

**Managing change process: A case study of a private school in  
Sharjah.**

عملية تغيير إداري : دراسة حالة لمدرسة خاصة في الشارقة

by

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## DECLARATION

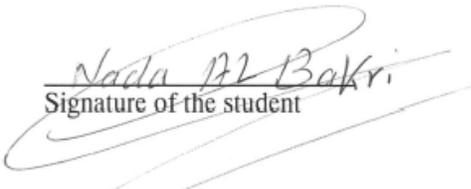
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## **Abstract**

Change process management is considered nowadays as one of the most important indicators of success and progress in societies. Due to the fact that most school administrations face a lot of difficulties and challenges concerning the management process, it becomes necessary for them to adopt a real change and work on the possible ways to achieve this change. The significance of change process management increases as the modern world trends of education and learning require a change. However, change needs the leadership to engage in organized and planned efforts to achieve the sought after goals. These efforts include utilizing a proper scientific employment policy of human and material resources, using technology in the educational organizations, and creating motivation among workers to participate and cooperate in making decisions.

This paper examines the importance of implementing a managing change process and how the effective change is managed in private schools in the United Arab Emirates. The study investigates the effect of motivation, teacher and parents' inclusion in making decisions, and job satisfaction on the success of such a change project. The study also proposes a model that would accomplish the management of a change process in private schools. To achieve the objectives of the study a case study was carried out in a private school in Sharjah. In addition, a concurrent mixed-methods approach was adopted to select the research instruments which consisted of questionnaires distributed to teachers and parents as well as semi-structured interviews conducted with the principal and decision makers. The purpose of the questionnaires was to collect as large numbers as possible of teachers and parents' viewpoints about job satisfaction, teachers' inclusion in decisions making, and parents involvement in the management process. The semi-structured interviews were carried out to elicit the perspectives of the principal and decision makers towards change process management. The findings confirmed that when job satisfaction is achieved and teachers and parents are motivated and involved in the managing process then the effective and fruitful management of the change process will be achieved. The research recommends the importance of acquiring successful change process management treatments around the world to get benefits from positives and leave the negatives, so that we can reach globalization, and achieve the UAE vision and mission towards education.

## ملخص الدراسة:

تعتبر إدارة عملية التغيير في أيامنا الحالية واحدة من أهم سمات النجاح والتقدم في المجتمعات . حيث أن ادارات المدارس تواجه الكثير من الصعوبات والتحديات الشيء الذي يدفعهم للخضوع للواقع والتأقلم معه والمضي به وخاصة بما تقتضيه توجهات العالم الحديث نحو التربية والتعليم .ولكن التغيير يحتاج الى قيادة تتضمن جهود وتخطيط منظم لتحقيق الهدف من خلال توظيف الكفاءات العلمية الملائمة من الموارد البشرية وتوظيف التكنولوجيا في المؤسسات التعليمية وخلق الدافعية بين العاملين للمشاركة باتخاذ القرارات المشتركة.

تهدف هذه الدراسة الى أهمية إحداث عملية تغيير إداري وكيفية إدارتها في مدرسة خاصة من مدارس الشارقة في دولة الامارات العربية المتحدة ، وذلك من خلال قياس أثر الدافعية والرضى الوظيفي والمشاركة الفعالة من قبل صناع القرار والمدراء والمعلمين و أولياء الأمور في اتخاذ القرار وأثر ذلك على نجاح عملية التغيير .وللحصول على أغراض البحث فقد أجريت دراسة حالة لمدرسة خاصة في الشارقة. بالإضافة الى ذلك لقد حرص الباحث في هذه الدراسة الاعتماد على الأسلوب المزدوج في البحث الكمي والكيفي وذلك لجمع أدوات البحث والمكونة من استبيانات وزعت على المعلمين وأولياء الأمور ومقابلات أجريت مع المدراء وصناع القرار تهدف الى جمع أكبر عدد ممكن من استطلاع آراء ووجهات نظر المعلمين و أولياء الأمور حول موضوع الرضى الوظيفي عند المعلمين ومشاركة أولياء الامور في اتخاذ القرار وانخراطهم في أعمال المؤسسة. كما أجريت المقابلات مع المدراء وصناع القرار لمعرفة نظرتهم لعملية التغيير.

أثبتت الدراسة بأنه عندما تتمكن القيادات المدرسية من خلق الدافعية و الرضى الوظيفي لدى المعلمين و أولياء الأمور واشراكهم في اتخاذ القرار عندها فقط تحدث عملية التغيير الفعالة والمثمرة. كما أوصى الباحث بضرورة الاطلاع عل التجارب الناجحة حول العالم في احداث عملية التغيير للاستفادة من الايجابيات والتخلي عن السلبيات وبذلك يمكننا الوصول الى العالمية وتحقيق رؤية دولة الامارات العربية المتحدة

## **Dedication**

I dedicate this project to my beloved family for their continuous encouragement, to my husband for his support and patience, and for my colleagues and students to read and get benefits from this research.

## **Acknowledgement**

I thank Allah the Almighty for blessing me with the guidance and much needed support. I would like To express my appreciation to my husband for his assistance and my gratitude to Doctor Abukari for his input and valuable supervision. My sincere appreciation goes to doctor Rehab Al Bakri and Hasna Elkadri for their relentless support. Finally, I am thankful to the teachers, parents, principals, and decision makers of Al Durrah International school ,and Ministry of Education , who made this research possible.

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## **Chapter One: Introduction**

“For time and the world do not stand still. Change is the law of life. And those who look only to the past, or the present, are certain to miss the future” (Kennedy, 1963, p. 2) Change today is something inevitable and continual in all aspects of life. Gallacher (2004) explains that “It is unrealistic to expect a break from change, or to count on a period of consolidation” (p. 1). Managing change process is an important phenomenon that organizations and educational institutions have to go through to be able to meet the demands of the changing environment. This chapter introduces the study that took place in a private school in Sharjah. Chapter one provides some background information about managing change process and its role in society would be discussed. The chapter also presents the purpose, the significance, and the rationale of the study. In addition, the research questions will be introduced followed by an outline of the overall study.

### **1. 1 Background of the study**

What is happening nowadays? Everything is running faster and faster. The technological revolution brought a significant change in every aspect of life. Not only that, but it also played a great role in changing the way of thinking, and how priorities are arranged in the life of human beings. This revolution has a noticeable effect on the global change as it connects the whole world together in various fields such as economy, education, trade, commerce, agriculture, medicine, engineering, business and so on, and so forth “Information technology had become a very important part of human life. It is valuable source for all sectors, may be education, corporate management, personal, planning, decision-making, resource utilization or any activity of modern life” (Pathak and Chaudhary, 2012, p. 237).

Change is defined as “to make someone or something different” (Merriam Webster Dictionary). Change is the window through which the future enters your life. It is all around you, in many types and shapes. You can bring the change yourself or it can come in ways that give you little choice about what, when, and how it should take place. Fighting against change shows it down or diverts it, but it

will not stop it. However, if you wish to succeed in this rapidly changing new world, you must learn to look at change as a friend, as one who provides you with an opportunity for growth and improvement.

Change is everywhere around us. It always was and always will be. Our lives, the whole universe exist by the grace of continuous change. Everything around us is changing; our bodies, the weather, trees and plants, rivers and seas, our relationships, friends, colleagues, they all change. We live through change every day and we are extremely capable of dealing with it. More than ever, we live in times of change. Our organization will have to face the fact that what was will disappear. We will have to adjust and reinvent ourselves or we will be pushed aside and others will take our place.

Managing change process is the sequence of steps or activities that a change management team or a project leader would follow to apply change management in an organization in order to drive individual transition and ensure the project meets its intended outcomes. Today, teams and organizations face rapid change like never before. Globalization has increased worldwide opportunities for more growth and development. The ability to manage change, while continuing to meet the needs of stakeholders, is a very important skill that is required by today's leaders and managers.

Karanja (2015) defined organizational change as “any action or set of actions resulting in a shift in direction or process that affects the way an organization works” (p. 232). Organizational change occurs when a company makes a transition from its current state to some desired future state. Managing organizational change is the process of planning and implementing change in organizations. However, this change must be realistic, achievable, and measurable and the aspects of change are especially relevant to managing personal change such as (before starting organizational change ask yourself: What do I have to change?) Change in an educational organization is essential because it affects all individuals and societies. It is a very crucial step, which is most likely done by the decision makers to create a new atmosphere that helps rebuild the organizations and keep up with the time of global developments and changes.

Teachers' participation in decision making means involving teachers in the school decisions that would lead to a better performance as far as curriculum, instructions, and the quality of education are concerned. Hulpia, Devos, and Rosseel (2009) explains teachers' involvement in making decisions as “the informal contribution of all school team members in the decision-making process of the school

[...] school-leaders should provide leadership while operating under a participative and collaborative arrangement that actively seeks to involve various individuals from the school community in the decision-making process” (p. 3). The result of involving teachers in school decisions would reflect on their commitment and positive collaboration to implement these decisions. On the other hand, Job satisfaction is defined as “the feeling and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling” (Cambridge Dictionary Online). Teachers’ participation in decision making and job satisfaction are closely related, since when teachers show commitment and responsibility towards the school decisions which they participate in making, they will be satisfied, promoted, and convinced with the type of job they have to do.

### **Aim of the study**

The aim or purpose of the study is to investigate the role of motivating teachers in educational contexts, especially in a private school in Sharjah, considering teachers as the main source of human resources, involving them in making school decisions, and measuring their job satisfaction to achieve the change in the managing process. Actually, this study concentrates on the factors that affect the managing change process such as motivation, job satisfaction, teachers’ participation in decision making, and the role of decision makers, school principals, teachers, and parents. Examining the previous factors would shed some light on the way the managing change process should be implemented and determines the extent to which teachers’ motivation and involvement as well as job satisfaction would affect the management performance. The outcomes of examining these factors could later be utilized to provide effective methods to achieve the managing change process.

### **1.2 Significance of the study**

A growing number of scholars have studied change process management such as (Bush, 2016; Morrison, 2010; Wallace, 2003). These studies focused on different aspects of the change process including motivating employees and leadership perspectives (Ellis, 1984; Keung, 2008, Lai and Cheung, 2015; Speck, 1996; Sternke and Hansen, 2011). However, the present study is motivated by

the paucity of studies in the literature through focusing on managing a change process in private schools. This paper examines the importance of implementing a change process and how the effective change is managed in private schools in the United Arab Emirates. The case study was conducted at a private school in Sharjah, which follows the American curriculum and teaches students from (K-12). The purpose is to investigate the effect of motivation, teacher and parents' inclusion in making decisions, and job satisfaction on the success of such a change project. The outcomes of examining the previous mentioned factors on managing a change process can be utilized later to provide effective techniques that would accomplish change process management in private schools.

DeStefano (2002) stated that "because education is inherently a labor -intensive endeavor, a district's human resources practices have a tremendous influence over the school's ability to succeed" (cited in Cranston, 2012, p. 4). Taking the previous saying into consideration, the significance of the study can be seen in focusing on issues that represent the basics upon which the management of an educational institution should be built. It would highlight the problems that teachers have in their jobs, concentrating on the role of decision makers and school principals in improving the managing process, and identifying the effect of involving members of the educational community in taking decisions at an educational organization. Bush (2007) provided an explanation of the importance of effective leadership in schools

There is great interest in educational leadership in the early part of the 21<sup>st</sup> century because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need the leadership of highly effective principals and support from other senior and middle managers (p. 391).

Motivation is one of the essential requirements and plays an essential role in developing organization. Today's educators need more than inviting them to a lunch to be motivated to work, or to feel reinvested or impassioned by what they are doing. Teachers will be motivated when they are given a role to play, because they are leaders in their classrooms. Most teachers do need to adhere to a set of curricula most of the time, but giving them a little wiggle room can motivate them to excel. If they take that space of freedom, they will be more creative, and inventive. Moreover, the participation of parents in the decision-making process is a pivotal factor for increasing their feeling of inclusion. On the other

hand, parents play a crucial role in the managing change process. Parental involvement in school and positive parent- teacher interaction have also been found to positively affect teachers' self-participation and job satisfaction. Parents should attend the general meetings with teachers, or the school events and volunteer or serve on a committee. A recent meta-analysis showed that parental involvement in school life was more strongly associated with high academic performance and good behaviors of students.

In addition, the significance of this study can be seen in the fact that it is fuelled by the principles of the United Arab Emirates vision and strategy (2021) as follows:

- 1) The study aims to contribute to the literature documenting change process management by enhancing the role of administrators through devising successful planning and enforcement
- 2) seeks to enhance effective coordination and cooperation between the administration, the teachers, and the parents.
- 3) focuses on the effective ways to deliver high-quality administrative performance and a first-rate education system.
- 4) concentrates on the possible ways to invest in teachers' capabilities and develop the school leaders.
- 5) pursues a school that applies strategic thinking, continuous performance improvement, and superior results.

Based on the researcher's experience and observation of what has been happening in the school as far as management and decision making are concerned, it could be said that the management process needs to be changed to improve the quality of school performance. The researcher's long experience in management and leadership positions enabled her to observe and feel how much teachers and parents affect school performance. So, one of the motives behind addressing the managing change process is the strong personal desire to understand how the managing change process can be affected by different factors and whether these factors can be used in an effective way to achieve the best performance. Actually, the significance of this study lies in its being one of the very rare studies that specifically handle the managing change process in private schools in Sharjah. Despite the fact that some studies were conducted in the United Arab Emirates to investigate similar factors such as Nemaei (2012), Thomas (2011), and Mohamed (2011), this study is unique due to the context where it took place and due to investigating and combining the perspectives of the decision makers, the principal of the school,

the teachers, and the parents in one study. Moreover, the current study is important because it acts as a response to the researcher's constant calls to the school leaders to direct more attention to the role of motivation, job satisfaction, and teachers' involvement in achieving the managing change process.

