Investigate the Role of Educational Leadership in Human Resources Development of Jordanian University

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Abstract

The study aim to examine the impact of educational leadership on human resources development of Jordanian university. The study is an analysis descriptive research and the methods will be use survey in order to collect information needed for get the results. The population of the study includes all Jordanian universities. The sample of the study will includes (200) professors working in governmental universities located in Amman city. The study results indicated that there are positive attitudes towards educational leadership, the study also indicated that there are positive attitudes towards variables: communication, learning, influence, confidence, and knowledge. The study results accept main hypotheses that states: There is a statistically significant impact of educational leadership on human resources development of Jordanian university. The study results also accept the first three sub hypothesis which related to the impact of (communication, learning, and influence) on human resources development of Jordanian university, but the study results reject the sub hypothesis which related to the impact of (confidence, and knowledge). The study recommended to identify best practices in leadership styles, for positive change at the university, and how to increase the absorption of the change points when their employees, and to support and provide all the resources that help educational leadership in order to achieve: communication, learning, influence, confidence, and knowledge.

Keywords: Investigate, Educational Leadership, Human Resources Development of Jordanian University

1. Introduction

Leadership development challenges are currently facing by all kind of organizations in different aspects, and achieved experienced managerial talent for senior leadership positions (Groves, 2007).

All forms of organizations need leadership as a critical issue for the success and survival. (Zvavahera, 2014).

In the field of education, leadership is a concept that is very important, because it become the subject of many researches in general. The first subjects that come to mind in the literature of educational research, administrators is leadership. In this regard administrators are expected to show that leadership support many issues to human resources such as: communication, learning, influence, confidence, knowledge, also leader have to be a source of inspiration to all educational organization employees (Cogaltay & Karadag, 2016).

2. Study Problem

Personal and organizational behavior related to leadership demands a more candid look at the leadership styles which may have a positive or negative impact on human resources development (Givens, 2008).

Therefore; the study problem: what is the role of educational leadership in human resources development of Jordanian university? And the following are the questions of the study:

- What is the role of Communication in human resources development of Jordanian university?
- What is the role of Learning in human resources development of Jordanian university?
- What is the role of Influence in human resources development of Jordanian university?
- What is the role of Confidence in human resources development of Jordanian university?
- What is the role of Knowledge in human resources development of Jordanian university?

3. Objectives of the Study

The objectives of the study are the following:

1. Investigate the concept of educational leadership and human resources development by reviewing the literatures.

2. Investigate the role of educational leadership in human resources development of Jordanian university.

3. Examine the impact of educational leadership on human resources development of Jordanian university.

4. Importance of the Study

Studying the role of human resources development of Jordanian university is important because education system to improve the strategies related to human resources development by applying educational leadership style particular in governmental universities. In addition there is an urgent need to identify the role of educational leadership on human resources development by measuring the attitude of from the point view of universities professors.

5. Study Hypotheses

Main Hypotheses

1. H1: There is a statistically significant impact of educational leadership on human resources development of Jordanian university.

Sub Hypotheses

2. H1: There is a statistically significant effect of Communication on human resources development of Jordanian university.

