

ANALYZING THE KEY FACTORS RELATED TO EDUCATIONAL MANAGEMENT

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Abstract: Advancements in the educational sector are vital in developing students' intellectual skills and worldwide requirements and gaining the attention of researchers and regulators. Thus, the present article aims to examine how teaching style and leadership skills impact the educational environment and students' intellectual skills at universities in UAE. The current study also discusses the mediating role of the educational environment in teaching style, leadership skills, and students' intellectual skills in universities in the UAE. The study's novelty also lies here as no such research has been conducted using the selected variables worldwide, especially in UAE. The survey questionnaires have been used to collect data from the respondents. The results indicated that teaching style and leadership skills significantly impact students' intellectual skills, and teaching style significantly impacts the educational environment of universities in UAE. The findings also revealed that the educational environment significantly mediates the links between teaching style and students' intellectual skills at universities in UAE. This research is helpful for the policymakers regarding the formulation of policies about the educational environment in universities that improve student learning skills.

Keywords: Teaching style, Leadership skills, Educational environment, Students' intellectual skills

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Introduction

Intellectual students are those who can use critical thinking and imagination to make new, meaningful, useful forms of ideas where they can be independent, flexible and take risks. Intellectual students are not taught to reiterate what they have learnt; they are not the slave to the books; instead, they learn to develop the ability to find a number of solutions to a single problem. There is an increasing interest in innovative education because there is a need for more intellectual thinkers in science, politics, business, and every other subject to develop the ability to find solutions to complex

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problems. As the interconnectivity among individuals, groups, organizations, societies, and governments increases, it is no longer possible to take the same decisions in science, politics and business.

Current leaders search for persons who can present novel and unusual ideas to solve issues. For example, in a 2010 IBM study, Chief Executive Officers from about sixty countries and thirty-three different industries across the world were surveyed. About 1500 CEOs believed that educational institutions must execute unique strategies to support the industries' growth. In this way, the graduates and upcoming employees are prepared for a number of shifts in the industries. So, intellectual ideas are the capability for a successful enterprise in the future.

When the students have more chances to express their opinion and make decisions in their education, they get more engaged, which helps facilitate learning. Moreover, the object of education is to challenge the students, motivate them to develop, and encourage originality. It is better to promote different positive responses instead of making standards on how students take an issue or problem. After being intellectual students, they learn how to achieve accomplishments in complex practical life. Due to the increasing importance of students in practical life, our study aims to explore the contribution of teaching style and leadership skills in the education institution to know the abilities of intellectual students.

Many renowned researchers and scholars have largely discussed the contribution of education system or teaching style to students' intellectual skills, but little attention has been given to the influences of a leadership style on students' skills. Our study fills this gap by exploring the impacts of both leadership style and teaching style on the development of intellectual skills in the students. Similarly, this study is an exception in the literature because it aims at elaborating on the mediating influences of the educational environment between teaching style and leadership style.

This piece of literature aims to examine the influences of teaching style, leadership skills, and work environment on students' intellectual skills in the education sector of United Ara Emirates (UAE). The reports of some specific local and international enterprises in 2014 declared UAE as one of the most developed states. According to these reports, the citizens and other residents are happy and have a high living standard. There is fast growth in many economic fields, such as technology, information, industry, investment and trade. Thus, there is a prosperous business world under UAE boundaries. The economy of UAE consists of three sectors agriculture (0.9%), industry (49.8%), and service (49.2%). UAE has a good education system, which provides a majority of employees to the other economic sectors of the states. The education system of UAE is regarded as one of the top 20 best education systems in the world (Raji, 2019).

United Arab Emirates (UAE) consists of seven emirates Abu Dhabi, Ajman, Dubai, Fujairah, Ras Al Khaimah, Sharjah, and Umm Al Quwain. Though UAE is one of the wealthiest states globally and is one of the top 20 education systems globally, its ranking dropped in recent years. Thus, this paper has chosen the education sector of UAE to analyse students' intellectual skills and guide the education ministry on how

to elevate the rank through the adoption of effective teaching style and leadership skills in educational institutions to develop the students' abilities. It provides a guideline to the education ministry on making intellectual students through better teaching style and leadership skills. The strength of the students in the educational institutions is also increasing with time.

