Leadership Patterns among Faculty Members in the Public Authority for Applied Education and Training and its Relationship with the Culture of Achievement

Dr. Nawaf Sanat Alduferi

College of Basic Education, Department of Educational Foundation and Administration
The Public Authority for Applied Education and Training, Kuwait

Abstract
This study aimed to examine the leadership patterns of the faculty members in the Public Authority for Applied Education and Training and its relationship with the culture of achievement. To achieve the objectives of the study, the researcher used the analytical descriptive method since it is appropriate for the subject of the study. The population consisted of the students of the Public Authority for Applied Education and Training in Kuwait and the sample consisted of 94 students who are expected to graduate and who are enrolled in the second academic semester for the year 2016-2017. The researcher designed a questionnaire as an instrument for the study and he ensured validity and reliability. In addition, the researcher used SPSS for the analysis of the responses of the sample as well as to calculate percentages, repetitions and relative weight, Kronbach Alpha and Pearson coefficient. The results showed an effect for the leadership patterns of the faculty members in the Public Authority for Applied Education and Training and its relationship with the culture of achievement.
Keywords: Leadership Patterns, Culture Of Achievement, Reinforcement, The Public Authority For Applied Education And Training, A Faculty Member.

Introduction
The character of the faculty member as an educational leader and a model for behaviour is considered vital in creating an appropriate psychological climate in which he and the learners interact through the provision of various motivations that include love, cooperation, mutual respect, informing the students about the importance of their ideas and suggestions and encouraging them to be creative initiators and to make continuous progress in their experience and skills(Brookly,2001).
On the other hand, the pattern of leadership of the faculty member affects the behaviours of students, guides them in the faculty, motivates and raises the potentials not to forget

shouldering responsibilities to achieve the objectives of the organization(Oguz, Ebru,2011). Leadership is the main aspect in the life and success of any organization. The faculty member is the leader who transmits life in the organization; he is the one in charge of ensuring the continuity and success in achieving its objectives(Thomas P,Hebert ,2013). Moreover, he is the motivator and transmitter for power and progress and the driver of creativity and renovation as he ensures its development to face the various challenges(Kathleen J,Wheelihan ,2004).

Furthermore, leadership is the ability to influence others and guide their behaviour to achieve mutual objectives(Sheikh,2013). Due to the continuous change and rapid development that has taken place recently, it is necessary to train faculty members to be more efficient in performing their current and future tasks by establishing appropriate ideological and practical habits, as well as gaining new skills, knowledge and attitudes(Riccardo,2015). In return, this will provide effective faculty members who can enhance the culture of achievement through their students(Dessler,Gary2008). A teaching member will influence learners while performing his tasks and duties. Accordingly, the study of leadership pattern plays a significant role as it represents the method by which a leader communicates with his followers(Amzat & Idris,2012).

In this context, the leadership pattern is a main factor in the success or failure of an organization, this can be said due to the role of the leader in creating a scientific and efficient climate as well as a positive atmosphere for the culture of achievement (Bielawska,2011). In order that a faculty member can create a positive climate to facilitate the culture of achievement, it is necessary to focus on some important notes, namely:

- The need to have a set of five aspects of leadership which include: building future vision, the statement, spreading the culture of achievement, motivation and encouragement, choosing words, training and influencing others. These aspects go side by side in completing the required tasks; the relationship between them is complementary, so each aspect will complement the other; they look like connected textile and it is not possible to separate any of them from the other. Together, they form the leader's character, who will only be satisfied with excellence and progress as an aim for his organization. In this way, he could develop the ambition of prosperity and success preparing it to produce successful leaders in all aspects. Alhalawani (2010) conducted a study entitled "the development of the concept of university leader in light of some modern leadership visions". This study intended to examine the international developments that formulated the modern ideology in management and university leadership and the features of modern university leadership, which accommodate the needs of the change and development.

Problem of the Study
The leadership patterns adopted by faculty members play a significant role in the performance of their works (whether positively or negatively). However, this is reflected in the extent of achieving the general educational objectives and the performance of all teaching staff as well as the students; there should be knowledgeable leadership and a leader who can convey his thought, creativity and ability to be an educational leader who is able to achieve the objectives of the society.

