Petri Nokelainen, 2015).

Educational Leadership:

1. It is my opinion is that when organizing studies, the school should consider the students' wishes.
2. In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.
3. I believe that a student is not in a position to evaluate the teaching ability of a teacher.
4. I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.
5. In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).

Educational Management:

1. The study department should solve my problems with a teacher.
2. The study department should support me when I have a problem with a deadline.

Government Policies:

1. I think that a school should admit students by previous academic achievements only.
2. I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.

Curriculum and Pedagogy:

1. I think that all subjects in the curriculum should have a clear practical link to the field of study.

2. I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.

Education Reforms:

1. A class should contain entertaining elements because then I pay attention.
2. If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.
3. Educational reforms helped in raising the standard of education.

Tables

Table 25: Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	70	70.0	70.0	70.0
	Female	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 26: Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 24 years	21	21.0	21.0	21.0
	24 to 30 years	49	49.0	49.0	70.0
	Above 30 years	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 27: Designation

Designation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	20	20.0	20.0	20.0
	Administrative Work	20	20.0	20.0	40.0
	Policy Maker	20	20.0	20.0	60.0
	Educational Leaders	30	30.0	30.0	90.0
	Others	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Table 28: Qualification

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduation	31	31.0	31.0	31.0
	Masters	39	39.0	39.0	70.0

PhD	30	30.0	30.0	100.0
Total	100	100.0	100.0	

Table 29: *It is my opinion is that while organizing studies, the school should consider the students' wishes.*

It is my opinion is that while organizing studies, the school should consider the students' wishes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	10.0	10.0	10.0
	Disagree	15	15.0	15.0	25.0
	Neutral	23	23.0	23.0	48.0
	Agree	38	38.0	38.0	86.0
	Strongly Agree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Table 30: *In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction*

In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	4	4.0	4.0	6.0
	Neutral	11	11.0	11.0	17.0
	Agree	39	39.0	39.0	56.0
	Strongly Agree	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

Table 31: *I believe that a student is not in a position to evaluate the teaching ability of a teacher*

I believe that a student is not in a position to evaluate the teaching ability of a teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.0	7.0	7.0
	Disagree	31	31.0	31.0	38.0
	Neutral	11	11.0	11.0	49.0
	Agree	35	35.0	35.0	84.0
	Strongly Agree	16	16.0	16.0	100.0
	Total	100	100.0	100.0	

Table 32: *I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.*

I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.0	3.0	3.0
	Disagree	16	16.0	16.0	19.0
	Neutral	26	26.0	26.0	45.0
	Agree	35	35.0	35.0	80.0
	Strongly Agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

Table 33: *In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).*

In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	5	5.0	5.0	6.0
	Neutral	6	6.0	6.0	12.0
	Agree	47	47.0	47.0	59.0

Strongly Agree	41	41.0	41.0	100.0
Total	100	100.0	100.0	

Table 34: I think that a school should admit students by previous academic achievements only

I think that a school should admit students by previous academic achievements only.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	41.0	41.0	41.0
	Disagree	31	31.0	31.0	72.0
	Neutral	24	24.0	24.0	96.0
	Agree	2	2.0	2.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Table 35: I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor

I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	33.0	33.0	33.0
	Disagree	47	47.0	47.0	80.0
	Neutral	4	4.0	4.0	84.0
	Agree	13	13.0	13.0	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 36: The study department should solve my problems with a teacher

The study department should solve my problems with a teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	1	1.0	1.0	1.0
	Disagree	14	14.0	14.0	15.0
	Neutral	11	11.0	11.0	26.0
	Agree	45	45.0	45.0	71.0
	Strongly Agree	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

Table 37: The study department should support me when I have a problem with a deadline

The study department should support me when I have a problem with a deadline.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	23.0	23.0	23.0
	Disagree	14	14.0	14.0	71.0
	Neutral	12	12.0	12.0	83.0
	Agree	48	48.0	48.0	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 38: I think that all subjects in the curriculum should have a clear practical link to the field of study.

I think that all subjects in the curriculum should have a clear practical link to the field of study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.0	7.0	7.0
	Disagree	15	15.0	15.0	22.0
	Neutral	14	14.0	14.0	36.0
	Agree	32	32.0	32.0	68.0
	Strongly Agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Table 39: *I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum*

I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	31.0	31.0	31.0
	Disagree	10	10.0	10.0	73.0
	Neutral	15	15.0	15.0	88.0
	Agree	42	42.0	42.0	98.0
	Strongly Agree	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

Table 40: *A class should contain entertaining elements because then I pay attention*

A class should contain entertaining elements because then I pay attention.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	29.0	29.0	29.0
	Disagree	6	6.0	6.0	75.0
	Neutral	11	11.0	11.0	86.0
	Agree	46	46.0	46.0	92.0
	Strongly Agree	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