The next section of the paper throws light on the views of several researchers and authors who have previously discussed the influences of the two factors, such as teaching style and leadership skills, on the educational environment and intellectual students. The third section describes the method used by the authors to collect and analyze the data obtained from Higher Educational Institutions of UAE. The fourth section provides the results of the study. Finally, the study propositions are proved in the last section through suitable discussion, implications, and conclusion.

Literature Review

As advancement is needed in all business organizations, it is important in an educational institution. But, the sustainability in the innovativeness and growth of business organizations is possible if the graduates and other students can understand the situation since the contingent risks and problems, think of new ideas, and find out solutions, alternatives, and opportunities (Syukron et al., 2020). The intellectual students are not taught to repeat what they have learnt in the classroom, and they do not slave to the books. The intellectual students are taught how to develop different solutions to a single problem. Students can develop learning skills by taking specific steps in educational institutions. The nature of the teaching methods applied by the tutors and the leadership style adopted by the leaders in the educational institutions affect the students' cognitive skills (Lis, 2021; Grebski & Maur, 2022). Teaching style and leadership style assist in developing educational environment and making intellectual students. Teaching style, leadership style, educational environment, and students' intellectual skills dominate the existing literature. Many studies, which have discussed the impacts of leadership skills and teaching style on the development of educational environment and the students' intellectual skills, have been cited below:

Teaching style and students' intellectual skills

The teaching style is how the tutor in an educational institution adopts to teach the students and inculcate in them the subjects. The way of teaching affects the learning abilities of the students and their capacities to perform in the practical field. The teaching style is the way of teaching under which the tutors adopt effective methods to teach the students in the best possible way. The teaching methods involve brainstorming, using modern technology, getting hypotheticals, getting out of the classroom, using puzzles and games, mind-maps, role play, building a storyboard, telling stories, etc. The different use of teaching methods develops many skills, such as critical thinking, making observations, confidence to express an opinion, problem-solving skills, making a connection, asking questions, acceptance of challenges, experimenting, networking, and the ability to find out alternatives and benefit from

success opportunities. The renowned scholars (Pollard, Hains-Wesson, and Young, 2018) believe that when the educational institutions hire tutors, arrange for periodical meetings, seminars, and training classes for the teachers to make them aware of the innovative teaching methods, assess the performance of tutors who have applied unique teaching style, and they successfully make intellectual students. The educational institutions where the teachers use modern technology, puzzles or games, mind maps and quiz competition to teach their students, build thinking skills, enhance their knowledge, give confidence to express their ideas and develop decision-making skills in them (Yasmin, Sohail, Sarkar, & Hafeez, 2017). On the basis of above literary reviews, it is proposed:

H1: Teaching style has a positive impact on students' intellectual skills.

Leadership skills and students' intellectual skills

By adopting an effective leadership style, a particular team leader develops competing skills in the followers while performing particular tasks (Saulius, Valanciene, & Bilan, 2020). In an educational institution, there may be formed teams of teachers, teams may be formed out of students, and leaders are appointed to the teams (Miles & Scott, 2019). Leaders adopt such conditions and circumstances, which can improve the students' intellectual skills. These conditions or situations are considered supportive contributions. Leaders provide cognitive, material, and emotional support to the members of the team. The provision of support from the leader arouses and retains critical thinking in the team members. When a team of teachers is formed, the leader behaves cooperatively with the teachers in preparing a unique syllabus, making innovative plans, choosing ways of teaching, tracing out the problems, finding solutions, and the guidance and support from the leader. This enables the teachers to develop effective teaching style. The teachers under this leadership apply this while taking classes and teaching students, which further encourages the students (Nube & Koloba, 2020, Grebski & Grebski 2019). Similarly, when the teams are formed out of students, and the leader of the team cooperates with students, provides them intellectual and social support to the students and thereby inspires them to think and do something exceptional while dealing with the different assignments. It arises the thinking ability of the student to develop several solutions to a single problem (Heyns, McCallaghan, & Roos, 2021). Leaders shape the level of innovation in companies (Kwiotkowska & Gajdzik et al., 2021). Many qualities are important for an employee to be a leader, some skills and aptitudes are acquired during education, including while still a student (Gajdzik, & Wolniak, 2022). In the ongoing revolution and the strongly popularised concept of Industry 4.0, the new possibilities of technologies set a new framework for the competence profiles of employees (Gajdzik et al., 2021). The various branches of industry are setting the internal framework for employee competence profiles (Gajdzik & Grzybowska, 2014). It is important that companies cooperate with organisations representing the education system in developing a workforce skills framework for each industry. Based on the above literary discussion, it can be hypothesized that