3. H1: There is a statistically significant effect of Learning on human resources development of Jordanian university.

4. H1: There is a statistically significant effect of Influence on human resources development of Jordanian university.

5. H1: There is a statistically significant effect of Confidence on human resources development of Jordanian university.

6. H1: There is a statistically significant effect of Knowledge on human resources development of Jordanian university.

6. The Model of the Study
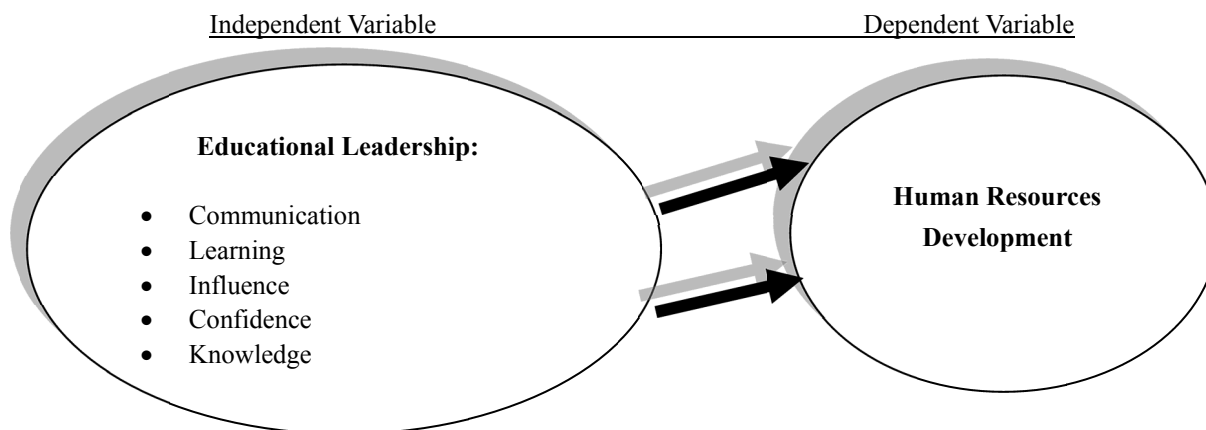
7. Theoretical Framework

The leadership is a process of influence on others and leadership like the administration itself is not a talent or art, but based on the rules and basic principles must be at the administrative (leader) be mastered by even up to develop a leadership position to influence others, changing administrative behavior as desirable hence became administration (leadership) essential foundation for any of the fields in the communities in which they are interested to build individuals and communities (Qaryouti, 2000).

Leadership is "an individual's ability to influence a person or group of people and direct them and guide them in order to gain their cooperation and to motivate them the highest degree of efficiency in order to achieve the goals

set" (Mograbi, 1995).

Leader is different from administrative commander due to the strength of the relationship manager and humanitarian ties between the leader and the other comes from the attention of the commander skillfully human interaction and build social relationships based on a foundation of teamwork and common goals. Also, leadership style because it is not Balzerorh that the commander is often based on official authority as does the director (Al-Naimi, 2008). Hence came into being multiple styles of leadership like driving good, effective leadership, transformational leadership, it is essential that the administrative commander of available knowledge and experience of leadership styles and ways of dealing with the use of each style of them, according to the general state of the work and the type of problem requirements. It is followed by the Director of the commander of the pattern of behavior in his leadership to others acquires renamed (dictatorial, democratic, consultative). Leader may not be dependent on one style of leadership styles but also to more than that according to the requirements of necessity, the situation was unbearable delays and need for speed in decision-making, for example, the advantage of the method or dictatorial style in resolving disputes, private style consultation and participation is characterized by its ability to develop performance and increase work efficiency in decision-making and so on. On the whole, there are a number of elements, which is characterized by the Director and other elements advantage of the leader, (Al-Assaf, 2005).

Educational Leadership it can be defined as "administrative practices and educational activities in the educational and academic institutions by the educational leader, whether as director or dean or head of department through direct interaction and indirect with faculty, students and the rest of the other workers in order to influence them and build human relationships with them and make them cooperate the feeling of belonging to the educational and academic institution in which they work and contribute to the achievement of its objectives (Hasona, 2008).

8. Literature Review

Cogaltay & Karadag (2016) est the effect of educational leadership on some organizational variables using meta–analysis method. In this context, the results of independent researches were merged together and the hypotheses created within the scope of the study were tested. In order to determine the researches to be included in the study, first of all, a literature review was made in YOK, ULAKBIM, and Google Scholar databases. The study reported that all meta–analysis are based on random effects model. The findings showed that educational leadership has large positive effects on job satisfaction, organizational justice, organizational commitment, organizational trust, organizational culture and organizational climate, whereas it has medium positive effects on organizational citizenship and performance.

Zvavahera (2014) assessing leadership effectiveness on service delivery at the University of Namibia and all its campuses throughout the country. The study was carried out during the month of February 2013. The methodology consisted of document analysis, interviews through face to face, video and tele-conferencing. Purposive sampling was applied to come up with the sample. The study found that there is good service delivery to full-time students but poor service delivery to open and distance learning (ODL) students under the Centre for External Studies (CES). There were problems of late delivery of learning materials, assessment of assignments and examinations. Students did not get feedback timeously from their lecturers. There was a crisis of ownership of the ODL students as the programs offered are owned by different faculties but the students belong to CES. There is poor coordination of programs and activities.

Aydin et al (2013) determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers using the method of meta-analysis. Twelve research findings made in Turkey were analyzed using the method of meta-analysis. The study showed that particularly, transformational leadership style affected job satisfaction and organizational commitment of teachers in a positive way. It was concluded that as the leadership style of administrators changes from transactional to transformational, the level of job satisfaction and organizational commitment of teachers' rose.

