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Dear Colleagues:

Welcome to the inaugural issue of the Global Journal of Education. This Journal was created and designed by the Department of Education, University of Riverside. This issue contains professional papers as they relate to global issues in education. These papers were presented at the University of Riverside Education Conferences held in 2014. You will find that these papers are informative and very helpful to further understand global education issues. We are proud of the contributions made by our authors. All of them are well known both nationally and internationally in their field of expertise.

Dr. Abdullah Alwazrah discusses the empowerment of leaders at academic institutions. The paper reviews the importance of and different types of leadership empowerment and challenges faced.

Dr. May Nwaka Asoegwu explains the NCE Program in Nigeria and the Global Changes in Education.

Dr. Lilian-Rita Akudolu discusses how education responds to the needs of contemporary society.

Dr. Agnes Macaraeg analyzes the experience in the May 2010 election of the Parish Pastoral Council for responsible voting (PPCRV).

Dr. Isaac Miller identifies the skill improvement needs of technical instructors in pedagogical skills for teaching effectively in technical colleges in Lagos State in Nigeria.

Dr. Josiah Owolabi, Dr. Adedayo, Dr. Kehinde, and Dr. Olanju discuss the effects of two selected laboratory based instructional approaches on computer students’ self-efficacy in visual-basic .net computer programming.

Dr. Viliya Pamungkas provides a systematic review of the effect of animal assisted therapy on Students with exceptionalities.

Dr. Rana Raddawi discusses in detail emotional intelligence (EQ) and transformational leadership. She shares that EQ skills build transformational leaders who have vision, coaching, affiliation, and democratic qualities that are needed in the workplace.

Dr. Paulina Sowho, and Dr. Fatima Usman discuss teachers’ perception of barriers to learning as it affects classroom management in Okene in Kogi State of Nigeria. They believe that classroom management is considered most important in bringing about better learning.

Dr. Victoria Onyeike, and Dr. Emmanuel Eseyin explain that internally generated revenue in the administration of university education in Rivers State of Nigeria.

Dr. Wafa Altuwajre discusses the organizational climate supporting the development of the culture of dialogue in public universities. Her study presents a conceptual proposal on the organizational climate supporting the development of the culture of dialogue in public universities in Saudi Arabia.
Dr. Alan Aylor discusses in detail the nonprofit sector. He states that studies have shown the casual link between work life satisfactions, work effort and positive employee morale when organizations have clearly defined work objectives that delineate management and staff expectations.

Dr. David Oloyede discusses some of the issues and challenges of harmonious industrial relations for sustainable development. His Paper examines the theoretical framework for harmonious industrial relations for sustainable development in Nigeria.

Dr. Mohammed Saleh Salem, and Dr. Ahmed Al-Motawa, explores the factors affecting satisfaction with the relationship between supplier and retailer. They believe that relationship marketing is a new paradigm in marketing practice, especially in developing countries.

Dr. Carl Preston Weaver explains about expanding the ethical leadership concept.

Dr. Gerd Christensen, discusses gender constructions and legitimacy among university students. Her research questions focused on how long-term group work affects university culture, in general, and specifically how it impacts the students.

I would like to extend my sincere thanks to our authors for their contribution towards a successful publication of this high quality journal.

Raj Singh, Ph.D.
Editor-in-Chief
LEADERS EMPOWERMENT AT ACADEMIC INSTITUTIONS
by
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Abstract

Academic institutions are adopting a different management philosophy based on recruiting individuals and empowering them according to their responsibilities. This paper reviews the importance of and different types of leadership empowerment, and the challenges empowerment poses for these academic leaders. Empowerment is essential for any academic institute seeking excellence. Like any other change, implementing an empowerment strategy can be very challenging at the beginning. It requires investment in training and developing leaders’ skills so they have the right competencies to carry out their duties and responsibilities. An empowered work environment encourages leader creativity and increases productivity, allowing it to compete locally and globally.

Keywords: empowerment, leadership, middle management, responsibilities

Introduction

The term empowerment emerged after the 1990s as a result of the cumulative development in management, in general, and human resources management, in particular. Researchers are starting to focus their attention on empowerment in an effort to consolidate the spirit of participation and employee interaction. They believe empowerment enables workers to exercise full authority and take responsibility for their jobs. Therefore, empowerment is considered one of the pillars upon which an organization meets challenges and environmental developments (Alwadi, 2012, p. 28).

Academic institutions are adopting a different management philosophy based on recruiting individuals and empowering in order of their responsibilities (Effendi, 2003, p. 10). In response, it has become necessary to empower leaders in higher education institutions, especially leaders in middle- and lower-level management, such as deans and department chairmen. The empowerment process includes continuous, on-the-job training, trusting, and providing education management with all the available tools that enable them to perform their responsibilities.

Empowering employees, in general, and leaders in particular, can lead to improved academic institution performance and to improved competitiveness as well. Some studies, such as the study of Fayad (2005), indicated a direct correlation between empowerment and competitiveness. Empowerment is a management strategy based on giving leaders the power to act, make decisions, solve problems, think creatively, and take responsibility (Effendi, 2003, p. 11).

The Importance of Leader Empowerment

The importance of empowerment in academic institutions can be justified from two perspectives (Alqubaisi, 2004, p. 137):

1. Realistic and practical justifications. The reality of negative management practices such as a centralized hierarchy, multi-level communication, the confidentiality of information, and limited authority. These
negative practices easily can be identified in third world academic institutions. It is difficult to maintain such management practices because of the nature of the current era, which requires fast responses and quick decisions. Therefore, empowering middle management leaders can be a solution.

2. Developmental and strategic justifications. Futuristic studies and research conducted by specialists in various fields of knowledge indicate that organizations need to be proactive and apply a new management philosophy; otherwise they will start to crumble. The reengineered philosophy shall consider empowerment as a managerial strategy to face future challenges.

Effendi (2003, p. 25) identified the importance of empowerment as it:

- hastens an organization's need to respond to urgent conditions and changes;
- reduces the number of management levels in organizational structures;
- helps higher management focus on long-term, strategic issues rather than daily work issues;
- optimizes utilization of all available resources, especially human resources, to maintain the development of organizational excellence;
- reduces the cost of and speeds the decision-making process;
- gives leaders a chance to think creatively and demonstrate their skills;
- brings employee satisfaction and increases a sense of belonging to the organization; and
- gives employees a greater sense of responsibility and sense of achievement at work.

Elements of Empowerment

Cabrera (2012) suggested three elements of empowerment:

1. Clarity. The first element in empowering employees is to clarify goals and expectations to be achieved. People can only progress at work if they know what results they are expected to achieve. This means that academic leaders need to know the expected outcomes so they understand their responsibilities.

2. Support. The second element in empowering others is to support them by providing the resources they need to succeed and removing any obstacles that may hinder progress. This requires not only providing the time, resources, and encouragement necessary for accomplishing goals, but also actively working to eliminate barriers facing academic leaders to succeed.

3. Autonomy. The third element in empowering people is to give them the autonomy they need to do their work. Employees need to know what they are expected to do and have the support they need to do it. Trusting academic leaders is important to getting their work done and fundamental for creating positive work environments.

Lin (1998) stated three elements that need to be present for successful empowerment:

1. Style. Empowered employees have a working style of self-management and possess a team spirit. Employees make, implement, and are held accountable for work-related decisions.

2. Skills. Empowered employees are trained to have effective problem-solving and communication skills. They challenge inefficient policies and identify problems.”

3. Staff. Empowered employees are bred in empowering organizations. With empowering leaders as drivers, immersed in a culture of empowerment and reinforced by empowering management practices, employees are expected to grow.