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THE REALITY OF SYNERGY BETWEEN COLLEGES OF EDUCATION AND THE MINISTRY OF EDUCATION FROM THE PERSPECTIVE OF EDUCATIONAL LEADERS

Abstract:

This study aimed to understand the reality of synergy between the colleges of education and the Ministry of Education from the perspective of educational leaders. The study simple consisted of 450 from the teaching staff of the Colleges of Education in Kuwait. The researcher adopted the analytical descriptive approach by design an instrument. The most important results indicate: the important if colleges of education and the Ministry of Education cooperate in educational projects to achieve sustainable development in the field of education; the that females are more supportive of special proposals to increase the level of synergy between colleges of education and the Ministry of Education. The researcher points out that there are no differences in the other fields; means that shorter experiences are more supportive of synergy between colleges of education and the Ministry of Education than intermediate experiences; and positive correlation between the area of the “objectives of synergy between colleges of education and the Ministry of Education.

Keywords:

Synergy ,Colleges of Education, Ministry of Education, Educational Leaders

Introduction

The world has been witnessing great changes in all domains, changes like globalization, technological advancements, IT evolution etc. These changes have had a great impact on the lives of everyone, and they have made it improving the quality of education a necessity. In fact, countries are now competing against one another to make their educational systems better (Ahmed, 2015).

Competiveness in higher education has two parts. The first is an institutions ability to compete with other universities in basic things like curricula, caliber of staff, technology, material and research facilities, quality control, innovation in terms of training programs that are up-to-date. The second part has to do with a universities ability to attract students and sponsorship, locally and internationally. The success of the second part depends, however, on the first one (Moustapha, 2003)

Nowadays, universities face numerous challenges due to rapidly changing work environments which call for synergy with the concerned government sector such as ministries of education so that these universities stay in the competition and achieve their goals. By doing so, these universities achieve a competitive advantage that is hard to replicate.

Synergy, which is a vague term in terms of its definition and implications, can manifest in a number of things. It can mean for instance protecting a college by setting hurdles in front of competitors to create a competitive advantage (Inversion, 2000). This requires a supportive environment that is both information and education oriented. The synergy approach has advantages such as self-regulation, self-development and high quality (Smironv, 2016). This is so that features and aspects of synergy are clear and easy to develop, and that requires good coordination and liaison between the different parties (Zhou, 2011).

Synergy is the added value of combining two companies, which lays foundation for better opportunities that cannot be achieved by the companies individually (Damodaran, 2005). This can be explained by the synergy between the college of education and the Ministry of Education to create better and more valuable opportunities than being independent of one another. Synergy leads to desirable results that are related to the capabilities and resources of the institution (Varanavicius & Navikaite, 2015). With the resources of the college of human education which are used synergistically with those of the ministry of education a competitive advantage is achieved. Iversen (2000) argues that synergy is the best way to achieve competitive advantage which stems from unique and limited resources. He adds that the continuity of an organization's success necessitates a competitive advantage which requires, in turn, strategic synergy and innovation (Dobni, 2010).

Statement of the problem

It is unquestionable that synergy between colleges of education and the Ministry of Education is considered an important entry point for achieving competitive advantage. The common goals and the competitive advantage will not be achieved unless there is synergy between them. I have interviewed members of the University of Kuwait College of Education' teaching staff. These interviews made it clear for me that there is limited synergy between the colleges of education and the Ministry of Education. There is also considerable vagueness shrouding aspects of synergy between the two parties.

Research questions

1. What is the reality of synergy between the colleges of education and the Ministry of Education from the perspective of educational leaders?
2. Do the estimations of the study differ from the reality of synergy between colleges of education and the Ministry of education in correlation with gender, experience and the employer?
3. Is there a statistically significant correlation between the four areas of the study?

Study objectives

1. Identifying the reality of synergy between the colleges of education and the Ministry of Education from the perspective of educational leaders
2. Identifying the estimations of the study on the reality of synergy between colleges of education and the Ministry of Education by gender, experience and employer
3. Identifying the statistically significant correlation between the four areas of the study

Importance of the study

1. Bridging the gap between colleges of education and the Ministry of Education in the State of Kuwait.
2. This study is one of the first studies that dealt with synergy between colleges of education and the Ministry of Education in the State of Kuwait.
3. This study is an opportunity to communicate the voice of educational leaders in colleges of education and the Ministry of Education through the use of the scientific objective methodology.