### **1.3 Rationale of the study**

Schools play a very important role in creating a suitable climate to change, but these changes require a systemic change in the educational systems. The purpose of the systemic change is to create a better educational system than what currently exists, because it is based on achieving the needs of teachers and learners. Schools can contribute to implementing change if the decision makers determine the change, and then start to prepare and plan for it. After implementing it, they sustain it. Therefore, the four steps help them create change gradually and successfully.

As an administrator, the researcher is baffled by the way the management process is going on at the private schools, and by the perspectives of the school community about change process management. School decisions are taken by the principal alone, or in association with the management team, and are influenced by the external environment without considering the opinions of the teachers working in the same school. Teachers suffer the lack of motivation and involvement in the management process. Moreover, there are some problems in the educational organization that lead to lack of job satisfaction. In addition, the improvement of managing a change process is not sufficient to stand the global change. School administration, teachers, and parents provide different opinions towards this process. Examples of these opinions are: teachers are motivated when focusing on professional development because they find its valuable approach through work. Administrators motivate teachers through building a bridge of trust and respect between them, using positive and respectful language at all times. The administrators should listen to teachers' points of view, share with them the problems and obstacles the school faces. This participation will motivate them to achieve their goals and perform better. The seriousness of change process management incentivized the researcher to probe into this issue and examine the different aspects that affect the process.

### **1.4 Research Questions**

The study is guided by the following research questions:

1. To what extent does the role of decision makers, school principals, teachers, and parents affect the managing change process?
2. What are the factors that affect the managing change process?
3. What are the reactions of teachers and parents to the improvements in the managing change process?
4. What are the effects of improving the managing change process on schools' performance?

### **1.5 Outline of the study**

The aim of the case study is to investigate the importance of implementing a change process and how the effective change is managed in private schools in the United Arab Emirates. The purpose is to examine the effect of motivation, teacher and parents' inclusion in making decisions, and job satisfaction on the success of such a change project. Chapter two presents the theoretical framework of the study represented by a hybrid of three theories which are the theory of motivation, the theory of change, and the behavioral change theory, which all constitute the basics to be used in analyzing and interpreting data. In addition, chapter two reviews the body of literature relevant to the main factors discussed in this study that are motivation, teacher and parents' inclusion, and job satisfaction. Chapter three focuses on the research approach and methodology used in this research and includes the research approach, site selection, participant selection, data collection instruments, the selection of data analysis methods, limitations of the study, and ethical issues. Chapter four includes results of data analysis such as interpreting the answers of the semi-structured interviews and the results of analyzing the questionnaires. Chapter five presents the findings of the study and these are discussed in the light of the literature review and the research questions. Chapter six provides pedagogical implications, suggestions for further research, and the conclusion of the study.

## **Chapter Two: Theoretical Framework and Literature Review**

### **2.1 Introduction**

This chapter presents the theoretical framework of the study which is a hybrid of three dimensions; the theory of motivation, the theory of change, and the behavioral change theory. The theoretical framework chosen in this study will help provide a better understanding of the research problem, craft a logical argument, limit the focus on specific variables, define viewpoints, and interpret the data collected in this research. The chapter reviews the literature relevant to these theories as well as the theories associated with the factors involved in the current study including teachers' motivation, job satisfaction, teacher and parent's inclusion in decision making. The studies that investigate the effectiveness of employing the managing change process are also introduced.

### **2.2 Theories of motivation**

Motivation is described by researchers as a crucial factor that leads to leadership effectiveness. It is the theoretical construct that can be employed to understand people's behavior, desires, and needs. Rost (1993) explains that “the effectiveness of leadership depends on a process of influence, whereby employees are inspired to work towards goals, not through coercion, but through individual motivation” (cited in Nemaei, 2012, p.35). The motive is the drive that causes people to behave in a particular way to achieve their goals. Koontz and Wehrich (2015, p. 287) define motivation as

a general term applying to the entire class of drives, desires, needs, wishes, and similar forces. To say that managers motivate their subordinates is to say that they do those things which they hope will satisfy these drives and desires and induce the subordinates to act in a desired manner.

Furthermore, Walker and Miller (2010) relate motivation to self-fulfillment, which means that personal needs are those that motivate people. They define motivation as an endless recursive cycle of need and

satisfaction “You have a need, you look for a solution, you take the action to satisfy the need, and another need appears.... This continuing cycle explains why workers' needs evolve and change as their own situation changes” (p. 183). This means that when people are not satisfied or their need is not fulfilled, they will spend the time trying to fulfill them. When needs are fulfilled, there will be no longer a motivator, rather it turns to be the predominant motivation.

Researchers distinguish between two kinds of motivational theories which are content theories and process theories. The content theories help the researcher understand the content of what motivates people, while the process theories focus on the process of motivation to explain how individuals are motivated. Roussel and Swansburg (2006) explain that content theories concentrate on "factors or needs within a person that energize, direct, sustain, and stop behavior" (p. 316). Singh (2010-2011) provides a categorization of the content and process theories. Content theories include Maslow's need hierarchy theory, Herzberg two factor theory, Alderfer's ERG theory, and achievement motivation theory. The process theories or contingency theories focus on the interrelation between the variables such as job satisfaction, perceived rewards or lack of rewards. The process theories include goal setting theory, Vroom's expectancy theory, Adam's equity theory, and Porter's performance satisfactory theory.

Based on the idea that motivation is the force within a person that influences or directs his/her behavior and pushes the individual to take action to satisfy unmet needs, motivational theories differentiate between intrinsic and extrinsic motivations. Huston and Marquis (2009) define intrinsic motivation as it "comes from within the person, driving him or her to be productive. To be intrinsically motivated at work, the worker must value job performance and productivity" (p. 422). People who have high self-confidence and beliefs about their own abilities to succeed are more likely to have high levels of intrinsic motivation. Extrinsic motivations such as money, rewards, and insurance are reinforced by the work environment and usually take place after the work has been completed. Rutledge (2008) adds that the factors that determine the intrinsic motivation are affected by the body, mind, spirit, and soul. While the behaviors and the changes control the external factors in extrinsic motivation. She adds that "Human beings are taught the value of external motivation factors, thus indicating that extrinsic motivators are flexible and unpredictable within each individual's definition of worth or meaning" (p. 33).

The importance of studying the theory of motivation is that it displays the great effect that motivational factors have on people's potentials and performance. The higher the employees' potentials, the higher the level of output that will be achieved. These theories help the managers by providing tools to motivate their employees. Despite the fact that Herzberg's theory emphasizes that salary is a considerable factor to avoid the employee's dissatisfaction, it is not necessary enough to force people to increase their productivity and achievement. It can be said that in some cases the financial support plays a significant role in motivating people, since it meets their needs to achieve their goals. To increase the quality of work and the efficiency of the employees, leaders must understand and respond to the intrinsic and extrinsic motivations of their employees, such as building friendly relationships, stability of work force, and encouraging self-development. In the case of this dissertation, motivating teachers in the school is an important factor that would lead to better performance. If the school leaders are seeking to achieve high quality of education and job performance, they have to consider the significance of motivating teachers and parents and focus on aspects such as the financial issues, the professional development and inclusion in decision making.

The following section will discuss one of the most important theories related to the theory of motivation which is Maslow's motivation theory.

### **2.2.1 Maslow's motivation theory**

Maslow's theory of need hierarchy is considered as a content theory of motivation. In the theory of human motivation, Maslow in 1943 introduces the hierarchy of needs theory in which he concentrates on the idea that individuals' needs must be met before they become motivated. In the theory of hierarchy of needs, Maslow sees "human needs in the form of a hierarchy, ascending from the lowest to the highest" (cited in Koontz and Weihrich, 2006, p. 290). The first four levels are categorized as deficiency or deprivation needs since the lack of one of these needs will cause a deficiency and consequently a lack of motivation to fulfill other needs. The levels are:

1. Psychological needs which represent the basic needs that help people sustain life such as air, food, water, sleep, and shelter. The psychological needs are placed at the lowest level in the hierarchy but they become predominant when unmet. Maslow explains that unless these needs are fulfilled, people will not be motivated to achieve any further goal.

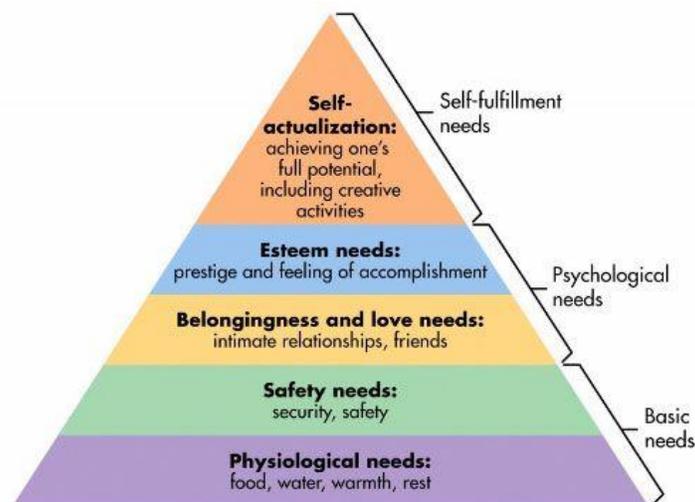
2. Security or safety needs include security of environment, employment and resources. This is represented by humans' need to be free of any physical danger or risk as well as the fear of losing a job, property, food, or shelter. During emergencies, the safety needs especially when it comes to health and security rise to the forefront.

3. Affiliation or acceptance needs which are also called as belongingness. These needs focus on the fact that people are human beings that need to belong to the place where they live and being accepted and loved by the society. They also include belonging to family and friends.

4. Esteem needs which represent confidence, self-esteem, achievement, and respect. Maslow explains that when people achieve belongingness, they will have the needs to be esteemed by themselves and by others. When people are satisfied with self-esteem, they will be recognized by others and they achieve power, prestige, status, and self-confidence.

5. Need for self-actualization which is considered the highest in his hierarchy. This level indicates the desire to "become what one is capable of becoming – to maximize one's potential and to accomplish something" (cited in Koontz and Weihrich, 2006, p. 291). Maslow calls them the growth needs since behavior at this level is not driven by deficiencies rather by personal desire.

The following diagram displays Maslow's theory of hierarchy needs.



**Figure 1: Maslow's theory of hierarchy needs**

Maslow's theory of hierarchy needs has inspired a growing number of researchers, and some of the studies supported this theory while others could not prove it. Lawler and Suttle, for example collected data from 187 managers. The results of their data analysis supported Maslow's theory but added two further levels of needs which were biological and other needs. However, other studies criticized Maslow's theory by proving that there is slight evidence of five needs levels and that these needs are even arranged hierarchically, since people can at the same time have strong social and esteem needs. Also, some researchers pointed out that Maslow's theory is not a theory of work motivation (Aswathappa, 2005), because the aspects that motivate people in organizations are only studied after Maslow's theory comes to existence. In addition, Hall and Nougaim (1968) could not find evidence of the hierarchy of needs. They discovered that there was a contradictory relationship between managers' advance in an organization and their biological and safety needs. This could be explained that the higher the need is prominence the lower career changes.

Despite the fact that Maslow's theory of hierarchy needs faces some criticism, this theory is related to my study. Teachers have psychological needs that should be fulfilled especially that most teachers are coming from different countries and are looking for housing and accommodations. When the school leaders provide these two issues, teachers will feel peace and safe while doing their jobs. However, this does not mean that teachers are not motivated to fulfill other desires, because they still need to feel secure and to be fired at any minute due to any reason. Being unemployed is a problem that all teachers are afraid to face. The acceptance needs are fulfilled when teachers work in a comfortable place where respect and friendly relationships are built between teachers and the administration and between teachers themselves. These relationships represent the social needs to be accepted by others and will provide teachers with the feeling of belonging to the school and will motivate them to work hard and achieve high level of quality performance. When teachers and even parents notice that their needs and opinions are respected and taken into consideration, a feeling of self-confidence will prevail among them. The self-confidence will provoke them to be creative in teaching and outside classroom activities. It is the responsibility of school leaders to develop a plan to accomplish these needs and at the same time it is the responsibility of teachers to help the administration by accepting to fulfill their desires gradually.

### **2.3 The theory of change**

The theory of change is an example of a comprehensive theory and is defined as a systematic and cumulative study of the links between activities, outcomes and context of the initiative" (Connell and Kubisch, 1998, p. 16). The theory provides a description of how a desired change would happen in a particular context and the reasons that encourage leadership to achieve this change. It concentrates on the missing points between the activities or interventions of a program and how these activities can lead to achieve desired-long term goals. It also describes the way in which these activities provide a description of the conditions that must be met in order for the goal to be maintained. The outcomes framework helps in figuring out the preconditions for achieving the long-term goal. By providing a detailed understanding of the way change happens, these preconditions lead to better planning of the activities, better evaluation, and measurable progress. Based on this description, it can be said that the methods of the theory of change are applied to different fields such as education, community and public health. In the case of this dissertation, the researcher explores the effectiveness of using these methods in an educational context, particularly in private schools in Sharjah.

The theory of change is described as "a theory-based approach to planning, implementing or evaluating change at any individual, organizational or community level." According to this description, it can be implied that the theory of change needs to combine two approaches which are the logical sequence resulting from critical thinking and a thorough investigation of the situation with the motivations and contributors of stakeholders and other people involved in this change. This approach has its roots in the 1960s, when Kirkpatrick uses the model to examine the effects of training on students. The theory of change has inspired an increasing number of researchers to develop different models based on studies conducted in different contexts. The following sections will introduce two models which are Lewin's three-step change model and Lippitt's phases of change theory model. The significance of throwing light on the theory of change and the models offered above is in their direct relation to the study under

discussion. In an educational context, especially in a private school where the principal represents the school leader, it is necessary to understand the steps of implementing the managing change process. Unless school leaders are aware of teachers' needs, motivations and capabilities to change, they will not be able to prepare the effective plans to achieve this change. Also, school leaders need to focus on the problems that the school faces and provide the suitable solutions as part of the change process.

