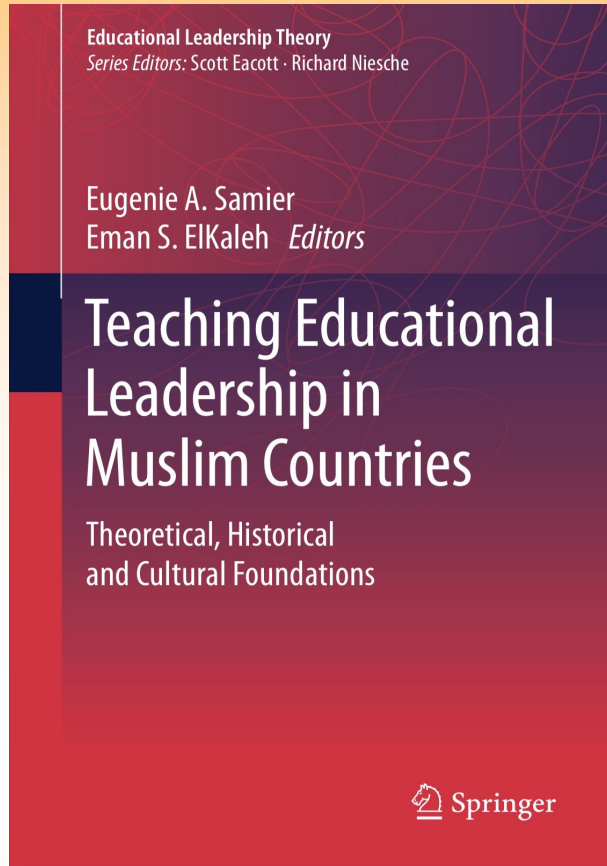


# Teaching Educational Leadership in Muslim Countries

Theoretical, Historical and Cultural Foundations

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## Chapter 1: An Overview of the Educational Administration and Leadership Curriculum: Traditions of Islamic Educational Administration and Leadership in Higher Education.

In Islamic countries educational administration and leadership models are based on foreign models, especially Anglo-American models, that are largely incompatible with local cultures which produce deluded hybrids. According to the editors, the curriculum and pedagogy of educational administration and leadership in the Muslim countries should be internationalized to neutralize the negative impacts of globalization and to include the countries' traditions and cultures. This requires modifications and adjustments of Western curricula and pedagogy while drawing on the Islamic intellectual and moral principles based on the balance between individual and society. This modification and internationalization of curricula will also reconsider some stereotypes like 'clash of civilization' and other misrepresentations of Islamic principles that are rooted in historical conflicts and hostilities. Such curricula will have the wholistic nature of Islamic education that stresses upon "reasoning, meaning-making, heart, intellect and mind, and aiming at a properly ordered society". In addition, the primary sources of this curricula will be based on the teaching of Quran, the speech and actions the Prophet Muhammad and the Islamic classical tradition in the medieval period. The intended qualities "suitable for leadership include truthfulness and the integrity associated with not lying, trustworthiness in not promising values and not cheating others, being just towards all, being benevolent towards all even those who have behaved unjustly or unfairly towards one, exhibiting humility and kindness and exercising patience." These characteristics correspond to servant leadership model which aims at helping others strive to be better people.

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## Chapter 2: The Humanist Roots of Islamic Administration and Leadership for Education: Philosophical Foundations for Intercultural and Transcultural Teaching

In this chapter, the author compares the basic principles of Islamic and Western humanist traditions explaining how both relate to the conceptions of goodness, ethics, and other high-order values grounded in general human qualities such as autonomy, freedom and emancipation. In the modern world, societies much like economies are dominated by market-based models and lack of intellectual depth that has damaging effects on indigenous systems of beliefs. Whereas the fundamental values such as peace, justice, equality, and human rights are the same in both Islamic and classical Western traditions. With respect to educational leadership and administration, the common core values focus on a few key principles: respect for human dignity, ethical decision making, integrity, tolerance and harmoniousness for society, collaboration, and responsibility can provide bases for internationalized pedagogy and curriculum. Hence, to educational and leadership studies “humanistic dimension of the Islamic tradition provides the necessary values, knowledge and abilities for interculturalism and transculturalism to form in social relationships, and within professional roles and responsibilities”.