4. This study is meant to support educational decisions that seek to develop synergy between colleges of education and the Ministry of Education in the State of Kuwait.

Limitations of the study

- Topic-related limitations: This study is confined to the reality of synergy between colleges of education and the Ministry of Education from the perspective of the educational leaders.
- Human resources limitations: The study involved 50 members of the teaching staff from the College of Education at Kuwait University, 50 members of the teaching staff from the College of Basic Education, 50 leaders from the Ministry of Education, 150 leaders from the educational regions, and 150 leaders from public education schools in the state of Kuwait.
- Temporal limitations: This study was conducted in the second half of the school year 2018-2019

Key terms

- **Synergy**: the process of moving from chaos to order. It is also known as collaboration or synergetic influence (Haken 2014).
- **Synergy**: the interaction of the human resources within an organization to achieve a common impact or goal that will benefit all participants in this synergy and produce better value than that which would be produced by one party (Aldaihani, 2017).
- **Synergy** is also officially defined as the process of collaboration and cooperation between college of education and the Ministry of Education to achieve common goals and reach better value.

Methodology and procedures

1. The methodology of the study

The researcher adopted the analytical descriptive approach which used the opinions of a sample of the teaching staff from the different colleges of education and employees from the ministry of education by distributing a questionnaire about the reality of synergy between colleges of education and the Ministry of Education from the perspective of educational leaders. This questionnaire consisted of 39 entries.

2. Participants in the study

Participants in the study include members of the teaching staff from the Colleges of Education, Kuwait University and the general authority for applied education and the Ministry of Education 2017-2018.

3. The study sample

The number of participants reached 450 from the teaching staff of the Colleges of Education, employees from the Ministry of Education's general office, educational districts and schools. A small sample was selected randomly. The number of males in the sample was 274 (60.2%) and females 176 (39.8%)

we notice that the percentage of participants from the College of Education, the College of Basic Education, and the office of the Ministry of Education are equal (11.1% each) in comparison with participants from the educational regions and schools (23.3%). As for the variable of experience, it is noted that the predominant ratio is experience ranging from 10 to 15 (34.2%). The rates of participants with experience less than 5 years and those with experience from 10 to 15 years converged by 23.0%. The lowest participation rate was from those with experience more than 15 year (19%).

The Questionnaire

In order to achieve the objective of the study, the researcher prepared a questionnaire to identify the reality of synergy between colleges of education and the Ministry of Education in the State of Kuwait from the perspective of the educational leaders. This questionnaire contained 39 entries under four areas; First, the reality of synergy between colleges of education and the Ministry of education from the perspective of the educational leaders (10 entries). The second area (14 entries) areas of synergy between colleges of education and the Ministry of Education. The third area (6 entries), objectives of the synergy between colleges of education and the Ministry of Education, and the fourth area (9 entries), proposed mechanisms to increase synergy between colleges of education and the Ministry of Education. The researcher made use of previous studies and the theoretical framework. He also used Likert scale (very strong= 5, 4 = strong, 3 = average, 2 = weak, very weak= 1)

Using the five-level Likert scale, each entry was followed with a five-step scale to measure the extent to which the sample members agreed on the content of the statement. For the purpose of

monitoring the scores, the researcher determined the rating of the terms of the questionnaire as follows:

- The paragraphs that had an average that fluctuated between (1-1.8) were rated (very weak).
- The paragraphs that had an average that fluctuated between 1.8 - 2.60 were rated (weak).
- The paragraphs that had an average that fluctuated between (2.61-3.40) were rated (average).
- The paragraphs that had an average that fluctuated between (3.4 - 4.20) were rated (strong).
- The paragraphs that obtained an average of between 4.21-5 were rated (very strong).