Rawung (2013) study the effect of leadership on the work motivation of higher education administration employee. These researches was conducted in Manado State University in Tondano City. The study indicated that according to the hypothesis leadership had a significant effect on work motivation. It can been seen in α below 0,05 or below 5%. That indicate that hypothesis one accepted or relationship between leadership and work motivation is significant in this research. Leadership affects employee work motivation. That is, leadership to work motivation in higher education employee especially in Manado State University Tondano, North Sulawesi Indonesia. Leadership is useful to motivate employee work in the organization especially in higher education or university organization.

Hardman (2011) examined teachers' perceptions of the leadership style of their principals as transformational, transactional or passive-avoidant in improving and non-improving schools in relation to student achievement. The study found that teachers in improving and non-improving schools had minimal differences in how they perceived their principals' leadership styles. All three leadership styles were statistically significant predictors of student achievement. School status was not significant in predicting student achievement indicating no difference in student achievement between improving and non-improving schools. Transactional leadership had a negative relationship while transformational and passive-avoidant leadership style had a positive relationship with student achievement.

Givens (2008) investigate the impact of the transformational leadership style on organizational outcomes and the personal outcomes of the follower. This review examines the following organizational outcomes: organizational citizenship behavior/performance, organizational culture, and organizational vision. The review also explores the following personal outcomes of the follower: empowerment, job satisfaction, commitment, trust, self-efficacy beliefs, and motivation. The study indicated that impact of transformational leadership on these outcomes, transformational leaders can influence employee behavior so that the behavior has a positive impact on the organization.

Groves (2007) investigate the best practices model for optimal development of the leadership pipeline. The study indicated that best practice organizations effectively integrate leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process, creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture.

9. Methodology

Design: After reviewing previous studies and references, the study is an analysis descriptive research and the methods will be use survey in order to collect information needed for get the results.

Setting: the study will be conduct at Jordan governmental universities.

Population and Sample of the Study: The population of the study includes all Jordanian universities, the number of Jordanian universities are (29) university includes private one, The sample of the study will includes (170) professors working in governmental universities located in Amman city as shown in table number (1). The questionnaire was sent directly by hand to the sample.

Table 1. The Sample of the Study

No	University	No of Sample
1-	University of Jordan	79
2-	German Jordanian University	42
3-	Al-Balqa' Applied University/ Engineering College	28
4-	Al-Balqa' Applied University/ Amman College	21

Instrument: A cross sectional design will used to perform the study, the study will use the questionnaire which develop based on previous studies and literature review in general.

10. Data Analysis

The Questionnaire items are written in the form of statement using a 5-point Likert-type scale. The questionnaire was distributed to (200) professors working in governmental universities. (184) responses were the accepted questionnaire for statistical analysis are (170) questionnaire.

Validity: The survey instrument was evaluated for validity. The items used in the questionnaire have been assessed and tested by a panel of arbitrators.

Reliability: to provide evidence that the instrument produced the data for which it was designed, reliability test was conducted. The reliability value gained was greater that 0.70 indicating an acceptance of research testing. Table (2) shows the Cronbach's alpha corresponding to each variable.

Five points Likert scale has been coded to enter the data into SPSS software in order to achieve the study objective. The levels of the scale were given the following rating: (1) strongly disagree, (2) disagree, (3) neutral, not sure, (4) agree and (5) strongly agree. To get the general results of the study, the mean and the standard

deviation of different responses to the statements were calculated using Statistical Package for Social Sciences (SPSS). While the standard mean of all statements is (3), and the response below is considered negative.

Table 2. Cronbach's Alpha for Study Variables

No.	Variable	Cronbach's Alpha	No. of Item
1-	Communication	0.852	4
2-	Learning	0.843	4
3-	Influence	0.817	4
4-	Confidence	0.791	4
5-	Knowledge	0.865	4
6-	Human Resources Development	0.901	8

Table 3. Communication

Statement	Mean	Std. Dev.
University build for a good communication system	3.2700	.44620
University communicates change to the employees	3.9300	.25643
University is communicated to build employees understanding and support	3.8300	.51355
University establishes open communication and engages employees in the process	4.0000	.00000
Total	3.8800	1.10353

Table (3) shows the statistical analyses for all respondents according to their answers on the statements related to Communication. This table reveals that there are positive attitudes towards all of statements related to Communication because their means and total mean are greater than the standard mean. The mean value of J Communication equal (3.88).

