

Educational Leadership: A New Trend in Education That Society Requires

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Commentary

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ABOUT THE STUDY

This study examines various ideas about educational leadership. It will highlight both historical and contemporary leadership ideals. It will also emphasise the most important leadership positions and approaches. The goal of this study is to determine the key characteristics of educational leadership from an Islamic perspective. It will be an endeavour to help Islamic educational institutions develop and understand educational leadership. This will give you a better idea of how effective your company is. When it comes to dealing with their followers, leaders in Islam feel a sense of responsibility and trust. It is considered an element of Allah's worship (s.w.t). In Islam, leadership entails directing and guiding individuals toward what is beneficial in this world and the Hereafter, as well as serving the members of the organisation, community, and society at large. Today, understanding leadership from an Islamic perspective is critical.

Within the educational framework for juveniles in the UAE, school leaders encounter various obstacles. Juveniles who have been incarcerated or who have been previously incarcerated face social stigma and have difficulty integrating into a non-inclusive educational system, posing problems for educational leaders in juvenile detention centres. Educational inclusion and equity for at-risk children are relatively new concepts in the UAE, having been established in 2015 as part of the Abu Dhabi Department of Education and Knowledge's (ADEK) goal for educational reforms. Another barrier to inclusion for at-risk kids and delinquents that school officials face is a lack of parental involvement.

Juvenile delinquency in the UAE is often associated with a lack of family care and a lack of school-home-community collaboration, according to Al Ali and Blaik Hourani. Adequate support systems often serve to exacerbate the situation, according to Al Ali and Blaik Hourani et al. Parents may feel humiliated and guilty, and they may be reluctant or unwilling to take responsibility for their child's misbehaviour. Family and stakeholder partnerships must, however, be consolidated in a robust model that is adequately defined by policies for school leaders to successfully exercise their roles.

To better understand the contextualised leadership styles of ECC administrators, this study used a case study approach. Over the course of several months, fifteen individuals were interviewed in focus groups and individually. Unlike quantitative data, qualitative data allows for a more nuanced examination of the phenomena. Furthermore, even if the sample size is small, case studies allow researchers to build on participants' qualitative experiences and either reinforce or define new information. Our findings show that educational leaders confront a variety of contextual challenges that have an impact on their leadership styles. Aside from caring for, educating, and rehabilitating incarcerated juveniles, ECC staff and leadership face numerous challenges, including a lack of communication with parents, a lack of parental care and family issues, a discontinuity in students' education, curriculum delivery issues, a lack of follow-up for exiting students, systemic and teachers, and should be in line with the country's education system so that, upon release, juveniles can reintegrate into society.