### **2.3.1 Lewin three-step change model**

Lewins (1951) introduces a three-step change model (unfreeze-change-refreeze) which is based on a social-scientific view of behavior as "a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push employees in the desired direction. Restraining forces hinder change because they push employees in the opposite direction" (cited in Karanja, 2015, p. 234). Sengupta, Bhattacharya, and Sengupta (2012, p. 7) provide a detailed explanation of the three step-model as the following:

1. Unfreezing: the forces, which maintain the current situation in the organizational behavior, are reduced by negating the present attitude and behavior to create a perceived need for something new. It is facilitated by environmental pressure such as increased competition, declining productivity and performance, felt need to improve the style of work, etc.
2. Moving/changing: This stage involves a shift in the behavior of organizations by modifying system, process, technology and people. This phase can be explained in terms of compliance, identification and internalization. Compliance or force occurs when individuals are forced to change whether by reward or by punishment. Internalization occurs when individuals are forced to encounter a situation that calls for new behavior. Identification occurs when individuals recognize one among various models provided in the environment that is most suitable to their personality.
3. Refreezing: At this stage, actions are taken to sustain the drive for change and to facilitate the institutionalization process of the change even in a day-to-day routine of the organizations. Here, the desired outcomes are positively reinforced and extra support is provided to overcome the difficulties.

### **2.3.2 Lippitt's phases of change theory**

Lippitt, Watson, and Westley (1958) phases of change theory is considered to be an extended expansion of Lewin's Model of Change by distributing the process of change over seven stages. Swansburg (1996, p.291) explains the phases of Lippitt's model as the following: 1) leadership should diagnose the problem in the organization; 2) assess the motivation and capacity for change. At this stage, leaders are advised to determine possible solutions and recognize the advantages and disadvantages of each solution; 3) identifying the available resources whether tangible or capacity that help in motivating the employees to achieve the change; 4) preparing action plans and the objectives of the change; 5) determining the role that each member of the organization will place during the change process such as deciding on the cheerleader, the facilitator, and the expert. This stage is important since the employees can figure out the channels to look for information and increase motivation; 6) maintaining the change through continuous communication and feedback; and 7) terminating the helping relationship since the implementation of the goals of change become part of the organization's culture.

## **2.4 The behavioral change theory**

Behavioral change focuses on the change, transformation or modification that takes place in human behavior. The theories of behavioral change help explain why people's behaviors change through focusing on the factors that determine people's behavior such as the environmental, the personal, and behavior characteristic. Behavioral change has been the focus of researchers who work directly with constituents, organizations, governments or communities. Glanz, Lewis, and Rimers (1990, p. 17) explain that "individuals charged with this task can be thought of as interventionists whose goal is to design and implement programs or interventions that produce the desired behavioral changes". This can be achieved by a deep understanding of behavioral change theories and the way these theories can be put in action. The following sections will introduce three major theories of behavioral change, describe the key variables of each model, and explore the link between behavior change and attitude.

### **2.4.1 Prochasks and DiClemente's change theory model**

Prochasks and DiClemente's (1986) model of change behavior is described as a general model of process change and less specific. They create a spiral model consisting of several cyclical stages which are precontemplation, contemplation, preparation, action, and maintenance. The reason behind the

cyclical nature of the stages is that people do not always achieve their goals from the first time, and they need to try and put more efforts. Kritsonis (2004-2005) explains the movement of intentional change from one stage to another as the following: 1) precontemplation stage arises when the individual is unable to acknowledge the problems resulting from the existing situation. At this stage, people are not involved in any change process activities and may even insist that their behavior is normal; 2) contemplation stage happens when people's awareness exists and the individuals start thinking about changing their behavior, but still not ready to enroll in any change process; 3) the preparation stage takes place when people are ready to change and plan to do the change within two weeks. To plan, people need counseling, social support, and assistance to suggest solutions; 4) the action stage is characterized by engaging the individuals in changing activities, and 5) the maintenance stage includes the actions that boost the change and accompanied with establishing the new behavioral change to people's lifestyle and norms.

#### **2.4.2 Social Cognitive Theory**

Social Cognitive Theory has been developed by Bandura in the 1960s. The significance of this theory lies in concentrating on the role of the internal and external social dimensions (Bandura, 2006) that direct people's life. This means that people are driven by inner forces and that human functioning can be best described as a hybrid of behavior attributes, personal factors, and environmental influences. The theory considers people's past experiences which influence the reasons and the ways they engage in particular behaviors. Moreover, the theory focuses on the psychological aspects such as motivation and self-regulatory mechanisms. In 1986, Bandura discusses self-efficacy as the most important aspect that decides an individual's behavioral change, since the expected outcomes of the change clarify person's expectations to be able to perform the behavior. Mesquita and Chia-Wen (2015, p. 265) refer to Bandura's definition of self-efficacy as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances". Karanja (2015) elaborates that "reinforcement processes are used when an individual changes behavior due to rewards and positive incentives. The changed behaviors that are targeted will be given greater attention, better rewards, and performed more often" (p. 235).

Bandura (1986) introduces four sources of self-efficacy which are enactive performance attainment, vicarious experiences of observing others' performances, verbal persuasion, and physiological states. To begin with, Bandura considers that performance attainment is the most important source of self-efficacy, since individuals' abilities to perform their goals increase when they achieve success and consequently self-efficacy increases. On the other hand, when individuals face failure, their self-efficacy will decrease due to their inability to attain what they are looking for. As for the second source, it can be said that some people gain self-efficacy by observing the successful achievements of their peers. This observation has an effective impact on increasing self-efficacy because individuals will compare others' abilities to their own abilities to perform comparable tasks, especially when the individuals have little prior experience on the issues they are evaluated on. Mesquita and Chia-Wen, (2015, p. 265) explain the third source of self-efficacy which is the verbal persuasion. They clarify that this source has to do with the verbal messages that take place between individuals while interacting. When an individual receives social persuasions from people, the influence of these persuasion is to "help one to exert extra effort and persistence required to succeed if envisioned success is attainable". Finally, Bandura discusses the impact of the psychological status on increasing or decreasing self-efficacy by affecting their capabilities. When people have optimistic viewpoint, and are in a positive mood, their self-efficacy is enhanced, while being pessimistic, having negative moods, or experiencing depression will decrease self-efficacy.

### **2.4.3 Theory of reasoned action and planned behavior**

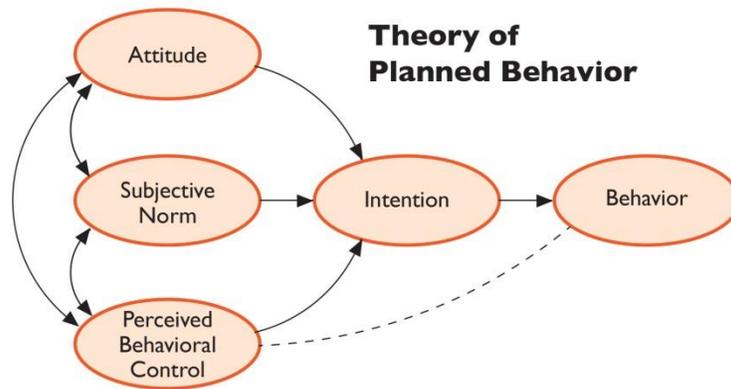
A number of studies indicate that an individual's behavior in social situations is influenced by social factors such as opinions and expectations of other people. The theory of reasoned action is introduced by Ajzen (1975) and later developed and extended by Ajzen (1985, 1991) to become the theory of planned behavior. Eysenck (2004, p. 635) explains the key points of the theory of reasoned action as the following: 1) measures of attitudes should be compatible with measures of behavior in terms of action, object, context, and time; 2) behavior depends in part on a subjective norm reflecting the perceived social pressure on the individual to carry out or avoid the behavior in question; 3) an individual's behavior is determined by his/her behavioral intention which in turn is determined by attitude towards the behavior and by the subjective norm; 4) attitude towards the behavior depends on behavioral beliefs and on the outcome evaluations; and 5) subjective norms depend on normative

beliefs and on motivation to comply. In the eighteens, Ajzen recognizes that the theory of reasoned action is limited, so he adds that behavioral control is another factor that influences behavioral intentions.

The theory of planned behavior is considered to be an extension of the theory of reasoned action (Ajzen, 1991) where the limitations in dealing with human behaviors are solved. Ajzen (2005, p. 117) provides the following definition of the theory of planned behavior as it is

based on the assumption that human beings usually behave in a sensible manner; that they take account of available information and implicitly or explicitly consider the implications of their actions. Intentions and behaviors are a function of three basic determinants, one personal in nature, one reflecting social influence, and a third dealing with issues of control.

In the theory of planned behavior, intention is believed to be essential, since it describes the motivational factors influencing human behavior. As a result, the stronger the intention to be involved in a behavior, the more likely the behavior will be performed. The performance of the behavior may also depend on non-motivational factors such as time, money, and skills. These factors together with the intention form the actual control over human behavior, which indicates that when the person has the intention and the required resources to perform the behavior, then he/she should succeed in doing this behavior. Another factor that is considered as basic in the theory of planned behavior is the perceived behavioral control which plays a role in the prediction of intentions and actions and differs across situations and forms of action. It refers to the human's perception of whether it is easy or difficulty to perform a particular behavior. Combining the behavioral intention and the perceived behavioral control helps predict the behavioral achievement. The perceived behavioral control is closely related to Bandura's (1977) concept of self-efficacy discussed in the previous sections. The following diagram displays the theory of planned behavior.



**Figure 2: The Theory of Planned Behavior**

The importance of studying this theory is that the researcher can make use of the joint between the intention and the perceived behavior control to predict people's behavior. This is useful when planning for the managing change process where a deep and thorough analysis of those who are involved in the change should be performed. By predicting what teachers could behave in particular situations, school leaders and principals could anticipate the problems that they may face as a result of teachers' behaviors and provide the suitable solutions. Also, principals can work on the prerequisites that lead teachers to behave in an effective way during the change process (providing resources and professional development), and avoid specific behaviors that cause troubles or stop the change process.

## **2.5 Literature review**

In light of the theories selected above which contribute to the construction of the theoretical framework, this section explores some of the wider perspectives that have influenced selection of the above theories. The studies in the literature review can be divided into two main categories: a review of the literature relevant to the theories of leadership and management, and a review of the studies that discussed the factors affecting the managing change process. These studies adopted qualitative and quantitative research approaches, employed different participants and used instruments such as questionnaires, and interviews in order to present different perspectives of the managing change process and the factors that affect this process. The reason for reviewing these studies is to get a wider picture of the factors affecting the managing change process such as job satisfaction, motivation, and teacher and parents' inclusion, and to identify the gap in the literature by not considering the current

situation at private schools in Sharjah. In addition, the results of these studies will be used later in answering the research questions in the discussion chapter.

### **2.5.1 A review of the literature relevant to the theories of leadership and management**

Balyer (2012) carried out a qualitative research study to explore the level of transformational leadership behaviors that school principals show during daily administrative practice. The study focused on four aspects of the transformational leadership which were the idealized behavior of leaders and the follower's attributions about the leader, the inspirational motivation or the way leaders motivate and inspire members of the school, individualized consideration, and intellectual stimulation that would result in creative and innovative ways to analyze problems and provide solutions. The researcher collected data using a purposive sampling of 30 teachers and semi-structured interviews as a research instrument. The results of analyzing the interviews confirmed the effectiveness of the characteristics of transformational leadership behavior in gaining teachers' satisfaction and encouraging co-principal ship to empower school management and deal with a lot of official procedures. In the case of my study, it would be useful to benefit from the transformational leadership behavior as a method to achieve job satisfaction and teachers' inclusion in decision making.

Lourmpas and Dakopoulou (2014) conducted a study in a context similar to the context of my study which is secondary school. They examined whether Greek leaders in secondary schools affect teachers' engagement in innovative programs in the educational system. These programs aimed to achieve transition from individual-memorizing to group-inventory methods. The researchers built theoretical framework on the motivation theories, since they consider motivations as the factors that affect people's abilities and attitudes. They emphasized that by understanding these motivations, they would be able to understand issues such as teachers' behavior, job efficiency, and self-satisfaction. To achieve the purpose of the study, Lourmpas and Dakopoulou collected data from teachers and leaders in three secondary vocational schools in Greece using two main research instruments which are questionnaires and interviews, which is similar to the instruments utilized in my study. The results of analyzing the data confirmed the influence of school leaders, especially principals, on the performance of the participants in this study. The researchers emphasized that school leaders should have wider prospects

of promoting extrinsic motivation by appraising teachers and giving them certificates and credits. Principals also need to be aware of teachers' basic needs such as accommodation and proper equipment. The study recommended that the Greek national policy can play a role in increasing teachers' motivation to achieve the best quality in education by providing the school community with the necessary knowledge and supporting the principals in developing innovative activities. The significance of this study is in its direct relation to my study by focusing on the relationship between teachers and principals and the way this relationship influences the quality of school performance. By pointing out the attitude that school leaders should adopt in motivating teachers and attaining self-satisfaction, the outcomes of the managing change process will be satisfactory.

Similar to Lourmpas and Dakopoulou, Burnett (2013) carried out an action research in an educational context. She wanted to follow the change process that the school principal followed and the way he integrated research-based leadership behaviors into his practice. This integration led to the redesign of the school and to improve student achievement. What distinguished this study from the studies documenting the literature of leadership and managing change process was that the researcher served as a leadership coach. The job of the coach was to co-construct, analyze, and interpret the process that the school principal passed through to make change in his daily practices. The researcher utilized a purposeful sampling strategy by focusing on one high school principal and collected data using the transcriptions of weekly meetings, teaching and learning meetings, Email communication between the principal and his staff, observations of the principal's daily activities made by the researcher herself, staff newsletters generated by the principal, and field notes. The results confirmed cognitive and behavioral growth and changes and pointed out the practices that caused this growth such as a strong and trusting coach relationship, unrelenting reflection, and honest and probing professional dialogue. The robustness of this study is in using a hybrid of Cognitive Coaching, the Balanced Leadership Framework, and Participatory Action Research. This hybrid helped create a dynamic and effective process, co-construct meaning and understanding of the principal's beliefs, plan, act, observe and reflect on the daily behaviors. It can be implied that by being closer to the context and having the possibility of observing daily behaviors of the school leaders, an effective change process can be planned and implemented.