Table 4. Learning

Statement	Mean	Std. Dev.
University believe that learn is the key to competitive advantage	2.9700	.52136
The basic values of our University include learning as key to improvement	2.9600	.42450
The sense around here is that employee learning is an investment, not an expense	2.9900	.75872
Learning in my University is seen as a key commodity necessary to guarantee organizational survival.	3.4700	.55877
Total	3.2600	1.29973

Table (4) shows the statistics related to Learning. This table reveals that there are positive attitudes towards all of statements related to Learning because their means and total mean are greater than the standard mean. The mean value of Learning equal (3.26).

The result of answers on the statements related to Influence shown in table (5). The result shows that there are positive attitudes towards all of statements related to Influence because their means and total mean are greater than the standard mean. The mean value of Influence equal (4.32).

Table 5. Influence

Statement	Mean	Std. Dev.
Managers use influence, to accomplished work.	3.9700	.82211
There can be no leadership without influence employees.	4.1100	.86334
Leading' is 'influencing, guiding in direction, course, action, opinion	3.9400	1.18765
Leaders lead by mobilizing people around a compelling vision of the future	4.4300	.63968
Total	4.3200	.77694

Table (6) shows the answers on the statements related to Confidence. This table reveals that there are positive attitudes towards all of statements related to Confidence because their means and total mean are greater than the standard mean. The mean value of Confidence equal (3.84).

Table 6. Confidence

Statement	Mean	Std. Dev.
Confidence is the cornerstone of leadership in the university	4.2700	.91954
Leadership who lacks confidence, will find it difficult to lead others	4.0300	.91514
Leaders who are overly aggressive in their leadership style have strong confidence.	4.4400	.75639
People like to work with leaders who are truly confident.	4.3500	.74366
Total	3.8400	.89578

Table (7) shows the statistical analyses for all respondents according to their answers on the statements related to Knowledge. This table reveals that there are positive attitudes towards all of statements related to Knowledge because their means and total mean are greater than the standard mean. The mean value of Knowledge equal (3.65).

Table 7. Knowledge

Statement	Mean	Std. Dev.
University use the knowledge and skills of staff to enhance the work of the school	4.4000	.80403
University regular staff feedback and input provides updated information on staff skill sets	4.3300	.81718
University acknowledges responsibilities and celebrates achievements of individuals and teams	4.3900	.89775
Knowledge is an effective strategy in university	4.3500	.74366
Total	3.6500	.59246

The result of answers on the statements related to Human Resources Development shown in table (8). The result shows that there are positive attitudes towards all of statements related to Human Resources Development because their means and total mean are greater than the standard mean. The mean value of Human Resources Development equal (3.50).

Table 8. Human Resources Development

Statement	Mean	Std. Dev.
University improves working conditions in order to recognize improvement effort	3.8500	.90314
University has a salary promotion scheme for encouraging employee participation in quality improvement	3.9200	.97110
Employees' reward and penalties are clear.	4.0800	.86082
Each team meets regularly and frequently to solve problems and explore opportunities in its area	3.9100	.97540
Each team has developed a clearly defined charter/mission and operation guidelines.	4.3200	.87479
Leader help human resources encourages improvement in the operations.	3.8300	1.23954
Leader help human resources to gives clear image of university development	3.4100	1.45015
Leader help human resources to includes a combination of financial & non financial indicators regarding employees expenses.	3.6600	1.45102
Total	3.5000	1.29880

11. Hypotheses Testing

Multi Regression was used to test the main and sub hypotheses, F test was used to test the main hypotheses, while T test used to test sub hypothesis.

The Main Hypotheses

H1: There is a statistically significant impact of educational leadership on human resources development of Jordanian university.

Table 9.

ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.233	5	13.647	12.988	.000a
	Residual	98.767	94	1.051		
	Total	167.000	99			

a. Predictors: (Constant), Knowledge, Influence, Learning, Communication, Confidence

b. Dependent Variable: HR.Development

F-test was used to test main hypotheses as shown in table (9) it was found that F value equal (12.988) and significant of "F" value is (.000) which is less than (α≤ 0.05) in the sample's rating. This provide evidence to accept main hypotheses, that states: There is a statistically significant impact of educational leadership on human resources development of Jordanian university.

Sub Hypotheses

Sub Hypotheses (1)

H1: There is a statistically significant impact of Communication on human resources development of Jordanian university.