H2: Leadership has a positive impact on students.

Teaching style and educational environment

The manner the tutors perform their duties to teach the students affects both the teaching and learning environment. When the Tutors in the educational institutions adopt a different teaching style to teach the students, they develop a teaching environment for all the teachers and a learning environment for the students (Wei, Wu, Guo, Wang, & Wei, 2021). The unique teaching style is the manner of teaching under which the teacher adopts innovative methods of teaching such as involving brainstorming, using modern technology, using the internet, getting hypothetical, getting out of the classroom, using puzzles and games, quiz competitions, using mind-maps, role play, building a storyboard, telling stories, etc. When any tutor adopts a new way to teach the student, an innovative manner that is easy to adopt and facilitate and arouses novelty, other teachers are inspired and attracted to the new way of teaching. Other teachers are inspired by adopting the innovative and modern way of teaching as it is convenient and beneficial to have good results from the students. For instance, when a particular tutor uses innovative technology and the internet during class, he can provide more knowledge to the students and clear all points raised in their minds. Thus, they can give good results in the end (Hu, Xiaohui, & Shieh, 2017; Ulewicz & Kanchana, 2020). Similarly, the teachers adopt different methods to teach the students like cooperation, motivating them to share their ideas about a topic, making teams and carrying a competition among teams, presenting a problem before them and telling them to find out a solution and asking them to write by themselves on a particular topic. This creates a perfect learning environment for the students. Hence, it can be hypothesized as follows.

H3: Teaching style has a positive impact on developing an educational environment.

Leadership skills and educational environment

Leadership skills, both in the circle of teachers and students, develop effective teaching for the teachers and an effective learning environment for the students. An educational environment for the teachers is one where they feel possible and comfortable expressing their ideas about teaching strategies, teaching methods, and behaviors towards the students in such an environment where they are provided with constructive support. A learning environment gives the students freedom, support, and cooperation to develop novel and unusual ideas and implement them to make something new, beneficial, and appealing (Tawarah, 2017). When the leader of a team of teachers adopts a unique style to guide or lead the teachers, he builds positive relationships with the teachers, makes them feel valued, and creates a feeling that their needs are fulfilled. This emotional support provides them with a comfortable and convenient environment that assists them in thinking and implementing innovative ideas while teaching. The leader cooperates with the teachers when they want to make changes in the traditional ways of teaching or to deal with the students and their parents (Newman, Herman, Schwarz, & Nielsen, 2018). Under the leadership, the leader adopts a way to interact with the students to create an environment that can motivate them to develop the ability to understand the concerned topic (Erdil-Moody & Thompson, 2020), think deeply about the pressing

issues relevant to the topic, ponder upon the reasons of the issues, and create the ability to find out solutions, alternatives, and opportunities. Thus, it can be hypothesized as follows.

H4: Leadership style has a positive impact on developing an educational environment.