### **2.5.2 A review of the literature relevant to the factors affecting the managing change process**

Cranston (2012) conducted a study to examine the approach adopted by one group of principals for hiring decisions. He wanted to identify the criteria used in hiring decisions through four sub-categories of person-environment fit represented by person-vacation, person-job, person-organization, fit, and person-group fit. Using a qualitative approach and semi-structured interview as a research instrument, the researcher employed eight principals to examine their perceptions of teacher hiring and teacher candidate fit with the school culture. The findings confirmed that principals play an important role in assessing teachers. By using various dimensions of fit assessment, principals may choose teachers that might have little formal preparation to increase the reliability of this assessment. The importance of the results of Cranston's study is in providing a way to choose teachers that would play an effective role in maintaining the change process. This kind of assessing teachers can be applied to administrators to guarantee the best quality of school community.

Evans (2001) carried out a study to explain that leadership is the key factor that might affect job-related attitudes especially morale, job satisfaction and motivation in school teachers and in academics. She made a comparative analysis of the findings of two previous studies (Evans, 1997, 1998) in order to investigate what exactly would affect educators' jobs. Using observation, semi-structured interviews, and questionnaires as research instruments, the researcher collected data from 32 teachers representing four different schools. The findings showed the indirect influence of leadership upon job-related attitudes. Participants pointed out that they wanted equity and justice, pedagogy, organizational efficiency, interpersonal relations, collegiality and self-conception and self-image. The results asserted the responsibility of leaders towards promoting positive attitudes by creating a work-context that achieved high morale, job satisfaction and motivation. The researcher recommended using what she called teacher-centered leadership approach. She elaborated that this approach

focuses on the individuals that make up a staff, rather than a staff unit as a whole; it treats individuals differently and is responsive to the diversity that constitutes the staff. The teacher-centered leader would try to develop a work context that underpinned by a professional culture of tolerance, cooperation, compromise and consideration for others (p. 303).

Evans (2001) also suggested using the contractual approach to leadership and management. It is a contract of commitment where principals, head-teachers and departmental heads mention the specific key features of their leadership in a way that shows an outline of behavior to what they will abide by.

The reason for reviewing Evans' study is in its direct relation to the factors discussed in my study. By pointing out the role of school leaders or principals in achieving job satisfaction and motivating teachers, the researcher asserted the importance of the managing change process that would lead to job satisfaction. In fact, applying teacher-centered leadership approach would help achieve better quality of school performance. In addition, the contractual approach will build a clear relationship between the administration by clarifying what is required from the teachers.

Gokce (2009) examined the behavior of principals in the change process. He wanted to explore the perceptions of elementary school principals and teachers towards the process of change and whether gender, age, and the education level play a role in the differences between principals and teachers' perspectives. To achieve the purpose of the study, the researcher utilized interviews as a research instrument to collect data from 80 principals and 280 teachers of elementary schools. The results showed differences between the perspectives of principals and teachers. Principals believed their behavior in the process of change sufficient, while teachers expected more effective behavior. The differences in the opinions were the outcomes of the individual characteristics of the participants such as age, gender, educational level, social values, the administrative structure of the educational system, and the school principal's administrative incompetence.

Keung (2008) examined the causal relationship between teacher participation in decision-making and their affective result in developing a participatory decision model. This model was expected to achieve the change of the school system from centralized school system to school-based management. The researcher explored the decision domains within the school management policy in which teachers are involved effectively to help administrators in decision making. To achieve the purpose of the study, Keung collected data from 335 teachers using self-response questionnaires. The findings of analyzing the questionnaires confirmed the increase in job satisfaction and enhancement of commitment to the school policies when teachers were involved in curriculum and managerial decision domains.

Honingh and Hooge (2014) investigated the effect of support from school leaders and participation in decision making on teacher collaboration in schools. By school-leader support, the researcher meant the extent to which teachers believe that "school leader makes clear decisions, takes seriously the judgments of teachers, and stimulates teachers to learn and develop professionally" (p. 81). They

conducted a quantitative study to explore the extent to which teachers collaborate, and to identify organizational characteristics and teachers' personal characteristics (age, gender, and years of service) that affect teacher collaboration. Despite the differences in the perception of teacher collaboration between primary and secondary schools shown in the results of data analysis, the findings confirmed the existence of factors that affect teacher collaboration such as the extent to which teachers perceive school-leader support, teachers' satisfaction concerning their participation in decision making and teachers' orientation towards student performance.

Saleem (2015) explored the impact of leadership styles on job satisfaction and whether the organizational politics could be a factor that might affect employees' job satisfaction. The results of analyzing the responses of teachers confirmed that transformational leadership had a positive impact while transactional leadership had a negative impact on job satisfaction. Transformational leaders show confidence and respect in their employees which would encourage those employees to be creative, innovative productive, more fulfillment, and positive, while transactional leaders mean that "on the part of satisfying their own self-interest practice control strategies to get subordinates to perform in the preferred way" (p. 564). The findings also revealed that organizational politics might affect the relationship between leadership styles and job satisfaction.

Mohamed (2011) carried out a case study using a mixed-methods approach in a school in Abu Dhabi to examine the impact of teacher inclusion in decision-making on school performance. He compared the effect that two principals, with two opposing management styles, had on students' performance and the overall school's performance. The results of data analysis confirmed the significant and positive effect of teacher's inclusion on both the students' academic achievement and the school performance. The findings emphasized the direct relationship between teachers' performance and the overall school performance, which indicated that the more teachers were participating in the decision-making process in an effective, valuable, visible, and appreciated way, the better the school performance was and the more the concept of leadership at schools was reinforced. The significance of Mohamed's study is in its direct relation to my study, since my research took place in an educational context and particularly a private school in Sharjah. The role of the principal as the school leader is to encourage teachers to take part in the decision-making process in an effective way which will definitely show its effect of the different aspects of school performance and activities.

## **2.6 Summary**

In this chapter, the theoretical framework in the dissertation represented by a hybrid of three dimensions; the theory of motivation, the theory of change, and the behavioral change theory has been discussed. The literature review section focused on the theories related to the previous mentioned theories as well as the theories associated with management and leadership. The studies that investigate the effectiveness of employing the managing change process are also introduced. The reason for reviewing these theories was to cover various aspects of the management change process and the factors that might affect this process.

The literature review section also referred to the factors involved in the current study including teachers' motivation, job satisfaction, teacher and parent's inclusion in decision making. The next chapter will introduce the methodology of the dissertation elucidating the research approach, the participants, the research instruments, the procedures for collecting data, and the methods of data analysis.

## **Chapter Three: Methodology**

### **3.1 Introduction**

This chapter presents a description of the adopted methodology which is designed to give a comprehensive explanation of the process of the research. The following sections introduce the research approach embraced in this study and give a description of the subject selection, site selection, and the research instruments, namely questionnaires distributed to teachers and parents as well as semi-structured interviews conducted with the principal of the school and with decision makers. In addition, the chapter explains the procedures of collecting data, methods of data analysis, the limitations of the study, and the ethical considerations.

To achieve the objectives of this research, a case study was conducted using a concurrent mixed-methods approach to provide insights and deepen knowledge about a particular issue. The case study is explained by Creswell (2009) as "a strategy of inquiry in which the researcher explores in depth a

program, event, activity, process, or one or more individuals" (p. 13). This study utilized a concurrent mixed-methods approach because the researcher collected both quantitative and qualitative data at the same time and integrated the information gained in the overall results. In this study, the quantitative aspect focused on collecting as many viewpoints as possible from the field towards teachers' inclusion in decision- making, parents' involvement, and job satisfaction. While the qualitative part of the approach concentrated on the perspectives of the participants towards managing a change process and the role of people in leadership positions.

The study was guided by the following research questions:

1. To what extent does the role of decision makers, school principals, teachers, and parents affect managing change process?
2. What are the factors that affect managing change process?
3. What are the reactions of teachers and parents to the improvements in the managing change process?
4. What are the effects of improving the managing change process on schools' performance?

### **3.2. The research approach**

#### **3.2.1 A Case study**

A case study methodology is used in this research since it identifies the uniqueness of the context and allows for deeper investigation of the phenomenon within a real-world context. Cohen, Manion, and Morrison (2007) state that the case study "acknowledges that contexts are unique and dynamic and allows the investigation and interpretation of complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance" (cited in Maringe, Masinire, and Nkambule, 2015, p. 370). Rose, Spinks, and Canhoto (2015, p. 1) explain some of the characteristics of the case study research design as:

- 1) Case study provides in-depth study of a small number of cases and in this dissertation it is only one school.
- 2) It enables the researcher to collect and analyze data about a large number of features such as in this research about job satisfaction, teacher inclusion and managing a change process

- 3) The case study is conducted in real-life context to provide a clearer picture of the influence of context, which is represented by the private school in this study.
- 4) The case study enables the researcher to utilize different research instruments such as interviews and surveys as in my study and allows for multiple sources of evidence.

### **3.2.2 A Mixed-method approach**

The research approach adopted in this dissertation is a concurrent mixed-methods approach, which is meant to expand understanding of managing a change process and support the results from different data sources. The mixed-methods approach is described by Creswell (2009, p. 4) as "it involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research". The qualitative aspect of the adopted approach represented by semi-structured interviews focuses on obtaining a deeper understanding of the participants' perspectives towards the management of a change process and the factors that affect this process. The qualitative aspect is described by Patton (1980) as providing "detailed descriptions of situations, events, people, interaction, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts" (p. 22). Also, the characteristics of a qualitative approach provide effective methods to collect data that answer the research questions. These characteristics include: 1) providing in-depth views of the managing process.

2) Having the opportunity to understand human experience and interpret social interactions (Lichtman, 2010).

3) Working in naturalistic settings like as direct source of data.

4) Carrying out an inductive analysis of data.

The qualitative approach enabled the researcher to choose semi-structured interviews to understand principal and decision makers' perspectives towards the issues under discussion.

While the quantitative aspect of the mixed-methods approach is used to gain information about the management of a change process from a large number of participants and apply statistical techniques to identify the overall patterns in relation to the factors affecting the managing process. Marlow (2010) stated that "the quantitative researcher uses a deductive approach to build knowledge. Deductive

reasoning involves conclusions from the general to the particular" (p. 10). The researcher employed a descriptive quantitative aspect to investigate the relationship between the independent variable which was the change process management and the dependent variables represented by job satisfaction, motivation, teacher inclusion in making decisions, and parents' involvement in the management of a change process. Based on a quantitative approach, the researcher gathered data using a structured research instrument, which was the questionnaires distributed to teachers and parents. This instrument enabled collecting data from a large size of the samples as representative of the population.

### **3.3. Site selection**

The selected school for this study is AlDurrah International School, which is a private school in Sharjah, in the United Arab Emirates, and this study was approved by the administration of the school. Because frequent visits to the school are expected to take place during the process of data collection, Sharjah is selected as the suitable location, since it is accessible and more convenient for the researcher. In this school, students from grades 1 to 11 study the national curriculum in Arabic for the three subjects, which are Islamic Studies, Arabic, and Social Studies, while all other subjects are taught in English including Math, Science, Biology, Physics, and Chemistry. The school is licensed to teach the American curriculum from grades 1 to 12. I am working as a vice principal at Al Durrah International School . I started my work as a teacher, then I had hired to be an English coordinator, and since three years ago right now I am in position of school vice principal. I am so interested to be in a dynamic place, which gives me a freedom to change the situation to better because I believe that ,it is much more easier to an employee to take decision and to change the policy .Firstly, I began to work on developing my skills ,and experience by continuing my study in education and leadership policy site by registering at the British University in Dubai to apply what I had learnt in my school.

In fact, I got a great benefits from that program because I knew more about the kinds of leadership ,and the advantages and disadvantages of them .Then, I followed the swot analysis to see the strength ,weakness, opportunities ,and threaten that had effected school system. Actually, there were many challenges as it was a new school ,and it was opened for all levels including kindergarten. All staff were new .so, it found a very good opportunity to have a role in this school.

### 3.4. Participants

Oppong (2013, p. 203) defines sampling as "a process of selecting subjects to take part in a research investigation on the ground they provide information considered relevant to the research problem." Because this study adopts a mixed-methods approach, the participants selected for the qualitative aspect were the principal of the school and two decision makers who work at the Ministry of Education. According to the features of the qualitative approach, the researcher used a relatively small number of participants selected to answer the research questions and provide an in-depth analysis. While the participants selected for the quantitative aspect included teachers working at the school (20 male and female teachers of different subjects) and parents of the students studying at the same school (35 parents of student boys and girls). Marlow (2010) indicates that "the quantitative approach requires studying large numbers of subjects, because a central concern is that one should be able to generalize the results of the research to as large group as possible" (p. 10). As for the quantitative part of the study, the researcher selected samples based on a simple random sample. Fraenkel, Wallen, and Hyun (2012) explain that in a simple ransom sample "each and every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised to obtain a sample representative of the population of interest" (p. 94). In the case of the private school in Sharjah, the number of the parents and teachers are large, so the researcher selected a sample representative of the population. Table1:

Total numbers of participants	Male	Female
Interview questions of decision makers (3 )	2	1
Interview questions for principals(1 )		1
Questionnaire for parents(45)	12	33
Questionnaire for teachers(30)	8	22

### 3.5 . Data collection instruments

The researcher used two research instruments to collect the data which were semi-structured interviews conducted with the principal and decision makers and questionnaires distributed to teachers and parents to check and enhance the reliability and validity of the research. As well as to achieve the objectives of the study, which are to examine the role of schools' principals in achieving the improvement in the managing process, provide useful suggestions to attain job satisfaction, increase teachers' motivation, and present a model for an effective managing process.