Questions of the Study

Due to the leadership pattern of the faculty members in the Public Authority for Applied Education and Training, which affects enhancing the culture of achievement, and in creating a suitable atmosphere, who can motivate the powers and abilities of the students, it is possible to define the problem of the study through the following main question:

- **What is the relationship between leadership patterns of the faculty members in the General Commission for Applied and Training Education with enhancing the culture of achievement?**

The following sub-questions emerge from that question:

1- What are the leadership patterns of faculty members in the General Commission for Applied and Training Education from student perspectives?
2- What is the General Commission for Applied and Training Education faculty members' degree of practising their role in enhancing the culture of achievement, from the student perspective?

Significance and Objectives of the Study

This study examined the leadership patterns of the faculty members in the General Commission for Applied and Training Education and its relationship with enhancing the culture of achievement from students' perspective. This importance of the study stems from the fact that it helps in developing training programmes for preparing the academic staff in the field of taking effective decisions and in solving the problems they encounter in order to become efficient and successful leaders.

Method and Procedures
Methodology

This study used the analytical descriptive method to examine the leadership patterns of the faculty members in the General Commission for Applied and Training Education and its relationship with the culture of achievement from the students' perspective.

Sample of the Study

The sample consisted of 94 students who are expected to graduate and who are enrolled in the General Commission for Applied and Training Education during the second academic semester 2016-2017.

Instrument of the Study

The researcher used a questionnaire to cover the applied part of the study. The instrument was designed for the purposes of the study following the scientific steps that were applied on the sample of the study.

Validity and Reliability

The questionnaire was presented to a number of referees and specialists in order to ensure the validity and reliability of the items, until the instrument came to its final form. The study took the opinions and remarks of the referees into account, where amendments were made on the items and content of the study. After making the necessary amendments, the researcher ensured the validity and reliability of the instrument.

Results and Discussion

In order to answer the first question, the researcher used the means, relative weight and T-Test (for one sample). The following table shows that:

Table 1: means, relative weight and rank for each leadership pattern of the academic staff in the General Commission for Applied and Training Education.

Field	Means	Relative weight	T – Test	Probable value	Ranks
The democratic pattern	3.76	75.27	21,18	0.000	1
Autocratic pattern	2.84	56.82	-4.23	0.000	2
Permissive pattern	2.54	50.85	- 15.43	0.000	3
Measuring the leadership patterns of the teaching staff	3.10	61.98	6.05	0.000	

Table 1 shows that the means for all items of measuring the leadership patterns of the teaching staff equals 3.10. With that, the relative weight is 61.98 %, the value of T-Test equals 6.05, and the potential value (Sig.) equals 0.000. This means that there is a medium agreement on the items of the theme of leadership patterns of the teaching staff, in general. The researcher concluded this result since the faculty members practise the three leadership patterns with different degrees, but they give priority to the democratic pattern due to its features and advantages.

To answer the second question, the researcher extracted the means, relative weight and T-Test for one sample. The following table shows thereof:

Table 2:
means, relative weight and rank for each factor that contributes in enhancing the culture of achievement of the faculty General Commission for Applied and Training Education.

Field	Means	Relative weight	T – Test	Probable value	Ranks
Building future vision and statement	4.05	80.99	26.10	0.000	1
Disseminating the culture of achievement	3.83	76.57	20.59	0.000	2
Motivation, encouragement and choosing the words	3.81	76.27	16.43	0.000	3
Training the students on achievement	3.60	72.00	13.68	0.000	4
Influencing the others	3.79	75.71	17.14	0.000	
The factors that help in enhancing the culture of achievement	3.81	20.23	0.000		

From Table 2 it could be noted that the means for all items on the theme of the factors that help in enhancing the culture of achievement equals 3.81. With that, the relative weight is 76.18 % and T-test value equals 20.23, while the potential value (Sig.) equals 0.000. Accordingly, this means that there is a great agreement in the items of the factors that help in enhancing the culture of achievement by the faculty members. In addition, it is clear from the table that building the future vision and statement received the first rank (the relative weight is 80.99%).

The researcher attributes that to the concern of the General Commission for Applied Learning and Training in improving the quality of teaching, the education environment and the existence of positive attitudes with the faculty members towards the strategic planning and building the vision and message.

Recommendations

1- Using modern leadership patterns such as exchanging and transforming leadership in order to develop the students' leadership spirit.
2- Supporting the values related to achievement such as proficiency, self-reliance, bearing responsibility, being positive in participation, creativity, renovation and persistence as well as instilling the value of work and success as a method for life.
3- Spreading success stories and encouraging teamwork.
4- Providing opportunities to exchange experiences with advanced countries.

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