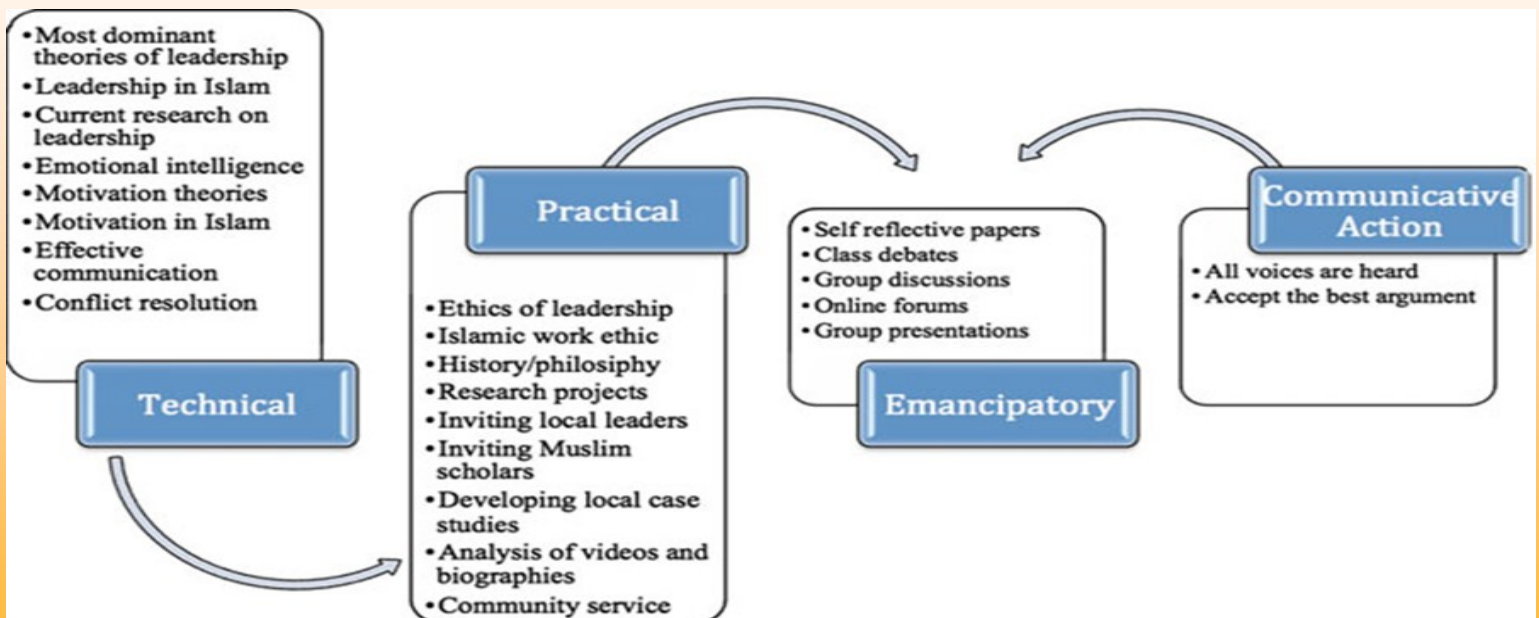


## Chapter 3: A Critical Approach to Developing Culturally Relevant Leadership Curricula for Muslim Students

In this chapter, the author believes that through the uncritical application of Western educational models and theories the Muslim societies have become materialistic and secular where economic consideration is the most critical factor that drives people's behavior and decisions. To address this issue, the Muslim countries have to develop higher education curricula that reflects Islamic cultural values and Western knowledge. To achieve this aim, a balance theoretical model to leadership teaching. This model is based on Habermas' critical theory which proposes intercultural and interdisciplinary approach aiming to start a dialogue between

This model will provide international leadership literature with a balanced and pluralistic experiences in the field of educational administration and leadership.