Validity of the questionnaire and its stability:

1. Validity of the questionnaire

- **Credibility of the judges**

The researcher calculated the veracity of the questionnaire, where it was arbitrated by a group of colleagues, specialized professors and experts in the College of Education and specialists in the Ministry of Education.

- **Internal consistency**

The researcher had the questionnaire completed by randomly selected members **of the teaching staff from the Colleges of education**. The number of participants was 30 individuals. The purpose of this sample was to calculate the veracity of the internal consistency in order to determine the consistency of each entry with the total score of its field. To do this, the correlation coefficient was calculated. This step resulted in a significant correlation for each item with the total score of the field at the level of 0.01, indicating that the questionnaire has high internal consistency.

2. Stability Procedures

The researcher calculated the stability of the questionnaire on the randomly selected sample, which numbered 30 individuals using the Cronbach's Alpha method. The results were as shown the extraction of the stability coefficient using the internal consistency method according to Cronbach's Alpha, applied on the survey sample (n= 30). The stability coefficient value for the first field is 0.91. The stability value of the second field is 0.90. The value of the stability coefficient for the third field is 0.92. The value of the stability coefficient for the fourth field is 0.87. These are high values and thus considered acceptable and suitable for use as a data collection questionnaire to answer the study questions.

Statistical methods used in the study:

- Frequencies and the percentage of sample frequencies. (Frequency - Percentage)
- Measurements of central tendency of mean and standard deviations
- Pearson correlation coefficient to determine the direction and nature of relations between variables
- Multivariate Analysis of variance Test (MANOVA)

Findings

Question 1: What is the reality of synergy between colleges of education and the Ministry of Education from the perspective of educational leaders?

To answer this question, the arithmetical means and standard deviations of the four areas of the study were extracted and ranked in descending order according to importance. The descriptive statistics of the opinions of study sample on the reality of synergy between colleges of education and the Ministry of Education. The arithmetic mean of the field (3.18) with the standard deviation of (0.60) indicates a medium degree of rating. The highest forms of synergy for section (4), which states that "colleges of education and the Ministry of Education cooperate in educational projects to achieve sustainable development in the field of education," with an arithmetic mean of 3.50. Next was section 8, which states that "there is a database and shared information between colleges of education and the Ministry of Education, which supports the decisions and joint educational projects" with an average of 3.45, and then section (3), which states "the synergy between colleges of education and the Ministry of Education in organizing

joint scientific conferences” with an average of (3.39). As for section 5, it had the lowest arithmetic mean (2.39) and it states that “colleges of education and the Ministry of Education cooperate in voluntary work to serve the Kuwaiti society.”

The rest of the entries obtained arithmetic means between (2.56 and 3.36). The descriptive statistics of the opinions of sample of the study on the areas of synergy between colleges of education and the Ministry of Education. The arithmetic mean of the field is 2.68 with a standard deviation of 0.48, and it indicates a medium degree rating. The highest areas of synergy in section 9 which states “synergy in the provision of joint specialized services, marketing them and making use of them scientifically and materially” had an average of 3.44. Next was section 8, which states “synergy in field visits of students of colleges of education to the departments of the Ministry of Education, educational regions and the provision of support to researchers and postgraduate studies” had an average score of 2.87. Section 2 which is about the “evaluation of the Ministry of Education's outputs of high school students at the end of each academic year, in addition to analyzing the final results and using them in joint Development Operations” had an average of 2.83. As for section 1, which had the lowest average (2.38) and which states the “evaluation of outputs and products of Colleges of education that can be exploited in the work of the Ministry of Education” had medium rating.

The rest of the entries obtained averages between 2.41 and 2.76. the descriptive statistics of the opinions of sample of the study on the objectives of synergy between colleges of education and the Ministry of Education. The arithmetic mean of the field was 2.63 while the standard deviation was 0.56 indicating a medium rating degree. The different sections had arithmetic means that fell between medium and weak, whereas the highest objectives of the synergy for section 2, which is about activating the role of synergies between colleges of education and the Ministry of Education in serving the Kuwaiti society and providing for its human, scientific and cultural needs had an arithmetic mean of 2.84. With an arithmetic mean of (2.72), section 5, which is about taking advantage of the expertise of scientific college members, came in the second place. As for section 6, which addresses taking advantage of the expertise of the staff of the Ministry of Field Education in the development of work in the Colleges of education had an average of 2.60 which is rated poor.