Table 41: *If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.*

If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	30.0	30.0	30.0
	Disagree	12	12.0	12.0	71.0
	Neutral	10	10.0	10.0	81.0
	Agree	41	41.0	41.0	93.0
	Strongly Agree	7	7.0	7.0	100.0
	Total	100	100.0	100.0	

14. Educational reforms helped in raising the standard of education.

Table 42: Educational reforms helped in raising the standard of education

Educational reforms helped in raising the standard of education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.0	3.0	3.0
	Neutral	9	9.0	9.0	12.0
	Agree	47	47.0	47.0	59.0
	Strongly Agree	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

Table 43: Mean, Median and Mode values

Descriptive Statistics	N	Mean	Median	Mode
It is my opinion is that when organizing studies, the school should consider the students' wishes.	100	3.31	4.00	4
In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.	100	4.19	4.00	5
I believe that a student is not in a position to evaluate the teaching ability of a teacher.	100	3.22	4.00	4
I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.	100	3.53	4.00	4

Descriptive Statistics	N	Mean	Median	Mode
In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).	100	4.22	4.00	4
I think that a school should admit students by previous academic achievements only.	100	1.93	2.00	1
I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.	100	2.06	2.00	2
The study department should solve my problems with a teacher.	100	3.87	4.00	4
The study department should support me when I have a problem with a deadline.	100	2.26	2.00	2
I think that all subjects in the curriculum should have a clear practical link to the field of study.	100	3.67	4.00	4 ^a
I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.	100	2.10	2.00	2
A class should contain entertaining elements because then I pay attention.	100	2.18	2.00	2
If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.	100	2.25	2.00	2
Educational reforms helped in raising the standard of education.	100	4.26	4.00	4

Table 44: Values of mean, standard deviation, and variance

	N	Minimum	Maximum	Mean	Std. Deviation
It is my opinion is that when organizing studies, the school should consider the students' wishes.	100	1	5	3.74	.848
In my opinion, whenever a student is dissatisfied with the school, the school should address the student's dissatisfaction and do its best to ensure student satisfaction.	100	1	5	1.94	1.062
I believe that a student is not in a position to evaluate the teaching ability of a teacher.	100	1	5	3.89	.815

I believe that if the whole group does not like a particular teacher and they complain, the school should replace the teacher.	100	1	5	2.34	1.027
In my opinion, the school should collect students' feedback regularly (e.g. once per semester/year).	100	1	5	1.83	.888
I think that a school should admit students by previous academic achievements only.	100	1	5	4.02	.974
I believe that a student should be given a chance to be admitted to a university even if the admission procedure shows that his academic capabilities are poor.	100	1	5	1.84	.961
The study department should solve my problems with a teacher.	100	1	5	2.03	1.020
The study department should support me when I have a problem with a deadline.	100	1	5	4.02	.887
I think that all subjects in the curriculum should have a clear practical link to the field of study.	100	1	5	2.87	1.405
I believe that the school should take into consideration the students' opinions in terms of the courses that are included in the curriculum.	100	1	5	3.94	.862
A class should contain entertaining elements because then I pay attention.	100	1	5	2.27	1.053

If I cannot take interest in a particular subject, it is the teacher's job to inspire and motivate me with different teaching methods.	100	1	5	2.14	1.128
Valid N (listwise)	100				

Table 45: correlation values between the variables

		Correlations				
		EL	GP	EM	CP	ER
EL	Pearson Correlation	1	.277**	.213*	.461**	.687**
	Sig. (2-tailed)		.005	.033	.000	.000
	N	100	100	100	100	100
GP	Pearson Correlation	.277**	1	.034	.091	.729**
	Sig. (2-tailed)	.005		.739	.370	.000
	N	100	100	100	100	.608**
EM	Pearson Correlation	.213*	.034	1	.098	.000
	Sig. (2-tailed)	.033	.739		.334	.121
	N	100	100	100	100	100
CP	Pearson Correlation	.461**	.091	.098	1	.707**
	Sig. (2-tailed)	.000	.370	.334		.000
	N	100	100	100	100	100
ER	Pearson Correlation	.687**	.729**	.608**	.707**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	100	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 46: Regression

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	CP, GP, EM, EL ^b		. Enter

a. Dependent Variable: ER

b. All requested variables entered.

Table 47: Regression summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.687 ^a	.472	.468	.39230

a. Predictors: (Constant), CP, GP, EM, EL

Table 48: ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.322	1	20.322	132.049	.000 ^b
	Residual	22.777	148	.154		
	Total	43.099	149			

a. Dependent Variable: ER

b. Predictors: (Constant), CP, GP, EM, EL

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.763	1.582		5.538	.000
	EL	.315	.078	.349	6.474	.000
	EM	.692	.060	.687	11.491	.000
	GP	.336	.120	.395	7.958	.003
	CP	.310	.108	.392	10.936	.001

a. Dependent Variable: ER