### **3.5 .1. Instrument 1: Questionnaires**

The purpose of this instrument is to collect as many participant opinions as possible towards the dependent variables represented by job satisfaction, motivation, teachers' inclusion in making decisions, and parents' involvement. Teachers' questionnaires were designed in English and distributed among all the staff in the school under study. Sheppard (2004) explains the function and significance of the questionnaires in collecting valuable data:

the function of the questionnaire is measurement. We seek to measure, on an individual level, what it is that the individual wants, what their views are, or some facets of their situation. ... questionnaires provide the basis for identifying with any particular group, the frequency with which any particular item is sought, preferred or viewed, and does so often in comparison with alternative items (p. 64).

The researcher created a questionnaire using Likert-scale items including strongly agree, agree, neutral, disagree, strongly disagree, and do not know. Wegner (1993) explains that researchers should pay great attention while designing questionnaires and particularly focus on the type of questions, the order of questions, and the structure and wording of questions. The significance of these elements is seen in providing information that will answer the research questions. Teachers' questionnaire consists of ten points:

### **3.5 .2. Instrument 2: Semi-structured interviews conducted with principal and decision makers**

The purpose of using semi-structured interviews was to obtain specific information about the managing process. The reason for choosing the semi-structured type of interviews is because of their flexibility as

explained by Glesne (2006, p. 79) "Questions may emerge in the course of interviewing and may add to or replace the pre-established ones; this process of question formation is the more likely and the more ideal one in qualitative inquiry". The interviews are supported by an interview guide with a mix of structured and unstructured questions that provide flexibility (Merriam, 2009) about the issues that will be explored, with no predetermined order. The interview questions were reviewed by an expert from the British University in Dubai to check the length of the interview and the suitability of the questions for eliciting data about participants' perspectives towards the managing process. Selecting the wording and organization of the questions in the interviews were based on the purpose of the interviews in obtaining knowledge about the managing process and the factors affecting changing this process.

### **3.6 . Data collection procedures**

In March 2016, the researcher visited the school to introduce herself and talk about her study. A meeting with the principal of the school was held and the purpose of the study as well as the procedures of collecting data were explained and discussed in detail. In addition, the researcher handed the principal two official papers; the first was the letter issued by the British University in Dubai and signed by the PhD supervisor and the second was the ethical consent signed by the vice chancellor of the university and the researcher. The principal was assured that the process of collecting data would not affect teachers or parents and that their names would not be mentioned in the study. After a few days and based on the approval obtained from the principal of the school, the researcher was taken to meet the vice principals of the boys and the girls' sections. In a similar way, the researcher explained to the vice principals the objective of the study and the procedures for collecting data.

Prior to the formal collection of data, a pilot study was conducted to check the effectiveness of the questionnaires and the interview questions. Piloting helped determine the weaknesses, the positive and negative aspects of the questionnaires and semi-structured interviews. One teacher and one parent were given the questionnaires to answer. In addition, piloting the questions of the interviews was effective and useful in eliminating irrelevant and confusing questions. The interview questions were piloted with a principal of a private school that has the same school system as AlDurrat International School. Few

modifications were made to the questions to ensure the optimum results of the interviews. Also, the pilot interview was recorded to confirm that all that the participant had said.

The second type of data was collected during June 2016, where the two decision makers and the principal were invited to participate in interviews. The interview questions were written and checked by an expert from the British University in Dubai. Later the participants were interviewed using the semi-structured questions. The interviews were recorded and lasted between 12 to 50 minutes.

### **3.7 Ethical considerations**

In this study, ethical considerations were fulfilled by informing all participants about the purpose of the study, the advantages of conducting the study, and the confidentiality of information shared.

Actually, I didn't identify any ethical issues relating to my roles and relationship with the participants. Participants were assured that participation in the research was completely voluntary and that anonymity would be maintained. Participants were also free to leave the study without any negative repercussions. As a way to protect the participants, they were required to sign informed consents in which a clear description of the interaction between the researcher and the participants was provided and an indication that their names or identities would not be disclosed. Also, the study was conducted with approval from the authorities of the school (see Appendix 1 for a draft copy of the informed consent).

### **3.8 Limitations of the study**

This study was conducted in a private school in Sharjah which teaches the American curriculum to students from grades 1 to 11, and did not extend to include schools in other Emirates. Although different administrative systems are found in the private and public schools in the United Arab Emirates, this study focused on the hierarchy structure of one private school due to the fact that it was a concurrent case study. The findings of this study can be categorized into two types. The results of the qualitative data analysis may not apply to leadership and management process in other schools who teach British or public curriculum, while the results of the quantitative aspects may apply to other

schools, since they focused on dependent variables that played a significant role in managing a change process for any school. In addition, the study concentrated on job satisfaction, motivation, and teacher and parents' inclusion as the only dependent variables, and did not extend to discuss other variables such as students' inclusion or other administrative problems.

### **3.9 Conclusion**

This chapter introduced the research approach adopted in this study represented by a mixed-methods approach. The site was selected due to the fact that the researcher is working in the private school. The participants were selected through the method of random selection. Application of a general analytical strategy based on theoretical propositions was used. The following chapter will discuss the results of data analysis.

## **Chapter Four: Results of Data Analysis**

This chapter presents the results from analyzing the data collected using the research instruments which were the questionnaires and the semi-structured interviews. The content of this chapter is organized as follows: interpretation of the responses provided by the interviewees namely the principal of the school and the decision makers, followed by the statistical analysis of the answers provided by the parents and the teachers through the questionnaires.

The aim of the case study is to investigate the importance of implementing a change process and how the effective change is managed in private schools in the United Arab Emirates. The purpose is to examine the effect of motivation, teacher and parents' inclusion in making decisions, and job satisfaction on the success of such a change project. This research is based on a mixed-method

approach. In general terms, quantitative analysis can best be understood as simply a way of measuring or evaluating things through analysis of a situation by means of statistical modeling. It aims to represent a given reality in terms of numerical value. The quantitative analysis is considered by researchers as the best approach to research because it offers precise measurement and analysis. It is quite easy for the researchers to count and classify and build statistical models to describe what has been observed.

#### **4.1 The process of data analysis**

The first step in analyzing the questionnaires was to collect all the questionnaires from both parents and teachers. To avoid repetition and any technical problems, the questionnaires were reviewed and some questions were canceled in order to insert the data into SPSS. Consequently, both teachers and parents' questionnaire became ten questions. The results gained from SPSS were presented through diagrams. There were two stages. The first stage was to categorize the questions in both questionnaires according to the research questions. For example, research question one which focused on to what extent the role of decision makers, school principals, teachers, and parents affected the management of a change process included questions number 1, 5, and 6 from parents' questionnaire. In a similar way, research question 1 included questions number 2, 8, and 9. Research question 2 which focused on the factors that affect the management of a change process included questions 8 and 9 in parents' questionnaires. The next stage included the following: analyzing each question of the questionnaires separately. Then, grouping the two or three questions and analyzing them as a group under the related research questions. The results were displayed through diagrams which later helped the researcher provide descriptive statistics of the diagrams.

The first step in analyzing the answers in the interviews was to transcribe the audio recordings. Interjections and repeated phrases were ignored during the analysis for the purpose of focusing on the content of the speech and the ideas presented by the interviewees. To review and check the transcripts, the researcher listened again to the audiotapes, and some corrections were made. As for the Arabic answers collected from the Arabic decision maker, the researcher, being bilingual, translated the parts of the Arabic transcripts that were used as extracts to support the themes under discussion. The

translation was reviewed by a Canadian bilingual colleague studying at the British University in Dubai. The next step in analyzing the interview data was to categorize the answers into main themes in order to answer the research questions. The following table shows some demographic information about the interviewees.

Interviewee	Job	Gender	First language
Principal	School principal	Female	English
Decision maker 1	Arabic supervisor at the ministry of education	Male	Arabic
Decision maker 2	General consultant for quality and planning	Male	English
Decision maker 3	English supervisor at private schools	Female	English

Table2: Demographic information about the interviewees participating in the study.

## 4.2 Analyzing interviews

After transcribing the answers provided by the principal of the school and the three decision makers, the researcher categorized these answers into three main themes. Each of these themes included the answers of two or more questions asked to both the decision makers and the principal. The reason for merging between the answers of the decision makers and the principal is that the researcher wants to gain a wider perspective towards the managing change process and the factors that affect this process which is the main focus of this research. In addition, the research settled on these three emerging themes because they are related to the research questions of this study. In other words, the research questions revolve around the factors affecting the managing change process as well as the role of principals and decision makers in the managing change process.

Theme one: The status and attitudes towards managing a change process.

Theme two: Factors affecting the management of a change process.

Theme three: Plans to improve managing a change process.

### **Theme 1: The status and attitudes towards managing a change process**

In answering the question about the status of managing a change process in the surrounding environment, the interviewees explained that not everybody likes change and even some people are very resistant to change simply because they tend to find comfort in familiar situations and old routines. The decision maker who works at the ministry of education indicated that

*Interviewee 2: Change is always required in these days where things develop fast around us. We have to accept the change and even support it especially if this change will lead to better management performance.*

In answering the questions related to the attitudes towards managing a change process in the United Arab Emirates, the interviewees asserted that change is important to ensure the development of the work, especially if it comes with a master plan, factors, and standards. It is necessary that the old ways of management and leadership should be replaced with newer and better managing processes as the following quotation indicates:

*Interviewee 1: From my point of view, I understand that change is integral to development. If we want to progress to the next stage, we have to learn that our old ways need to be forsaken and newer and better leadership strategies should be adopted.*

The principal of the school confirmed that managing a change process is crucial to achieve the best quality of education. She emphasized what the decision makers said about people's attitudes towards change by saying that:

*nobody likes change, and everybody views their way of doing something as the best way. We have all come from different schools, and we all probably, at the same time, have one goal. But at the end of the day, how I will meet that goal will be very different from another manager, so I need to ensure that everybody knows the change process, I must let them know that the change will not only benefit the students, but the staff and the school as a whole.*

In answering the question related to her relationship with the teachers as a leader of the school, the principal assured that the relationship between teachers and school leaders is very important. That is why she adopted an open-door policy where teachers can meet her even without reasons, and their suggestions were always welcomed. Also, she indicated that it is important to listen to their problems and try to solve them as well as display their potential to achieve the benefit for the school.

### **Theme two: Factors affecting the management of a change process**

This theme includes all the questions associated with the factors affecting the management of a change process which are job satisfaction, motivation, and teachers' and parents' involvement in making decisions.

In answering the questions related to job satisfaction especially the financial aspects, all the interviewees assured that job satisfaction is the strongest force behind better productivity and it affects the managing process to a large extent as explained in the following quotation:

*Interviewee 2: the financial aspect is the main motive to improve. We noticed that some schools that the ministry supported financially, not only the managing process and teachers' performance improved, but also the school leaders came up with creative and new leadership ideas and strategies.*

One of the interviewees pointed out that in most of the private schools the financial aspect plays an essential role. Unless the staff and teachers in particular are supported financially, they will not be able to perform their job in the best way as the following quotation shows:

*Interviewee 1: In our schools the situation is different; teachers are overburdened, underpaid and underappreciated, many hold on to their teaching jobs simply because there isn't a better alternative in the job market. How are they productive then? Few are satisfied and intrinsically motivated for the love of teaching, and the majority are dissatisfied but don't want to lose their jobs.*

As for motivation, which is one of the factors that might affect managing a change process, the interviewees indicated a relationship between motivation and job satisfaction. In other words, when the teachers or the employees are satisfied with their work, then they will have the motivation to work

more and be part of managing a change process. Motivation can be done in different ways such as displaying their potential, working with them as a team, acknowledging their efforts and progress as the following quotation explains:

*Interviewee 1: I believe it's necessary to show my staff that I appreciate their work; this is done through verbal appraisals during feedback meetings, or written on their evaluation reports as "strengths". Moreover, they are rewarded with certificates for participation in co-curricular activities, and given an annual raise on their salaries.*

Concerning the third factor that could affect the managing change process which is teachers and parents' involvement in school decisions, the interviewees assured the significance of involving teachers and parents in decision making. However, none of the interviewees confirmed implementing this factor as part of their managing process. For instance, the interviewee who works at the ministry of education explained that they only meet the principals of the schools when needed and not necessarily involving the principals in decision making. They prefer to listen to their opinions in some cases. Another interviewee explained that they work with them as a team and provide them with experience. As for teachers, the principal pointed out that involving teachers in making decisions depends on two factors, which are the qualifications of the teachers, and the kind of decisions that the school wants to take as the following quotation shows:

*Actually, this depends on the situation. If it is a change in the curriculum of the school, we will consult not necessarily the teachers, but the heads of departments and the coordinators. I will explain to them that this is the change that I want to make and I want their opinion. Then based on their opinions, we may make a slight change but it wouldn't be the deciding factor.*

As far as involving parents in school decisions, all the interviewees emphasized that parents are shareholders and that they are directly affected by any change that benefits or risks their child's welfare. They assured the importance of involving parents but under certain circumstances as the following quotation explains:

*Interviewee 1: However, there are parents who are not qualified to take part in decision making, some are inexperienced, biased, or are working towards a personal agenda at the expense of the general*

*wellbeing of others. Decision makers need to be alert that not every opinion should be considered. Furthermore, parents who are educated, experienced in the field, and offer constructive contributions should be actively included and appreciated in the change process.*

One of the interviewees provided different ways to involve parents in school decisions, and some of these ways are implemented by the ministry of education. He explained that in every school there is a parents' council where parents can discuss issues related to the managing process, and the changes that might happen in the school, and provide opinions towards other school issues. Sometimes, the ministry sends questionnaires to parents to collect their opinions and perspectives towards particular educational issues.