While the rest of the sections got arithmetic means between (2.41 and 2.54). These are sections 1 and 4, which are about “fostering the culture of synergy, exchanging ideas and experiences between the Colleges of education and the Ministry of Education” whose rating is considered low. The descriptive statistics of the opinions of a sample of the study on the areas of mechanisms proposed to increase synergy between colleges of education and the Ministry of Education. The arithmetic mean of the field was 3.40 with a standard deviation of 0.71 indicating a medium rating. Four proposals received high arithmetic means and were highly rated. These proposals are presented in section 7, which is about the “exchange of visits and using them for the purpose of synergy between colleges of education and the Ministry of Education.” The

section had an arithmetic mean of 3.81, followed by section 9 which is about “protecting the roles and clearly defining them in the processes and projects of synergy between the Colleges of education and the Ministry of Education.” This section had a mean of 3.73. As for section 8, which is about the “establishment of specialized work committees between colleges of education and the Ministry of Education to execute joint projects,” it had an average of 3.65. Section 6, which is about “conducting continuous evaluation studies for the effort of synergy between the Colleges of Education and the Ministry of Education” had an arithmetic mean of 3.55. While section 1 had the lowest averages of 2.96. This section is about “promoting effective communication between the Colleges of education and the Ministry of Education.” This section had a medium rating. The rest of the sections had arithmetic means between 2.96 and 3.55.

Question 2: Do the ratings in the sample of the study differ from the reality of synergy between colleges of education and the Ministry of Education according to gender, experience and employer.

To answer this question, Multivariate analysis of variance (MANOVA) was used to detect differences between the arithmetic means in the sample responses according to the independent variables of the study areas.

The absence of statistically significant differences for the fields of the study according to the job sector, **which means that the job sector does not affect the reality of the synergy between colleges of education and the Ministry of Education.**

For the gender variable, the results of comparisons T-test resulted in statistically significant differences at the level of 0.05 in the area of “proposed mechanisms for increasing synergy between colleges of education and the Ministry of Education” with an average of 2.84 in favor of females in comparison with 2.84 for males. This means that females are more supportive of special proposals to increase the level of synergy between colleges of education and the Ministry of Education. The researcher points out that there are no differences in the other fields. This is because males and females are in a similar educational environments and similar circumstances, and they both have the same opportunities to see for themselves the reality of synergy between Colleges of education and the Ministry of Education.

As for the experience variable, the results of the ANOVA comparisons yielded significant differences at the level of 0.05 in the field of the reality of synergy between the Colleges of education and the Ministry of Education for the short experiences (less than 5 years) with an average of 3.36 in contrast with intermediate experiences (5-10 years) with an average of 3,06. There were also statistically significant differences at the level of 0.05 in the field of “the reality of synergy between colleges of education and the Ministry of Education for shorter experiences (less than 5 years)” with an average of 3.36 in contrast with experiences 10 to 15 years with an average of 2.92. This means that shorter experiences are more supportive of synergy between colleges of education and the Ministry of Education than intermediate experiences.

Question 3: Is there a statistically significant correlation between the four study areas?

To answer this question, Pearson's linear correlation coefficient was used. A positive correlation between the area of the “objectives of synergy between colleges of education and the Ministry of Education” and the area of “areas of synergy between colleges of education and the Ministry of Education” at the level of 0.01. **The researcher attributes the relationship between the objectives of synergy and the areas of synergy to the existence of synergy between the Colleges and the ministry.**

There is also a positive correlation between the proposed mechanisms for increasing synergy between colleges of education and the Ministry of Education at the level of 0.01.

There is also significant positive correlation between the “proposed mechanisms for increasing synergy between colleges of education and the Ministry of Education” and the “areas of synergy between the colleges of education and the Ministry of Education” at the level of 0.01, while there was no significant correlation between the reality of synergy between colleges of education and the Ministry of Education and other areas. The researcher believes that the proposals can be generalized because they have been linked to the goals and areas to be applied.

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