Mediating Role of Educational Environment

According to renowned scholar Holdhus (2019), an educational environment is one where the people feel free and comfortable, develop new ideas, and implement them or the environment where the people are given constructive support in the analysis and development of novel ideas. Under the active leadership, the leader provides a working environment to the teachers where they are not asked to follow the set of traditional ways of teaching without thinking or saying anything. Still, they are given the freedom to think of anything new or change traditional teaching methods and materials used for this purpose. The educational environment enables the teachers to adopt up-to-date teaching methods and, thus, arouses skills in the students. And if the students are divided into teams, and the leader adopts active leadership, he develops an easy environment for the students, which inspires them to adopt critical thinking to understand the situation and adopt the actions and behaviors accordingly. Similarly, the teaching style of the tutors develops an active teaching environment for other teachers and the learning environment for the students. When a particular teacher adopts some methods to teach his students, he minimizes their confusion and thus, creates an easy and comfortable environment for them, which facilitates them in developing and implementing novel ideas in their assignments. And when a tutor adopts unique methods to teach their students and has good performance from them, it also facilitates the environment for other teachers in staff.

H5: Educational environment plays a mediating role between the teaching style and the students' intellectual skills.

H6: Educational environment plays a mediating role between leadership skills and students' intellectual skills.

Research Methodology

This article examined how teaching style and leadership skills impact the educational environment and students' intellectual skills. It investigated the mediating role of the educational environment among the relations of teaching style, leadership skills and students' intellectual skills in universities in UAE. The current article has used the survey questionnaires to collect data from the selected respondents. Simple random sampling was followed to select the respondents and distribute the surveys by personal visit. A total of 480 surveys were sent to the respondents, but out of them, only 290 were returned

Research Results

This study has shown the factor loadings that show the reliability and validity of the items. The figures for factor loadings are larger than 0.50, which shows the validity of the items. These values have been highlighted in Table 1.

Table 1. Factor Loadings					
Constructs	Items	CE	CL	CS	CTS
Educational Environment	EE1	0.713			
	EE10	0.876			
	EE11	0.879			
	EE12	0.820			
	EE13	0.846			
	EE14	0.843			
	EE2	0.839			
	EE3	0.723			
	EE4	0.874			
	EE5	0.865			
	EE6	0.811			
	EE7	0.843			
	EE8	0.869			
EE9	0.826				
Leadership Skills	LS1		0.863		
	LS10		0.824		
	LS12		0.792		
	LS13		0.740		
	LS14		0.821		
	LS15		0.776		
	LS16		0.841		
	LS17		0.827		
	LS18		0.822		
	LS19		0.785		
	LS2		0.815		
	LS3		0.771		
	LS5		0.866		
LS6		0.850			

	LS8		0.837		
	LS9		0.841		
Students' Intellectual Skills	SIS1			0.631	
	SIS2			0.822	
	SIS3			0.821	
	SIS4			0.767	
	SIS5			0.836	
Teaching Style	TS1				0.833
	TS2				0.860
	TS3				0.856
	TS4				0.823
	TS5				0.878
	TS6				0.871
	TS7				0.858

This study has also shown the AVE, CR and Alpha that show the reliability and validity of the items. The figures of AVE are larger than 0.50, and the values of CR and Alpha are more than 0.70 that shows the validity of the items. These values have been highlighted in Table 2.

Table 2. Convergent Validity

	Alpha	CR	AVE
EE	0.967	0.969	0.692
LS	0.967	0.970	0.668
SIS	0.836	0.885	0.607
CTS	0.938	0.950	0.730

This study also checks the discriminant validity by using cross-loading and Fornell Larcker. The figures have shown that the values that show the links with the variable itself are more than the values that indicate the links with other variables. These figures highlighted the valid discriminant and no high correlation among variables. These values have been highlighted in Table 3 and Table 4.

