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The influence of educational administration on reflective teaching and educational leadership qualities at Tabuk University

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Abstract

This research was conducted with the intention of examining the characteristics of illustrative academic administrators as well as the advantages of analytical thinking for employees working in managerial positions. In addition, the methods by which educational administrators acquire competencies in management, their techniques for evaluating their skills and behaviors, the manner in which they question teacher's administration and their own individual creations, and the ways in which they debate the leadership of the tea party were also among the topics that were investigated. It was found out that school administrators' previous experiences in administrative roles are taken into account when deciding whether or not they would be promoted to management positions. The areas of reflective thinking that are required of educational leaders include education-training, help for students and academic laws, interaction, problem-solving, subject matter knowledge in sociology, subject matter expertise in legal freedoms and rights, and mathematical skills. In order to stay current with current educational practices, it is recommended that principals and other school administrators attend classes for a few hours each week. The ability to think critically enables managers to study a situation from a variety of perspectives, which in turn improves their capacity to solve problems. Team members should participate in group refraction to improve communication. An intelligent academic administrator is neutral, unbiased, equitable, problem-solving, beneficial, and powerful in human connections, open-minded, constantly and actively pondering, and accessible. Critical thinking requires openness to new ideas, preparation for a scenario's consequences, and self-reflection in every situation. It improves interpersonal, decision-making, collaboration, corporate, organizational, and evaluative skills. Reflective administrators engage in communication with others to avoid alienating themselves and hindering advancement.

Keywords: educational administration, reflective teaching, educational leadership qualities, academic administrator

1. Introduction

Change is one of the most important problems of the trendy era. This is because there have been many technological advances and, as a result, rapid scientific progress. As a result, information and knowledge have exploded in ways that researchers couldn't control and couldn't have imagined. Change may be a characteristic of the modern world, and dealing with it requires the comprehension and application of new skills. It is not an intellectual luxury but an absolute requirement. Maybe the conviction of top management and its commitment to change are the secrets behind the success of any change since it is the simplest answer, as well as the capacity of the rest of the employees as those who create objectives, techniques, and resources for improvement (Al-Farshuti, 2022).

One of the most essential variables that contributes to successful change is the presence of a clear vision and purpose for managing change, as well as the leadership's commitment to excellent change management. Such elements have a positive influence on leadership success and effectiveness, and hence the creation of outstanding leaders in managing change and boosting the efficacy of their jobs (McCarthy et al., 2010).

Universities, in particular, try to get their students to be more creative and inventive so that they can meet society's needs. Change management is the best way to make this transition and move toward a system that is trendy and up-to-date and meets the needs of excellence. Since the turn of the century, the Kingdom of Saudi Arabia has made a number of changes and improvements to how it runs. This could be used to show how current management ideas encourage changes and progress in the way things are run. Administrative reform or reengineering management and the use of new tools like the great quality management system and management by objectives, as well as e-government, organizational development, and change management, are needed to meet the needs of people who use state services.

The goal is to make it more likely that a service system will be built that is in line with new ideas that support quality, response, effectiveness, and efficiency. The digital revolution resulted in an evolution in human life, a social change within people's lives, and the inculcation of many new ideas about digital education, and this kind of education contains a role in social employment, solving individual problems in society through wishing on information and data, which confirms the contribution digital education makes in promoting an open societal culture, and it's the

ingredients that make it contribute to the open societal culture (Beauchamp Gary 2017).

The digital revolution has forced institutions to use new technology, pay more attention to their work, be more flexible, and come up with new ideas. They will continue to think about these features. With the days and responding to renewable energy, people want to obtain the defined results of their profession quicker and grow towards success. To move universities forward in the age of information and digital transformation, teaching and training methods and techniques must keep up with changes in knowledge and communication technology. Contemporary colleges are compelled to seek out fresh new instructional approaches. And models to handle several global concerns. The concept of "transformation" refers to a new way of looking at something. The problem has been criticized, and it could lead to new ideas and methods that help meet the needs of the twenty-first century. The University of Tabuk has begun accrediting the ICDL (International Computer Driving License) program for scholars in the preparatory years to develop digital transformation and efficiency at the university (Alsmadi, 2016).

2. Literature review

The Nejati et al. (2017) research attempts to deal with the notions of organizational development pressures, resisting forces, reasons for resistance to change, and solutions for college administrators to overcome opposing forces. Moreover, Al-Juda (2017) sought to determine the influence of information technology (IT) approaches on the quality of services delivered at the University of Tabuk based on worker attitudes. To achieve the study's objectives, two questionnaires were created and delivered to a random sample of 426 workers at the University of Tabuk in the Kingdom of Saudi Arabia. The Statistical Package for Social Sciences was used to analyze the questionnaire data.