However, the school principal confirmed that since the school is new, they do not involve parents in decision making:

*No, not yet. We are a new school. We have a new qualified staff, so we are the ones who will implement everything based on our decisions. Possibly next year.*

In answering the question related to whether there are other factors that might affect the management of a change process, the interviewees provided different factors such as communication with teachers, integration, assimilation, consolidation, and willingness to change. One of the interviewees provided an elaboration of other factors as the following quotation shows:

*Interviewee 1: The recipe for change isn't simply: a decision + money. It is the unison of a skillful leadership, and the involvement of educated, motivated, capable shareholders working together transparently towards a clear aim, within a reasonable timeframe, and with the provision of the necessary material support.*

### **Theme three: Plans to improve the managing change process**

In their answers to the questions related to this theme, the interviewees provided different plans that either they implemented, or they are aspiring to implement to achieve managing change. One of the interviewees explained that he implemented a plan for managing change when he was in America, and

he is thinking to adapt this plan to the situation in the school where he works. The plan is based on asking the employees in the educational organization to write their potentials, ambitions, and their goals and how they can achieve them. Then, based on the answers, the leaders could find out the people who can participate in the change process in an effective way.

Another opinion asserts that school leaders should have a financial plan before hiring teachers and before planning for the change process since according to her:

*Interviewee 1: Financial planning is significant because a lot of change management depends upon hiring qualified personnel, purchasing equipment and software. Thus, the school budget can seriously limit change. Effective financial planning requires a skilled leadership that is able to strategically prioritize needs, set an applicable schedule and secure funding from multiple sources.*

A further plan was to compile teachers' and parents' opinions on the strengths and weaknesses of the managing process through reports they regularly write about school performance. After that, the school leaders meet with the participants and discuss how to approach the problems and provide solutions. But the principal of the school did not provide any plan since according to her:

*As a new school, we had our initial plan, but no plan was ever fixed, as we went along we needed to make changes to our plans. Thankfully our teachers are all experienced and they accept the fact that it is a new school. Obviously, the needs are changing as the school is developing and growing. Teachers accept that changes are inevitable.*

### **4.3 Analyzing questionnaires**

#### **4.3.1 Analyzing parents' questionnaires**

**parents**

1- To what extent does the role of decision makers, school principals, teachers, and parents affect the managing process?

<b>Question 1</b> The school often keeps parents informed of school affairs and development.	strongly agree	8
	agree	25
	neutral	9
	disagree	2
	strongly disagree	1
	don't know	0

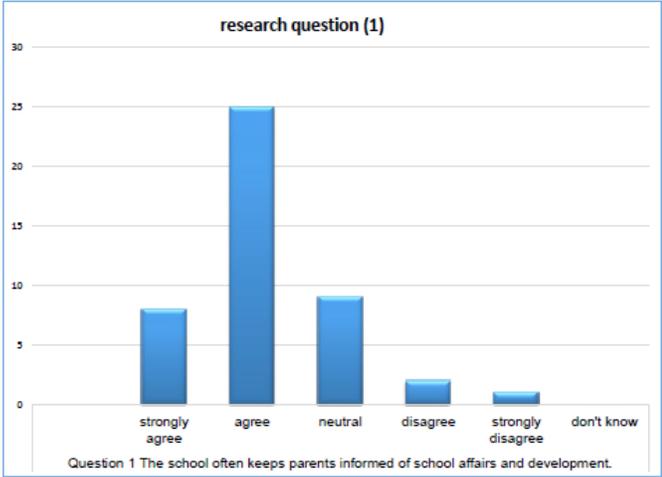


Figure3:

According to the first question, the number of parents who agreed that the role of decision makers, school principals, teachers, and parents would affect the managing process is the highest. It can be clearly seen that 25 out of 45 parents agree that the school often keeps parents informed about its affairs and developments. While only 1 of the parents strongly disagreed, regarding the importance of being informed about school affairs and development.

**parents**

1- To what extent does the role of decision makers, school principals, teachers, and parents affect the managing process?

<b>Question 5</b> The school administration engages parents in raising literacy and numeracy standards in the school.	strongly agree	3
	agree	12
	neutral	20
	disagree	7
	strongly disagree	1
	don't know	2

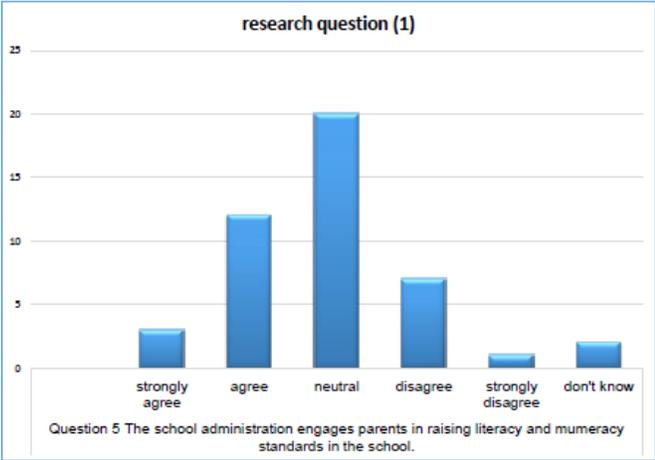


Figure4:

Question 5 results show that 20 parents out of 45 had neutral attitude towards whether school administration engages parents in raising literacy and numeracy standards in the school or not, while 12 parents agree about it and only 7 disagree. The lowest number of parents tended to be between two opposite directions which are strongly disagree, or they don't know.

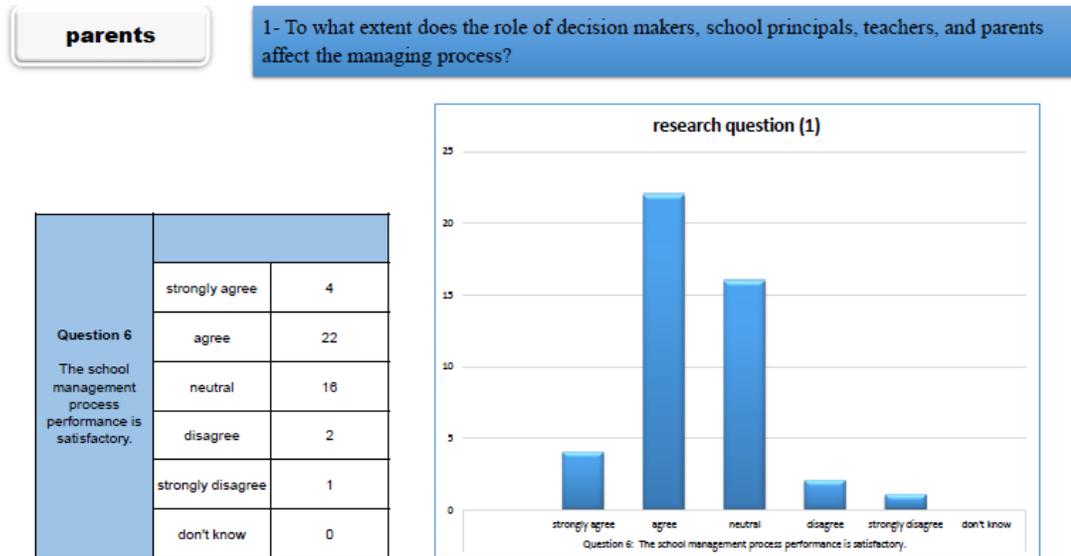


Figure5:

Question 6 elicits that 22 parents out of 45 agreed that the school management process performance was satisfactory. 16 of them had neutral agreement. The rest went between strongly agree or strongly disagree

parents

2- What are the factors that affect the managing process?

Question 8 :		
The motivation process in the school targeting parents is affective.	strongly agree	2
	agree	12
	neutral	14
	disagree	8
	strongly disagree	1
	don't know	8

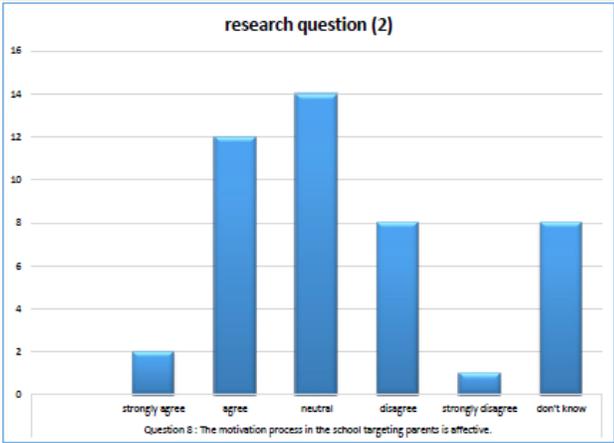


Figure6:

Question 8 explores that 14 parents have neutral perspective towards if the motivation process in school targeting parents is affective. Another 14 parents agree on it. 9 parents disagree or they don't know even if motivation could affect management process.

parents

2- What are the factors that affect the managing process?

Question 9:		
The parent-teacher association can facilitate communication between parents and the school.	strongly agree	3
	agree	17
	neutral	13
	disagree	4
	strongly disagree	0
	don't know	8

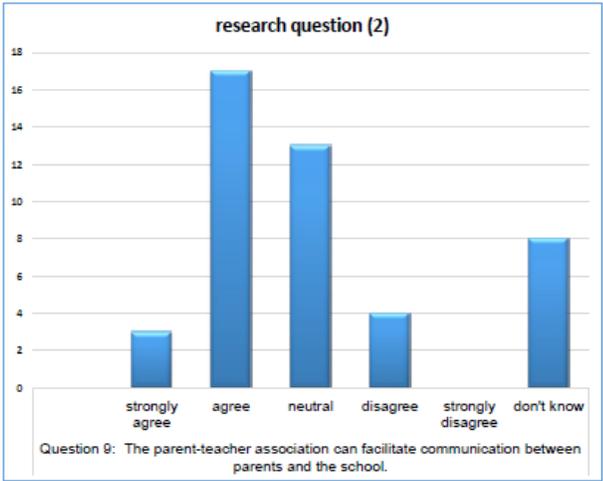


Figure7:

Question 9 shows that 20 parents out of 45 agree that the parents-teacher association can facilitate communication between parents while 13 parents have neutral agreement, and 8 parents don't know.

parents

3- What are the reactions of teachers and parents to the improvements in the managing process?

Question 2:	
strongly agree	6
agree	19
neutral	16
disagree	4
strongly disagree	0
don't know	0

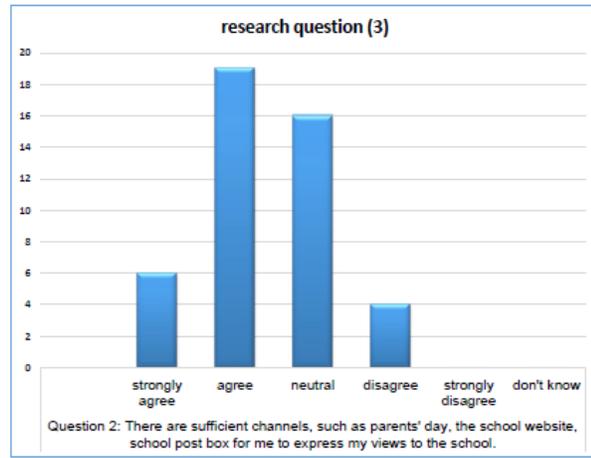


Figure8:

Question 2 clarifies that 25 parents out of 45 agree and strongly agree that there were sufficient channels in the school such as Parents' Day, school website, and school postbox. Then 16 of them had neutral point of view while 4 disagree.

parents

3- What are the reactions of teachers and parents to the improvements in the managing process?

Question 3:	
strongly agree	3
agree	25
neutral	16
disagree	1
strongly disagree	0
don't know	0

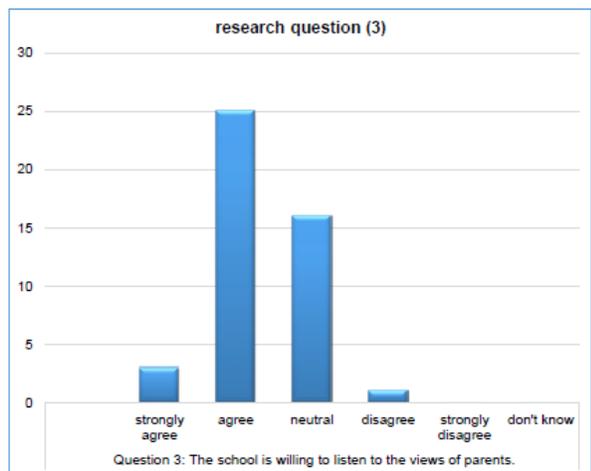


Figure9:

Question 3 shows that 28 parents out of 45 agreed that school was willing to listen to their points of view and 16 parents were neutral and only 1 disagreed.

parents

4- What are the effects of improving the managing process on schools' performance?

Question 7: The school established parents' council.	
strongly agree	1
agree	14
neutral	19
disagree	5
strongly disagree	3
don't know	3

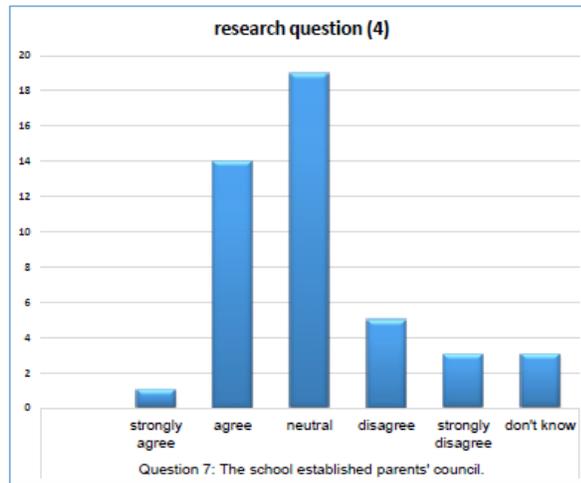


Figure 10:

Question 7 reflects that 19 parents out of 45 had neutral attitude towards establishing parents' council in the school in which school performance will improve as a result. While 15 of them had agreed about it. The lowest fluctuated, they had different views between disagree, strongly disagree, or they don't know.

parents

4- What are the effects of improving the managing process on schools' performance?