The author tested this model with business leadership classes in a UAE's higher education institute. Sources from dominant Islamic and Western traditions were included in the course. After taking the course, the students were able to process and combine different sources of information to create their own balanced ap-



## Chapter 4: Leadership Development in the UAE: Critical Perspectives on Intercultural Pedagogies in a Graduate Education Programme

In this chapter, the authors opine that in the the social and cultural dimensions of task de- Middle East the policies of globalization and sign, communication channels and structuring neoliberalism have become prevalent in all vis- of information if the needs of culturally diverse tas of life including teaching educational ad- learners are to be met” (p. 9). Moreover, they ministrations and leadership. The intercultural used the term ‘colleagues’ rather students to incompatibility of these courses and practical address the course participants. For the course pitfalls of the thorny theoretical problems have content, they compared and contrasted West- negatively impacted the indigenous cultures in ern and Islamic theories of leadership. Exam- these countries. To resolve this challenge, the ples of factors included teamwork, servant authors reframed the educational administra- leadership, ethics, shared and distributed lead- tion and leadership to neutralize the impact of ership, and teacher leadership in addition to Western-oriented modernization. During the leadership models from family, workplace, local eight-year period, the authors co-constructed national leaders, and the Prophet Muhammad. and implemented a graduate leadership pro- The main successes of the course were the es- gram based on Habermasian perspective of tablishment of a community of practice, stu- communicative actions and Lave and Wenger’s dent engagement with intercultural material, perspectives of social constructivism. First, and developing online virtual communicative they focused on the learning environment and competence of the participants. Finally, one of course content. Regarding learning environ- the main outcomes of the course was develop- ment, they aligned with McLoughlin’s (2001) ing the servant leadership concept through em- view that “culture pervades learning and in de- pathy, listening, awareness, building communi- signing instructional environments there needs ty, stewardship, and commitment to the to be serious debate about issues concerning growth of others.

## Chapter 5: The Knowledge Base on Educational Leadership and Management in Arab Countries: Its Current State and Its Implications for Leadership Development

In this chapter, firstly, the challenges and promises of educational administration and leadership research and practices found in international literature are given.

Challenges	Future directions
<ul style="list-style-type: none"> <li>• Grounded in the limitations of Western theories and scholarships</li> <li>• Theoretical knowledge at the expense of practical based activities</li> <li>• Lack of imaginative capacity of the program designers</li> <li>• Not open to different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Working from an outcome-based paradigm;</li> <li>• Creating a strong platform of actionable theory;</li> <li>• Establishing a clear, coherent conceptual focus and foundation;</li> <li>• Recruiting and selecting candidates through rigorous, value-based admissions;</li> <li>• Grounding and integrating learning through practice- anchored learning experiences; providing adequate support for technical and adaptive change;</li> <li>• Replacing a culture of autonomy with a culture of community; and (8) maintaining quality and continual improvement through outcome based accountability. (Murphy et al., p. 2173)</li> </ul>

Secondly, challenges and future directions of research and practice on educational leadership in Arab region are given.

Challenges	Future Directions
<ul style="list-style-type: none"> <li>• The existence literature in its infancy</li> <li>• Decontextualized</li> <li>• Lacking in programmatic inquiry</li> <li>• Falling short of addressing policy and practice issues</li> <li>• Based on non-indigenous paradigms and models</li> </ul>	<ul style="list-style-type: none"> <li>• A mix of indigenous and globalized methods and contents</li> <li>• Critical applications of Western standards</li> <li>• Critical dialogue with the international community</li> <li>• Timely research topics that have immediate practical applications for the implementation of leadership development programs are recommended' (Madsen, 2010, p. 109).</li> </ul>

## Chapter 6: Educational Administration and Leadership Curricula for Modern Nation-Building in Muslim Countries: Modernisation, National Identity and the Preservation of Values and Culture

In this chapter, it is said that educational administration and leadership play pivotal role in nation building; however, modern nation building/rebuilding in the Muslim context will not be materialized through the uncritical application strongly globalized Anglo-American curriculum. Also, it has been highlighted that the effects of Anglo-American style of globalization has negative impacts on nation-building in the Muslim world. Therefore, the implementation of hidden curricula through Westernization can no longer serve as suitable goals in this direction. To address this issue, the authors propose 'multiple, modernities' concept to the internationalization of higher education curricula and pedagogy to help sustain cultural and social diversity.