Irimiás and Mitev (2020) stated that there is a clear association between change management, digitization, company performance, and development. The evolution of digital technology has posed challenges to the corporate environment, resulting in a substantial inclusion of entrepreneurs' roles in the process of encouraging growth. According to the findings, change management has a direct and favorable impact on digital maturity and company success, with a little impact on firms' commitment to progress.

Singh et al. (2020) sought to shed light on the problems and options of organizational design and the decision-making process for businesses undergoing digitalization. Companies frequently participate in digital transformation to repurpose their deep structures in an effort to cope with digitalization's new standards. Digitalization involves a totally new

organizational identity, requiring a profound understanding and appropriate responses to gain results.

According to Almaiah, et al. (2022), teachers and administrators' superiors made an effort to gauge the degree of resistance they displayed to changing decisions. Additionally, he identifies the nature of the relationship and influence between the leadership types of senior management within the faculty and sections of education and sports science, and he resists the change choices shown by Mosul University trainees and administrators. He came to the following conclusion: Teachers and administrators are highly resistant to the changes made by their presidents.

Elgohary and Abdelazyz (2020) investigated the effect of employees' resistance to change, including resistance to modern technology, fear of loss of control, feelings of insecurity, fear of inability to implement change, and fear of increased workload, on the implementation of an e-government system in Egypt, as measured by performance dimensions (efficiency and effectiveness). They polled 400 people from various public organizations in Egypt to assess the effect of such opposition and determine whether actions may have an influence on any of the deployed e-government components. The research also examines the disparities in workers' reactions to the new system based on criteria such as gender, age, educational level, job position, and degree of experience. The findings show that fear of losing control and fear of an increased workload have a substantial impact on all dependent variables, but emotions of insecurity have no significant impact on efficiency. The impact of resistance to contemporary technology and concern over failure to execute change on the dependent variables is insignificant.

By combining the findings of various publications, Safi et al. (2018) studied literature to look more deeply at what variables might create resistance to change and what tactics can overcome that resistance. Twenty foreign journals are obtained from various sources, such as EBSCOhost, Emerald Insight, Google Scholar, and so on. The discussion findings highlighted that there are individual causes such as low motivation and situational variables such as greater work stability; also, there are seven techniques to overcome resistance to change, such as enhancing engagement.

Moreover, Hämäläinen (2019) investigated organizations' digital transformation (ODT) and examined the factors that improve the robust deployment of novel digital technologies within organizations in his work, "Organizations' Digital Transformation: Toward a Scientific Approach to Organizations' Digital Transformation." He offered a suggested framework for ODT based on four primary dimensions: strategy, technology, governance, and stakeholders, each of which is supplemented by sub-elements. The dimensions and sub-elements of

the ODT framework are interconnected, and the framework's goal is to provide a scientific method for polishing off ODT in an effective manner. The strategy component emphasizes senior management's long-term commitment and engagement in developing digital leadership and cultures that improve businesses' digital maturity in order to accomplish digital transformation.

The strategy component recognizes the influence of digital technologies on organizational processes and structures, as well as the investment demands, risks, and disruption created by innovative technology in business models and value networks. The technology dimension focuses on digital technologies and, as a result, the development of technology-experimental practices incorporated in either the present operations of businesses or independent business units. The technological component assists firms in identifying testable business cases, evaluating vertical and horizontal scopes, and collecting data. The governance component refers to the secure implementation of innovative digital technologies via the establishment of quantitative indicators to monitor the consequences of digital transformation. Lastly, the stakeholder dimension includes ODT stakeholders, business models, and value propositions.

3. Methodology

The study sample will include employees and students at the University of Tabuk, and thus the descriptive approach will be used for the study community because the questionnaires will be distributed via an electronic link and questionnaires that do not meet the specified conditions will be excluded. Only legitimate surveys are then available. The information will be gathered by constructing the questionnaire and sending it to the research sample, then analyzing it using the SPSS statistical software and statistical tests in order to access relevant indicators and indicators that support the study and research subject.

Secondary data is gathered via an examination of books, paper and electronic publications, past research, articles, and reports related to the issue and the study, either directly or indirectly. The questionnaire was divided into two sections: the first provided demographic information on the participants, and the second comprised the major body of the questionnaire, which included three main axes that served the purpose of the research. The researcher utilized a fifth Likert scale with degrees ranging from 1 (strongly disagree) to 5 (strongly agree) to answer these statements. The participants were asked to indicate how much they agreed or disagreed with each statement.

The reality of the Study Tool

• Virtual reality

Following the completion of the survey preparedness and assertion composition, the preliminary survey was presented in order to determine the degree in which each declaration was connected to the feature in which it relates, as well as to verify the clarification and truthfulness of the declaration composition till the questionnaire reached its final structure, which includes (14) sentences.