Table 3. Fornell Larcker

	EE	LS	SIS	TS
EE	0.832			
LS	0.175	0.818		

SIS	0.234	0.536	0.779	
TS	0.210	0.448	0.402	0.854

Table 4. Cross-loadings

	EE	LS	SIS	TS
EE1	0.713	0.163	0.285	0.275
EE10	0.876	0.197	0.220	0.175
EE11	0.879	0.148	0.143	0.154
EE12	0.820	0.068	0.122	0.118
EE13	0.846	0.111	0.111	0.112
EE14	0.843	0.131	0.207	0.160
EE2	0.839	0.140	0.208	0.166
EE3	0.723	0.166	0.286	0.266
EE4	0.874	0.174	0.218	0.148
EE5	0.865	0.139	0.139	0.140
EE6	0.811	0.071	0.115	0.130
EE7	0.843	0.122	0.124	0.108
EE8	0.869	0.146	0.148	0.150
EE9	0.826	0.124	0.128	0.116
LS1	0.132	0.863	0.502	0.374
LS10	0.132	0.824	0.459	0.373
LS12	0.138	0.792	0.398	0.358
LS13	0.188	0.740	0.417	0.345
LS14	0.107	0.821	0.424	0.390
LS15	0.085	0.776	0.299	0.360
LS16	0.185	0.841	0.454	0.347
LS17	0.151	0.827	0.473	0.378
LS18	0.131	0.822	0.460	0.365
LS19	0.135	0.785	0.401	0.363
LS2	0.106	0.815	0.423	0.391
LS3	0.080	0.771	0.296	0.365
LS5	0.144	0.866	0.489	0.370
LS6	0.161	0.850	0.475	0.381
LS8	0.163	0.837	0.475	0.368
LS9	0.203	0.841	0.457	0.344

SIS1	0.265	0.294	0.631	0.194
SIS2	0.148	0.471	0.822	0.371
SIS3	0.186	0.441	0.821	0.329
SIS4	0.183	0.385	0.767	0.313
SIS5	0.165	0.469	0.836	0.333
TS1	0.180	0.322	0.332	0.833
TS2	0.156	0.394	0.340	0.860
TS3	0.189	0.363	0.312	0.856
TS4	0.181	0.396	0.291	0.823
TS5	0.226	0.387	0.318	0.878
TS6	0.161	0.412	0.374	0.871
TS7	0.167	0.402	0.416	0.858

This study also checks the discriminant validity by using Heterotrait Monotrait (HTMT) ratio. The figures have shown that the values are less than 0.85. These figures highlighted the valid discriminant and no high correlation among variables. These values have been highlighted in Table 5.

Table 5. Heterotrait Monotrait Ratio

	EE	LS	SIS	TS
EE				
LS	0.166			
SIS	0.243	0.580		
TS	0.200	0.471	0.443	

The results indicated that teaching style and leadership skills significantly impact students' intellectual skills and accept H1 and H2. In addition, teaching style significantly impacts the educational environment and accepts H3, while there is an insignificant impact of leadership skills on the educational environment and rejects H4. The findings also revealed that the educational environment significantly mediates the links between teaching style and students' intellectual skills in universities in UAE and accepts H5. However, the findings also revealed that the educational environment insignificantly mediates the links between leadership skills and students' intellectual skills in universities in UAE and rejects H6. These links have been highlighted in Table 6.

Table 6. Path Analysis

Relationships	Beta	S.D.	T Statistics	P Values	L.L.	U.L.
EE -> SIS	0.120	0.054	2.223	0.014	0.039	0.201
LS -> EE	0.101	0.075	1.352	0.090	-0.032	0.232
LS -> SIS	0.433	0.069	6.238	0.000	0.305	0.510
TS -> EE	0.165	0.076	2.181	0.016	0.019	0.270
TS -> SIS	0.183	0.073	2.513	0.007	0.099	0.321
LS -> EE -> SIS	0.012	0.013	0.964	0.169	-0.004	0.031
TS -> EE -> SIS	0.020	0.012	1.678	0.048	0.003	0.039

Discussions and Implications

The study results have revealed that the teaching style positively affects students. The study implies that the educational institutions have policies and strategies to provide education to the students through unique teaching methods, such as brainstorming, using technology, getting hypothetical, getting out of the classroom, using puzzles and games, using mind-maps, role play, building a storyboard, telling stories, etc., improve students' intellectual skills. These results are in line with the past study of ah Kim, yun Ryoo, and joo Ahn (2017), according to which the use of unique teaching methods in the classroom or outside to inculcate specific topics into the students creates skills like critical thinking, problem-solving skill, making a connection, asking questions, making observations, experimenting and networking. Thus, the use unique of teaching methods improves students' intellectual skills. These results are also in line with the previous study of Nguyen, Mai, and Anh Do (2020), which shows that the educational institutions where the teaching methods, such as asking open questions, letting students show off their work, being spontaneous, working together in a class, highlighting exemplary student work, rewarding for ideas and project, encouraging sensible risks, are applied. They can develop the skills of students.