Table 10.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.277	.462		4.930	.000
	Communication	.315	.115	.268	2.752	.007

a. Dependent Variable: HR.Development

The result of t-test related to first sub hypotheses as shown in table (10) it was found that T value equal (2.752) and significant of "T" value is (.007) which is less than (α≤ 0.05) in the sample's rating. This provide evidence to accept sub hypotheses, that states: H1: There is a statistically significant impact of Communication on human resources development of Jordanian university.

Sub Hypotheses (2)

H1: There is a statistically significant impact of Learning on human resources development of Jordanian university.

Table 11.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.740	.344		7.959	.000
	Learning	.233	.098	.233	2.376	.019

a. Dependent Variable: HR.Development

The result of t-test related to second sub hypotheses as shown in table (11) it was found that T value equal (2.376) and significant of "T" value is (.019) which is less than (α≤ 0.05) in the sample's rating. This provide evidence to accept sub hypotheses, that states: H1: There is a statistically significant impact of Learning on human resources development of Jordanian university.

Sub Hypotheses (3)

H1: There is a statistically significant impact of Influence on human resources development of Jordanian university.

The result of t-test related to third sub hypotheses as shown in table (12) it was found that T value equal (5.424) and significant of "T" value is (.000) which is less than (α≤ 0.05) in the sample's rating. This provide evidence to accept sub hypotheses, that states: H1: There is a statistically significant impact of Influence on human resources development of Jordanian university.

Table 12.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.030	.650		.046	.963
	Influence	.803	.148	.480	5.424	.000

a. Dependent Variable: HR.Development

Sub Hypotheses (4)

H1: There is a statistically significant impact of Confidence on human resources development of Jordanian university.

Table 13.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.403	.577		5.895	.000
	Confidence	.025	.146	.017	.172	.864

a. Dependent Variable: HR.Development

The result of t-test related to fourth sub hypotheses as shown in table (13) it was found that T value equal (0.172) and significant of "T" value is (0.864) which is great than (α≤ 0.05) in the sample's rating. This provide evidence to reject sub hypotheses, that states: H1: There is a statistically significant impact of Confidence on human resources development of Jordanian university.

Sub Hypotheses (5)

H1: There is a statistically significant impact of Knowledge on human resources development of Jordanian university.

Table 14.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.922	.817		3.579	.001
	Knowledge	.158	.221	.072	.717	.475

a. Dependent Variable: HR.Development

The result of t-test related to fifth sub hypotheses as shown in table (14) it was found that T value equal (0.717) and significant of "T" value is (0.475) which is great than (α≤ 0.05) in the sample's rating. This provide evidence to reject sub hypotheses, that states: H1: There is a statistically significant impact of Knowledge on human resources development of Jordanian university.

12. Conclusion

The study aim to examine the impact of educational leadership on human resources development of Jordanian university. Studying the role of educational leadership in human resources development of Jordanian university is important because it may help decision-makers in education system to improve the strategies related to human resources development by applying educational leadership style particular in governmental universities.

The leadership is a process of influence on others. Leadership is "an individual's ability to influence a person or group of people and direct them and guide them in order to gain their cooperation and to motivate them the highest degree of efficiency in order to achieve the goals set".

The population of the study includes all Jordanian universities. The sample of the study will includes (200) professors working in governmental universities located in Amman city. The questionnaire was sent directly by hand to the sample. (184) responses were the accepted questionnaire for statistical analysis are (170) questionnaire.

The study results indicated that there are positive attitudes towards educational leadership, the study also indicated that there are positive attitudes towards variables: communication, learning, influence, confidence, and knowledge.

The study results accept main hypotheses, that states: There is a statistically significant impact of educational leadership on human resources development of Jordanian university. The study results also accept the first three sub hypothesis which related to the impact of (communication, learning, and influence) on human resources development of Jordanian university, but the study results reject the sub hypothesis which related to the impact of (confidence, and knowledge).

13. Recommendations

- Identify best practices in leadership styles, for positive change at the university, and how to increase the absorption of the change points when their employees.

- Support and provide all the resources that help educational leadership in order to achieve: communication, learning, influence, confidence, and knowledge.

- Educational leadership have to adopt vision and mission of the university, and its Strategic Plan, for the development of human resources at the university.

- Educational Leadership have to apply leadership style, which is not meant to influence and power style, with emphasis on the integration of roles between its members and the development of their performance.

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