Verify the Research Tool's internal reliability:

The internal reliability was obtained by computing the Pearson correlation coefficient among each sentence and the axis to which it corresponded, as shown in the table below:

Table (1) The Pearson correlation coefficients among each sentence and the dimension for which they account

N	correlation coefficient	N	correlation coefficient
1	.797**	8	.605**
2	.599**	9	.559**
3	.586**	10	.596**
4	.618**	11	.607**
5	.504**	12	.592**
6	.851**	13	.672**
7	.611**	14	.727**

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

According to the preceding table, all Pearson correlation coefficients among each sentence and the dimension that belongs to it are strong and substantial at (0.01), which indicates an elevated level of accuracy of the consistency reliability of the phrases of each axis.

The reliability of the Study Tool

Cronbach's Alpha was used to confirm the survey's consistency, as indicated in the table below.

Table (2) Cronbach's Alpha coefficients

Axis	Cronbach's Alpha	N of Items
The first axis: Means of assisting teachers with classroom concerns	.863	8
The second axis: Conducting yearly teacher evaluations	.803	6
Total degree	.879	14

In accordance with the aforementioned table, the consistency coefficients values of all axes of the survey were all of high ratings resembling the appropriate one, and the overall level of accuracy was (0.879), which is a highly valuable resembling the appropriate one and pertains to the accuracy of the survey for the implementation and the consistency of its outcomes.

Statistical Methods:

We employed the (SPSS) software based on the study and its objectives as follow:

1- Person correlation

2- Frequencies and percentages

3- Equation of the range as the following :((1: 1.79) Strongly disagree, (1.8 : 2.59) disagree, (2.6 : 3.39) Neutral , (3.4 : 4.19) Agree , (4.2 : 5) strongly agree)

4- Means and standard deviations

5- Cronbach's Alpha

4. Results & Discussion:

The first question: What are the perspectives of academic managers on the "methods of learning leadership”?

To answer this question we used mean, standard deviation and the rank for each phrase as the following:

Table (3) The means and standard deviation for the first axis

No	Phrase	Mean	Std. Deviation	Rank
1	An educator administrators should be the greatest instructor, someone who can guide others, since doing anything without understanding the practices and obstacles is impossible.	3.70	.871	7
2	Senior coordinators help academic administrators with managerial duties, suggestions, and end-of-year evaluations.	3.69	.719	8
3	People skills, time management, and organization are crucial since you need to know how to handle instructors, students, and top management.	4.48	.469	2
4	As a teacher administrator, I used my educational, instructional design, interaction, and organizational abilities.	4.41	.532	3
5	English Language Institute instructor leaders must understand organizational culture.	3.95	.845	5
6	Several leadership qualities are not taught in management education programs and must be learned by direct observation, reflection on prior experiences, and an attempt to	4.49	.931	1

	modify one's mindset.			
7	The present environment does not provide many professional leadership learning chances. It's not very encouraging.	3.86	.907	6
8	Experience to leadership positions, reflective behaviors, cooperation, collaboration, and interactive sessions all contributed significantly to the development of specific leadership skills.	4.02	.783	4
	General mean	4.08	0.76	

In accordance with the aforementioned table, the methods of learning leadership were acknowledged with a degree (agree), average (4.08), and standard deviation (0.76) low value, showing homogeneity in the research sample participants' perspectives on such paragraphs.

All of the paragraphs had small standard deviation scores, showing that the research sample's judgments on these paragraphs were consistent:

In the initial level, the sentence (6): (Several leadership qualities are not taught in management education programs and must be learned by direct observation, reflection on prior experiences, and an attempt to modify one's mindset), with a mean (4.49), standard deviation (0.931), and degree (strongly agree), In the second order, the paragraph (3): (People skills, time management, and organization are crucial since you need to know how to handle instructors, students, and top management), with an average (4.48), a standard deviation of (0.469), and an extent (strongly agree), while the final sequence (2): (Senior coordinators help academic administrators with managerial duties, suggestions, and end-of-year evaluations), with an average (3.69), a standard deviation of (0.719), and an extent (Agree).

This relates to the degree to which instructional administrators were able to transform them into educational experiences that aided their professional growth at the academic institutes.

The second question: What are the responsibilities and duties of educator administrators at the academic institute?

We utilized an average, standard deviation, and order for every sentence to respond to this inquiry, as shown below:

Table (4) The means and standard deviation for the second axis

No	Phrase	Mean	Std. Deviation	Rank
1	Monitoring the time that teachers spend in their offices	3.81	.922	6
2	Putting together lesson plans and schedules	4.30	.938	1
3	Handling examination materials	3.82	.881	5
4	Accountable for curriculum development	4.22	.980	2
5	In charge of the administration of the classroom	4.19	.925	4

6	Accountable for providing guidance and support to educators	4.22	. 931	3
	General mean	4.09	0.93	

We infer based on the aforementioned table that the responsibilities and duties of educator administrators at the academic institute may be lessened with a degree (agree), average (4.09), and standard deviation (0.93) low value, showing homogeneity in the research sample members' perspectives on these paragraphs.