The study results have also revealed that leadership skills positively impact the development of students' intellectual skills. The study implies that under leadership skills, the team leader works cooperatively with the students, encourages them to participate in the questioning or group debate, enables them to analyze the situations and finds out the solution to the problems. These results are in line with the past study of Gadzheva (2019), which states that the educational institutions where the students' team leaders adopt leadership skills that embrace the ways to interact with the students, which could encourage them to think new ideas, communicate effectively, invent to learn or write in a novel but the attractive manner, find out solutions and invent new things. Thus, leadership skills enhance the students' intellectual skills. These results are also in line with the past study of M. A. Khan, Ismail, Hussain, and Alghazali (2020), which shows that when the leader of teaching

staff adopts leadership skills, he develops his teaching style and thus, enables him to develop the students' intellectual skills, which may apply in their learning sections and practical field.

The study results have also indicated that teaching style positively impacts forming a perfect educational environment. The study implies that when the tutors adopt a unique teaching style to teach the students, they successfully develop their intellectual skills, they create an educational environment under an effective teaching style, and they create motivation in the students to use their minds to develop new ideas, new solutions and invent new things, which either can facilitate life or fulfil the needs.. Furthermore, the learning environment for the employees becomes totally efficient. The study results have also indicated that the leadership style has a positive but insignificant association with the educational environment. These results are in line with the past study of Karami, Ghahremani, Parra-Martinez, and Gentry (2020), which shows that the leadership skills does not cooperate with the teachers, does not support their emotion and thinking, do not win their trust, and not inspire them to think about something new and find a solution to the problems in the way and help them in inventing something extraordinary. This makes the working environment less active, which improves their teaching manner. These results are also in line with the past study of Selkrig and Keamy (2017), which elaborates that the leader appointed to a particular team of students through active leadership can make them feel accessible, free to share their ideas, can benefit from others' ideas, and support the students how to understand the situation, find problems, solve them, and invent something. In this way, leadership skills develop an environment for the students, but this does not exist in education sector of UAE. The study results have indicated that the educational environment plays a significant role between teaching style and students' intellectual skills. These results are in line with the past study of Kasirer and Shnitzer-Meirovich (2021), which states that when the teachers apply unique teaching methods, such as asking intellectual questions and brainstorming, they allow the student to work freely and show it off, work together as a group, highlight best innovative performance and reward or honor the ideas and project.

The current study makes both theoretical and empirical implications. The study has excellent theoretical importance. It contributes a lot to the literature on the educational sector. It sheds light on the influences of the two factors, such as teaching style and leadership skills, on the educational environment and students' intellectual skills. Before conducting this study, many authors have talked about the contribution of factors like applying teaching methods and adopting leadership style to the students' intellectual skills. They have done so in separate literary workouts. Thus, the current study adds to the literature by exploring the influences of both factors, the application of teaching style and the adoption of leadership skills, on the development of students' intellectual skills in the same paper. The current study introduces an educational environment as a mediator between the teaching style and leadership skills and the students' intellectual skills. In the existing literature, the educational environment has little place, though many studies have discussed the

influences of the educational environment on the students' intellectual skills. Hence, the current research deals with the educational environment as a mediator between the aforementioned factors and the students' intellectual skills. Along with the theoretical implications, this study has great empirical significance. It is significant to the education authority and the educational institutions in the developed economy of UAE to improve the students' intellectual skills. This promotes students' intellectual skills by applying teaching styles and leadership skills. This study also elaborates that an educational environment can be developed with the teaching style and leadership skills, which further promotes students' intellectual skills.