To achieve this goal, the authors propose the following Baker's (2000) large scale five modifications of modernity theory:

1. Modernisation takes a variable rather than linear path;
2. The role of an accompanying secularisation is greatly oversimplified;
3. The path dependency of religious foundation in the society, whether Christian, Confucian or Islamic, for example, have an enduring effect on developing social institutions;
4. While some of the dominating conceptions of modernisation are ethnocentrically American, the cultural changes occurring in many parts of the world are quite different, resulting in the USA being a 'deviant' case internationally; and
5. The process is far more complex than economic development, with many other historical and cultural factors have strong and even competing influences, therefore is 'probabilistic' rather than 'deterministic' (p. 49).

The authors also propose the seven factors to be considered for educational administration and leadership in the context of Middle East and Arab minorities in the West:

1. The collective social structures such as the extended family and tribal identities;
2. Islam as a central feature
3. The diversity of Arab cultures
4. The knowledge and traditions as they are part of the historical memory
5. The long Middle Eastern history of administrative and leadership development
6. Postcolonial issues through a critical perspective and reflection
7. Dialogic social interaction in critical discourse analysis



## Chapter 7: Locality, Leadership and Pedagogies for Entrepreneurship Education

This chapter concentrates on the concept of embeddedness and context in entrepreneurship development in Qatar. This article revolves around the premise of embeddedness or communitarianism that has three types: societal embeddedness, territorial embeddedness, and network embeddedness. First, it investigates the modalities, scope and practicalities of raising home-grown leaders through entrepreneurship education (EE) in Qatar. It also incorporates local, social, and cultural aspects of entrepreneurship in producing the next generation of entrepreneurs by suggesting that encouraging leadership training and EE in Qatar will empower educators and other leaders in many ways. This paper advocates for 'localized entrepreneurship education'. Qatar's National Vision 2030 has already identified the importance of embeddedness.





## Chapter 8: The '*Westernised*' Map of the Field of Educational Administration in Turkey and Dominant Perspectives in School Leadership Education

In this conceptual paper, the historical development of training and selecting Turkish school administrators and their behaviors have been discussed. Right after the Republic of Turkey came into being, the founding president Ataturk wanted to adopt advanced Western educational practices. It is evident from the fact that he invited John Dewey, an American educator to prepare a comprehensive report on and reconstruct Turkish education. However, Dewey's suggestions for training of school administrators proved superficial. Some recommendations from Dewey's report were put in practice, but they all failed since school administration is not a profession in Turkey. In the coming years, regulations were established for the appointment of school principals and vice principals; however, these regulations were maintained and policy for training and the development of school administrators was not de-

vised. It is assumed that school leaders and administrators' behaviors are influenced by the culture of community in the context National Cultural dimensions of Hofstede. Based on Hofstede's theory of community, dimensions of power distance and uncertainty avoidance are high in terms of school administration in Turkey. Nevertheless, studies have shown that school employees are on board in decision making who cooperate with each other and establish good rapport with school principals. It is suggested that following the Hofstede's model, educational administrators' training and development should be sensitive to cultural dimensions of the country. Finally, Turkish education system should have regular in-service professional development programs.



## Chapter 9: A Reflection on Teaching Educational Administration in Iran: A Critical Approach

This chapter focuses on the history of education and the emergence of educational administration (EA) in Iran. Also, in the field of educational studies, backwardness factors have been identified, and in the final section suggestions are given to improve the status of educational administration in Iran.

In the ancient Iran education was influenced by the teaching of Zoroastrian religion. Then after the dawn of the Islamic religion, teaching traditions followed the Islamic educational norms in pedagogy and curricula. Mainly teaching in this era was influenced by Maktab and mosques. In the late 19<sup>th</sup> century during Qajar kings some people were sent to Europe for modern education. The trend of sending student to European countries continued and the educational system was developed on the basis of Western traditions. After the Islamic revolution in 1979, education was Islamicised and religionized.

“The first curriculum of education studies in Iran included six syllabi entitled ‘psychology in terms of education’, ‘sociology in terms of education’, ‘philosophy of education’, ‘foundations of secondary education’, ‘history of education,’ and principles of education” (p.157).

This paper delineates two broad types of limitations in EA studies: Macro-limits (outfield) and micro-limits (infield). The macro-limits are rooted in history and are as a result of historical developments.