All of the paragraphs had low standard deviation scores, suggesting that the research sample's judgments on such paragraphs were consistent. The first paragraph (2) was: (Putting together lesson plans and schedules), with an average (4.3), a standard deviation of (0.938), and an extent (strongly agree), while the last paragraph (1) was: (Monitoring the time that teachers spend in their offices), with an average (3.81) and a standard deviation of (0.922), and a degree (Agree)

This refers that the characteristics of leadership frameworks and procedures at the academic institute, which are developed in the participants' perspectives on the top administration concept.

The third question: What do academic administrators believe about their educational levels and assistance?

First: Educational level

We used (one –way ANOVA test) and the answers shown as:

Table (5) the access of academic administrators to means of support according to the educational level.

	Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	.063	3	.032	.242	.786
Within Groups	81.145	96	.131		
Total	81.208	99			

From the above table we conclude that there are no statistically significant differences in the access of academic administrators to means of support differ according to the educational level where significant value = (0.786) more than (0.05) which means that there are no statistically significant differences and this means that there is no difference in the access of academic administrators to the necessary support according to their educational levels.

Second: place of residence

We used (independent sample t-test) and the answers shown as:

Table (6) the access of academic administrators to means of support according to place of residence.

Place of residence	N	Mean	Std. Deviation	Sig.	T
Urban	63	124.2420	.98266	0.00	2.259
village	37	95.0962	.96050		

From the above table we conclude that there are statistically significant differences in the access of academic administrators with professional growth to means of support according to place of residence where significant value =(0.00)less than (0.05) which means that there are statistically significant differences and theses differences was to instructors lived in Urban with mean (124.2420), This means that academic administrators who live in the Urban receive more support than those who live in villages

5. Conclusion

The purpose of the study was to examine the features of indicative academic administrators as well as the benefits that analytical thinking makes to managerial employees, as well as the techniques by which educational administrators acquire competencies in management, their methods of assessing their skills and behaviors, the manner in which they question teachers administration and their own individual creation, and the ways in which they controversy the leadership of the teaching staff. In addition to that, idioms about reflective thinking among academic administrators were investigated.

It has been discovered that the past administrative experiences for educational administrators are taken into consideration when determining whether or not they would be elevated to managerial positions. Therefore, educational administrators are not required to have a specialized degree in order to be eligible for administrative positions, and work allocations are often provided in relation to past administrative expertise that have been earned at lower ranking administrative office responsibilities.

The fields of reflective thought for educational leaders include education-training, assistance for students and academic laws, interaction, solving issues, sociological topic expertise, legal freedoms and rights expertise, and mathematical abilities. It is advised that school managers undergo courses a few hours each week in order to avoid falling behind in educational procedures. Critical thinking helps managers to examine an incident from several vantage points, so enhancing their problem-solving abilities. Furthermore, it is anticipated that every participant of the team would engage in group refraction, which will promote communication amongst allies. The administrator of

such organization and their capacity for communication are required to guide the way in this regard.

The most crucial aspects of this article are the qualities a thoughtful academic administrator must possess. These consist of being impartial, unbiased, equitable, problem-solving, beneficial, and powerful in human interactions and interaction, open-minded, continually and consciously contemplating, and approachable. Thinking critically entails considering a large number of novel concepts with a willingness to learn, preparing the ramifications and impacts of a given scenario by considering in several dimensions, and truly examining oneself and one's behavior in every circumstance. In addition, it enhances interpersonal relationships, decision-making, and teamwork abilities, as well as corporate, organizing, and evaluative abilities. As a result, participants gain the ability to make choices, assume responsibility for the company's working, and plan, manage, and assess. Administrators who are reflective are receptive to dialogue with others, ensuring that they do not impede growth and progress by isolating themselves from others within and beyond the organization.

6. Recommendation

• Academic administrators should learn how to develop their critical thinking abilities to assess their abilities as well as their weaknesses.

• Academic administrators ought to be receptive to peer and student assessments and promote institutional management questions in addition to self-evaluation.

• Although the administrative duties is powerful, educational leaders should participate in the process of instruction and learning as frequently as they can to see how their choices are implemented outside of their organization.

• Administrators should communicate with academics and students and be in the same atmosphere.

• This research, founded on administrators and vice administrators from various departments of a public institution of learning, will examine the reflective thinking abilities of administrators in schools at different education levels.

• Academics and university students should also evaluate academic administrators' reflective thinking abilities and explore how administrators perceive themselves vs how others see them.

• The research assumed that educational institution administrators would honestly and truly share their experiences and sentiments. It only included several academic administrators.

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