Question 10: Teachers motivate children enough in the class to improve their learning levels.	
strongly agree	1
agree	17
neutral	7
disagree	13
strongly disagree	2
don't know	5

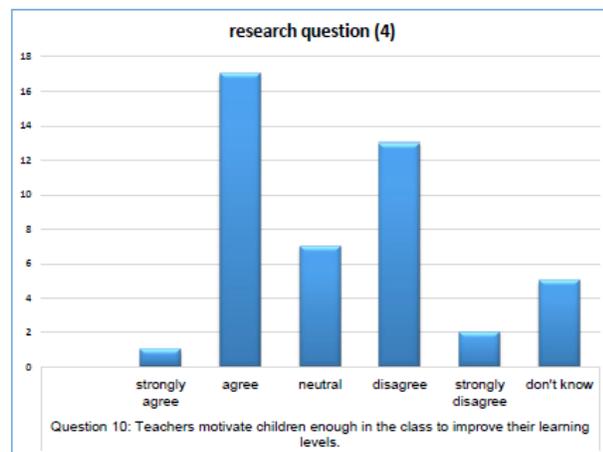


Figure 11:

Question 10 shows that 18 parents out of 45 had agreed that if children motivated in the classroom the school performance will be better as well. However, 13 were disagreed. 7 parents had neutral attitude, and 5 parents didn't know.

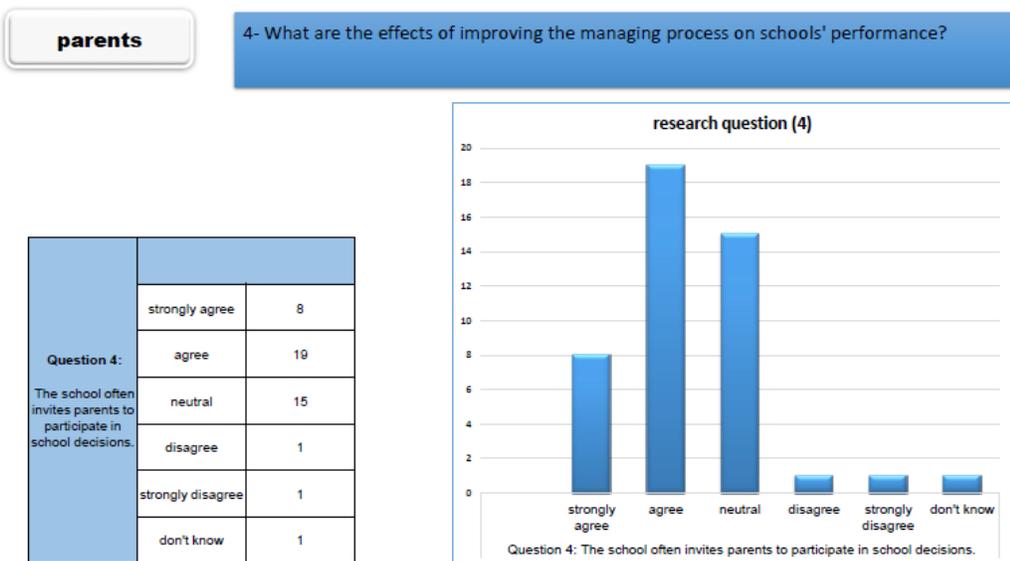


Figure 12:

Question 4 shows parents' points of views towards parents' participation in school decision which will lead to obvious improvement in school performance. 19 of them agreed and 8 strongly agreed that school took into consideration their opinions, 15 had neutral attitude. The lowest number was disagreed, strongly disagreed, or they didn't know.

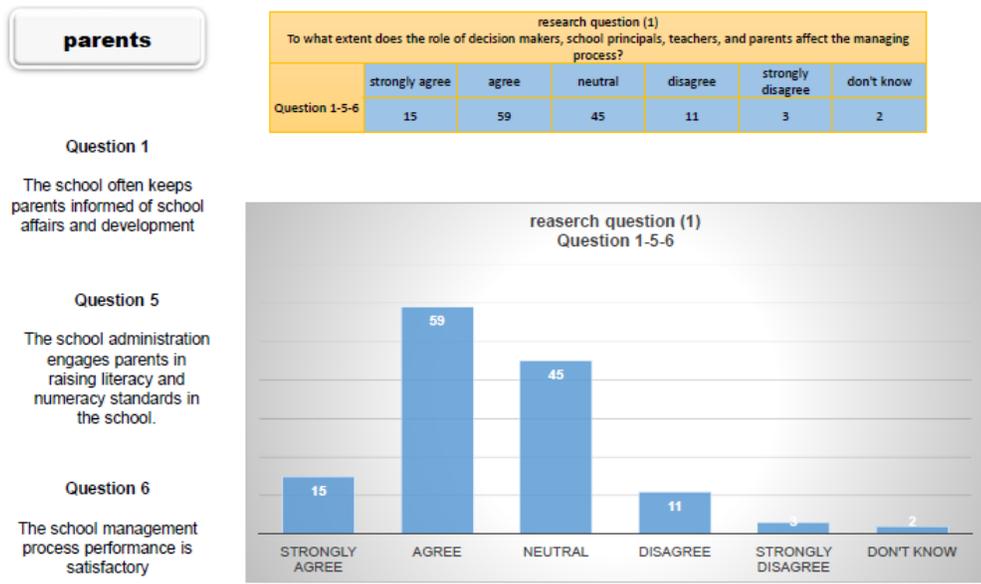


Figure13:

According to parents' opinion in survey questions 1-5-6, it can be clearly seen that 59% of parents agreed and 45% were strongly agree that decision makers, principals, teachers and parents played an

important role in managing change process in terms of keeping parents engaged and informed to gain their satisfaction towards school performance. While 45% had neutral opinion, 11% parents were disagreeing ,3% strongly disagree, and 2% don't know.

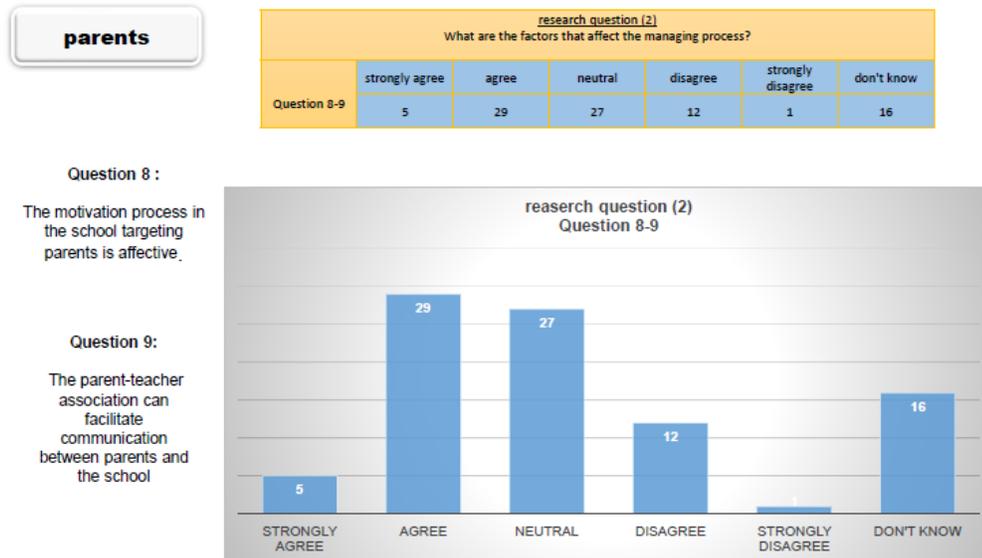


Figure 14:

Questions 8 and 9 in the survey referred to the factors that affected the managing change process in terms of motivation process that targeting parents and the role of parent-teacher association that can facilitate the communication between parents and school. 29% parents had agreed 6% strongly agreed about the effect of these two factors on managing change process, 27% parents had neutral views, and 16% said that they don't know. While 12% disagreed. 1% was strongly disagreed.

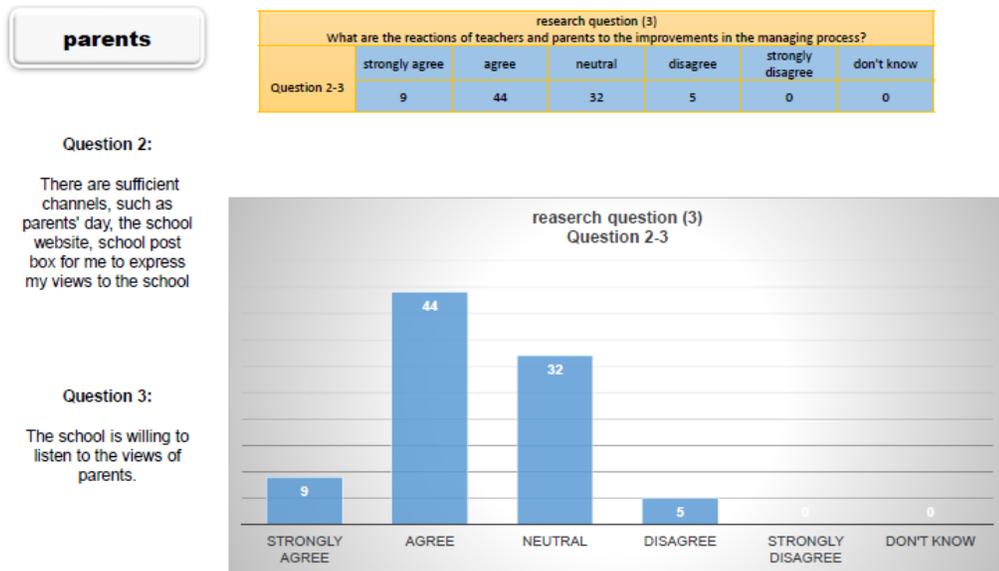


Figure 15:

According to questions 2 and 3 in the survey 44% of parents agree that there is improvement in managing process via using sufficient channels between school and parents and they agreed that the school was willing to listen to parents point of view. 32% were neutral about it While 5% of parents were disagreed.

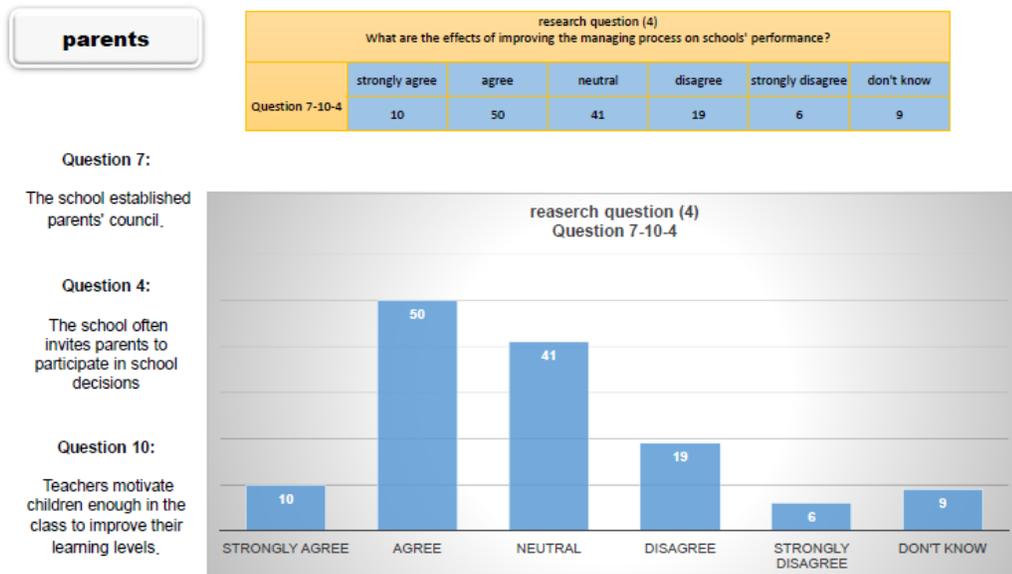


Figure 16:

According to questions 7- 4 and 10 in the survey, it is clearly noted that 50% of parents had agreed that establishing parents' council, inviting parents to participate in the school decisions, and motivating

students to improve their learning levels have a great impact on improving the managing process which will lead to enhance school performance. 41% were neutral and 19% disagreed but 6% of parents were strongly disagreed.

### 4.3.2 Analyzing teachers' questionnaires

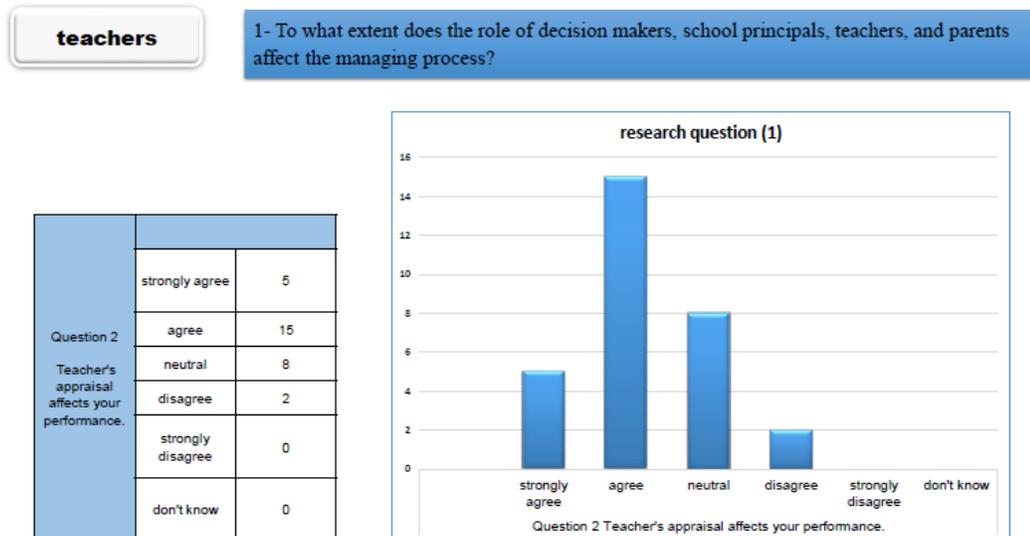


Figure 17:

Question 2 described that 19 teachers out of 40 had agreed and strongly agreed that appraisal affects their performance. While 8 teachers had neutral views and only 2 teachers disagreed.

teachers

1- To what extent does the role of decision makers, school principals, teachers, and parents affect the managing process?