Conclusion

The study aimed to confirm the impacts of teaching styles and leadership skills on promoting students' intellectual skills in the upper-middle-income developing or developed countries. It was conducted to check the role of educational environment in improving the impacts of teaching style and leadership skills on promoting students' intellectual skills. In order to meet its goals, the study examined the students' intellectual skills in the Higher Educational Institutions in UAE on account of the teaching style and leadership skills, and along with that, it also examined the development of educational environment because of teaching style and leadership skills. The study results indicated that the tutors adapt teaching methods to make the students develop intellectual skills through teaching styles, such as innovative thinking, problem-solving skills, connectivity, networking, and experimenting. Similarly, the study findings showed that the leadership style improves the students' intellectual skills. The study examined that under the leadership skills, the leader of the team works cooperatively with the students to encourage them to actively participate in the group debate and express their opinion. It was clarified that the leadership skills and teaching style develop an educational environment where the students are given constructive support. They feel comfortable expressing their opinions, developing novel ideas, and implementing them to make something new and appealing. This educational environment facilitates the students and helps them develop several skills, such as critical thinking, problem-solving skills, making a connection, asking questions, making observations, experimenting and networking. Thus, the study concludes that through the adoption of leadership skills and teaching style, the educational environment can be developed, and students' intellectual skills can also be developed.

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ANALIZA KLUCZOWYCH CZYNNIKÓW ZWIĄZANYCH Z ZARZĄDZANIEM EDUKACYJNYM

Streszczenie: Postępy w sektorze edukacyjnym mają kluczowe znaczenie dla rozwijania umiejętności intelektualnych uczniów i wymagań na całym świecie oraz przyciągania uwagi badaczy i organów regulacyjnych. Dlatego niniejszy artykuł ma na celu zbadanie, w jaki sposób styl nauczania i umiejętności przywódcze wpływają na środowisko edukacyjne i umiejętności intelektualne studentów na uniwersytetach w Zjednoczonych Emiratach Arabskich. Obecne badanie omawia również pośredniczącą rolę środowiska edukacyjnego w stylu nauczania, umiejętnościach przywódczych i umiejętnościach intelektualnych studentów na uniwersytetach w Zjednoczonych Emiratach Arabskich. W tym również tkwi

nowość badania, ponieważ nie przeprowadzono takich badań z wykorzystaniem wybranych zmiennych na całym świecie, zwłaszcza w Zjednoczonych Emiratach Arabskich. Kwestionariusze ankiety zostały wykorzystane do zebrania danych od respondentów. Wyniki wskazują, że styl nauczania i umiejętności przywódcze znacząco wpływają na umiejętności intelektualne uczniów, a styl nauczania znacząco wpływa na środowisko edukacyjne uniwersytetów w Zjednoczonych Emiratach Arabskich. Wyniki ujawniły również, że środowisko edukacyjne znacząco pośredniczy w powiązaniach między stylem nauczania a umiejętnościami intelektualnymi uczniów na uniwersytetach w Zjednoczonych Emiratach Arabskich. Badanie to jest pomocne dla decydentów w zakresie formułowania polityk dotyczących środowiska edukacyjnego na uniwersytetach, które poprawiają umiejętności uczenia się studentów.

Słowa kluczowe: Styl nauczania, Umiejętności przywódcze, Środowisko edukacyjne, Umiejętności intelektualne uczniów

分析相关的关键因素教育管理

摘要：教育部门的进步对于培养学生的智力技能和全球需求以及获得研究人员和监管机构的关注至关重要。因此，本文旨在研究教学风格和领导技能如何影响阿联酋大学的教育环境和学生的智力技能。目前的研究还讨论了教育环境在阿联酋大学的教学风格、领导技能和学生智力技能中的中介作用。该研究的新颖性也在于这里没有使用世界范围内的选定变量进行此类研究，尤其是在阿联酋。调查问卷已用于从受访者那里收集数据。结果表明，教学风格和领导技能显著影响学生的智力技能，教学风格显著影响阿联酋大学的教育环境。调查结果还显示，教育环境显著调节了阿联酋大学教学风格与学生智力技能之间的联系。本研究有助于政策制定者制定有关提高学生学习技能的大学教育环境政策

关键词：教学风格，领导技能，教育环境，学生智力技能