Macro-limits	Micro limitations
<ul style="list-style-type: none"> <li>• Emphasis on military and medical sciences as compared to humanities</li> <li>• Outdated educational system under the traditional religious system</li> <li>• EA has more administrative responsibility to implement the orders and circulars from government than paying attention to educational affairs</li> <li>• Misrepresentation and misapplication of religious teachings</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scholarly weaknesses of educational researchers:</b> <ul style="list-style-type: none"> <li>◆ EA professors are unaware of international scholars and research trends</li> <li>◆ EA studies are dominated by positivistic approach and borrowed theories from other fields</li> <li>◆ Lack of academic interaction internationally</li> <li>◆ Students entering EA do not have adequate capacity to develop it</li> </ul> </li> <li>• <b>Research Poverty</b> <ul style="list-style-type: none"> <li>◆ Weakness of interdisciplinary research in the field</li> <li>◆ EA mostly imitating public management concepts</li> <li>◆ EA research is disconnected from practical problems in the system</li> </ul> </li> <li>• <b>Deficiency of the EA curriculum</b> <ul style="list-style-type: none"> <li>◆ EA curriculum focuses on more theoretical aspects than practical</li> <li>◆ EA curriculum is a combination of public management and behavioral studies</li> </ul> </li> </ul>

### Suggestions:

- Reduce the volume of instructional and managerial activities of university professors
- Increase in interdisciplinary studies
- Impower faculty members in EA curriculum development
- EA Professional Research Institute be established



## Chapter 10: K-12 Education Reforms in Saudi Arabia: Implications for Change Management and Leadership Education

The education system in Saudi Arabia is composed of elementary school, intermediate school, secondary school, and university and technical/vocational education. The K-12 system is centralized with a top-down management approach at three levels: at the school level principal is the educational manager, at the district level education directors are the managers, and at the national level Ministry of Education is responsible for setting goals regarding policies, curricula, financing, hiring staff, and authoring or selecting textbooks.

The Saudi education system has been experiencing continuous reforms including the ambitious Tatweer program; however, despite the financial support outcomes of these programs remained limited. The failure is generally at the implementation stage mainly because of the weak change management during the implementation stage which indicates the need to focus on teaching educational management and leadership. However, the graduate programs for educational administration and leadership are inadequate in preparing the graduates in change management. For this purpose, Rogers' (2003) theory of the diffusion of innovations (internal factors) and Ely's (1990, 1999) theory of conditions of change (external factors) are suggested to be implemented to overcome the shortcomings.

For changes in educational administration and leadership in Saudi Arabia, three main components of Rogers' (2003) theory of diffusion of innovations are suggested. The three components are "the elements of innovation diffusion (the innovation, communication channels, time, and a social system), the stages of the innovation-decision process (knowledge, persuasion, decision, implementation, and confirmation), and the characteristics of the innovation itself" (p.173).

The characteristics for innovation in Saudi Educational Administration and Leadership study, according to Rogers (2003), are relative advantages, compatibility, ease of use, trialability, and observability.

<b>Five characteristics of Rogers' theory of innovation</b>	
Relative advantages	The degree to which an innovation is perceived by a target audience as better than the old practice. Advantages may include ease of use, time or money-saving, etc. The greater the perceived relative advantages of an innovation, the more rapid its rate of adoption is expected.
Compatibility	The more the innovation is compatible with values, beliefs, and current practices as perceived by target audience, the more rapidly it will be diffused and adopted.
Ease of use	The innovation that is perceived as easy to understand and used within available skills and knowledge is expected to gain rapid acceptance and adoption.
Trialability	The innovation that gives the target audience an opportunity to try it out before making the decision to adopt it increases its likelihood of adoption.
Observability	The more the innovation results are easily observed by the target audience the more likely it will be adopted.

<b>Ely's (2003) conditions for educational innovations</b>	
Dissatisfaction with the status quo	Something must necessitate a need for change.
Knowledge and skills	Intended adopters must have the knowledge and skills required to implement the innovation.
Availability of resources	Resources necessary to implement the innovation must be available.
Availability of time	Provision of time to intended audience to learn and adapt the innovation to their needs.
Reward or incentives	Provision of intrinsic or extrinsic incentives or reward to motivate audience adoption of innovation.
Participation	Intended audience must have their inputs into the innovation process.
Commitment	Leaders must show continuing support to the innovation.
Leadership	Leaders must provide encouragement, support and inspiration for adopters.