Question 8		
The school has a clear direction of development.	strongly agree	1
	agree	13
	neutral	5
	disagree	7
	strongly disagree	2
	don't know	2

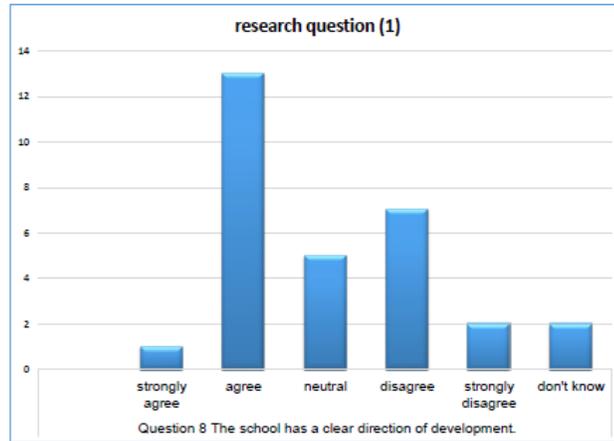


Figure 18:

Question 8 clarified that 14 teachers out of 40 agreed that the school had a clear direction of development, while 9 were disagreed and 5 had neutral position. While the rest got the lowest average.

teachers

1- To what extent does the role of decision makers, school principals, teachers, and parents affect the managing process?

Question 9		
The school's decision-making process is transparent.	strongly agree	0
	agree	6
	neutral	11
	disagree	9
	strongly disagree	0
	don't know	4

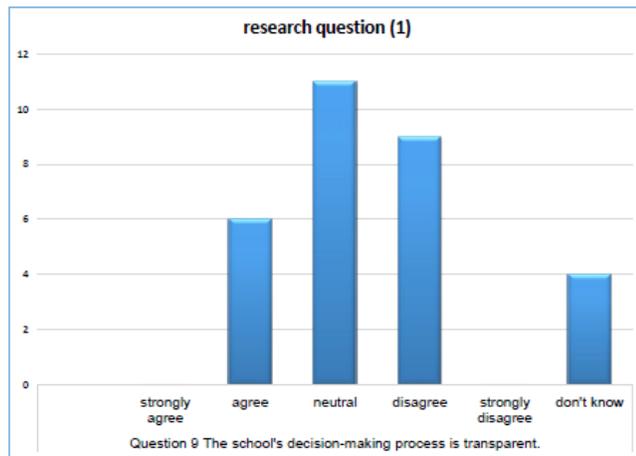


Figure 19:

Question 9 had shown that 11 teachers out of 40 had neutral attitude toward the school decision making process was transparent, and 9 teachers had disagreed. Only 6 parents had agreed and 4 didn't know.

teachers

2- What are the factors that affect the managing process?

Question 1	
strongly agree	1
agree	6
neutral	17
disagree	5
strongly disagree	1
don't know	0

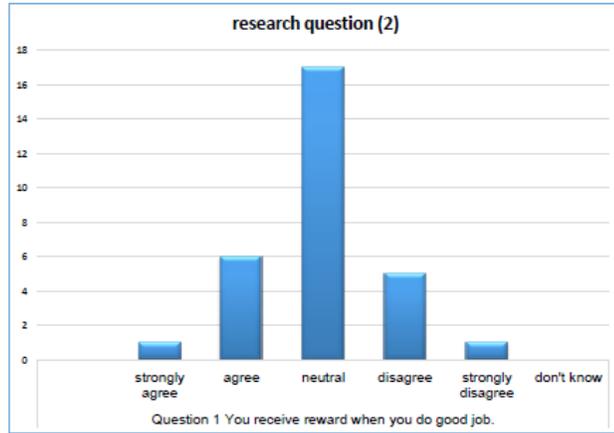


Figure20:

Question 1 elicited that 17 teachers out of 40 had neutral opinions toward being rewarded after doing a good job, 7 teachers had agreed but 6 teachers were disagreed about it.

teachers

2- What are the factors that affect the managing process?

Question 3	
strongly agree	2
agree	3
neutral	9
disagree	8
strongly disagree	6
don't know	2

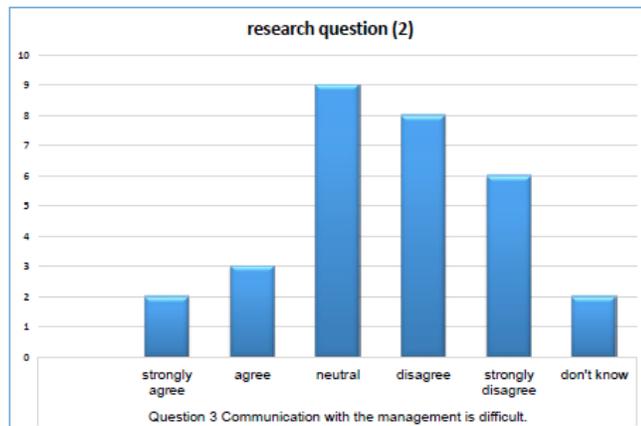


Figure21:

Question 3 showed that 9 teachers out of 40 had neutral attitude toward the existence of difficulty in communication with the management, but 14 teachers had the view of disagreement. However only 5 teachers agreed and strongly agreed about its existence.

teachers

2- What are the factors that affect the managing process?

<b>Question 4</b> Salaries rise on a regular basis.	strongly agree	1
	agree	3
	neutral	7
	disagree	6
	strongly disagree	4
	don't know	9

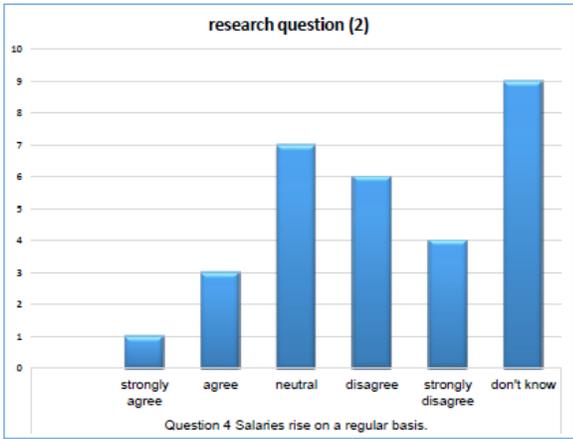


Figure22:

Question 4 showed that 9 teachers out of 40 didn't know anything about the regular basis for raising salaries whereas 10 teachers know about raising salaries process. 7 teachers had neutral attitude.

teachers

3- What are the reactions of teachers and parents to the improvements in the managing process?

<b>Question 5</b> The goals of the school are clear enough to me.	strongly agree	0
	agree	14
	neutral	4
	disagree	8
	strongly disagree	4
	don't know	0

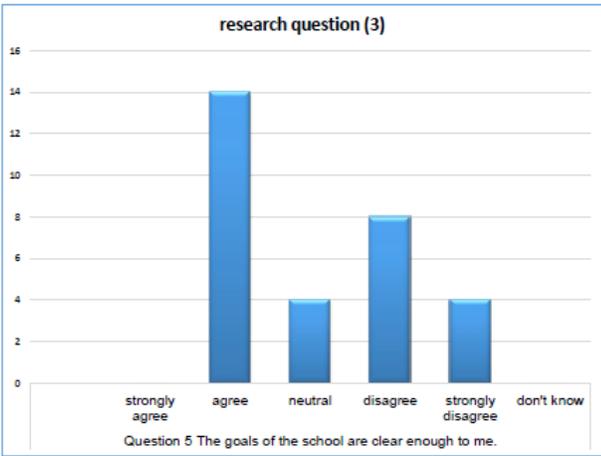


Figure 23:

Question 5 showed that 14 teachers out of 30 had agreed that the school's goals were very clear to them while 12 had disagreed and 4 teachers were neutral.

teachers

3- What are the reactions of teachers and parents to the improvements in the managing process?

Question 6	
strongly agree	1
agree	10
neutral	2
disagree	15
strongly disagree	2
don't know	0

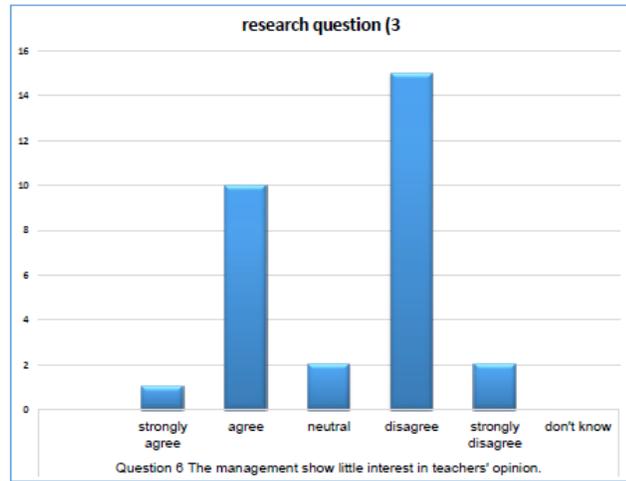


Figure24:

Question 6 showed that 17 teachers out of 30 had disagreed that the management showed little interest in teachers' opinion and 11 teachers had agreed while two were strongly disagreed.

teachers

4- What are the effects of improving the managing process on schools' performance?

Question 7	
strongly agree	2
agree	8
neutral	6
disagree	11
strongly disagree	2
don't know	0

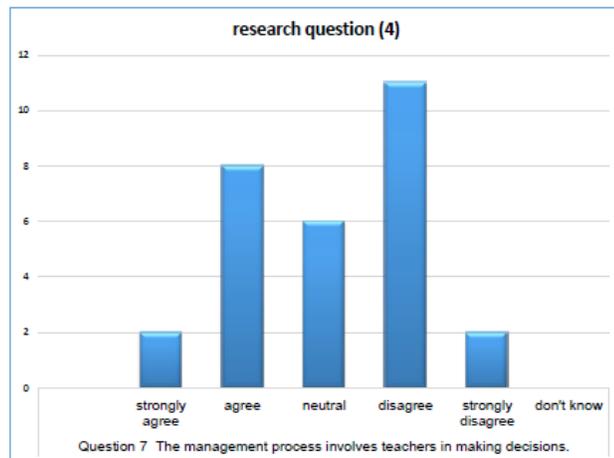


Figure 25:

Question 7 explored that 13 teachers out of 30 had disagreed that the management process involves teachers in making their decisions while 10 teachers had agreed. 6 teachers had neutral point of view.

**teachers**

4- What are the effects of improving the managing process on schools' performance?

<b>Question 10</b> The school monitors its work effectively.	strongly agree	2
	agree	13
	neutral	6
	disagree	7
	strongly disagree	0
	don't know	2

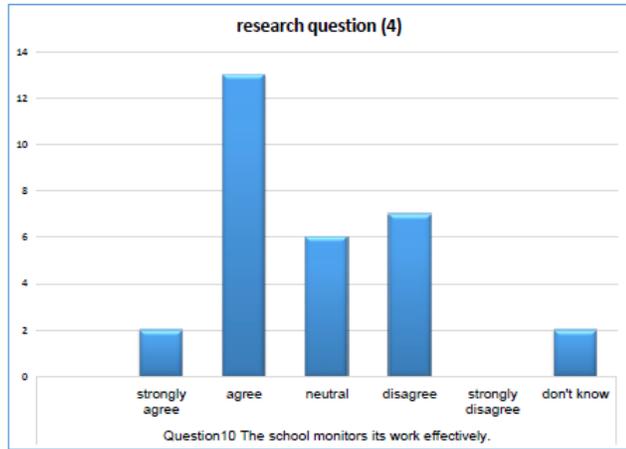


Figure 26:

Question 10 reflected that 15 teachers out of 30 had agreed that the school monitored its work effectively but 7 of them had disagreed and 6 had neutral position. While only two teachers didn't know about it.

**teachers**

- Question 2**  
Teacher's appraisal affects your performance
- Question 8**  
The school has a clear direction of development
- Question 9**  
The school's decision-making process is transparent.

research question (1)						
To what extent does the role of decision makers, school principals, teachers, and parents affect the managing process?						
Question 2-8-9	strongly agree	agree	neutral	disagree	strongly disagree	don't know
	6	34	24	18	2	6

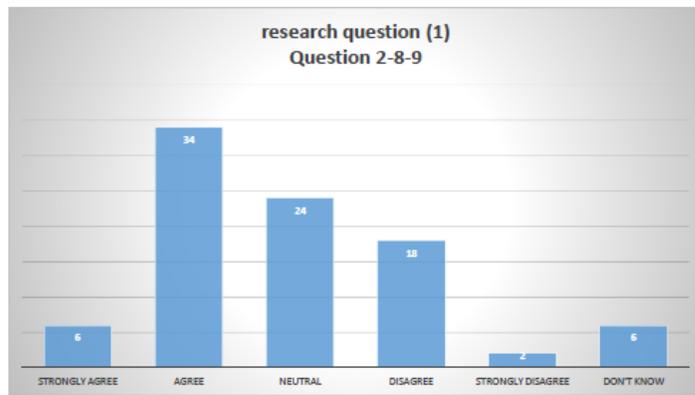


Figure27:

The three survey questions 2,8,9 showed that 34% of teachers had agreed on the effect of teachers' appraisal on their performance and that the school had a clear direction of development. Then the school's decision making process was transparent to them. 24% of the teachers had neutral attitude and 20% teachers completely disagreed while 6% didn't know.

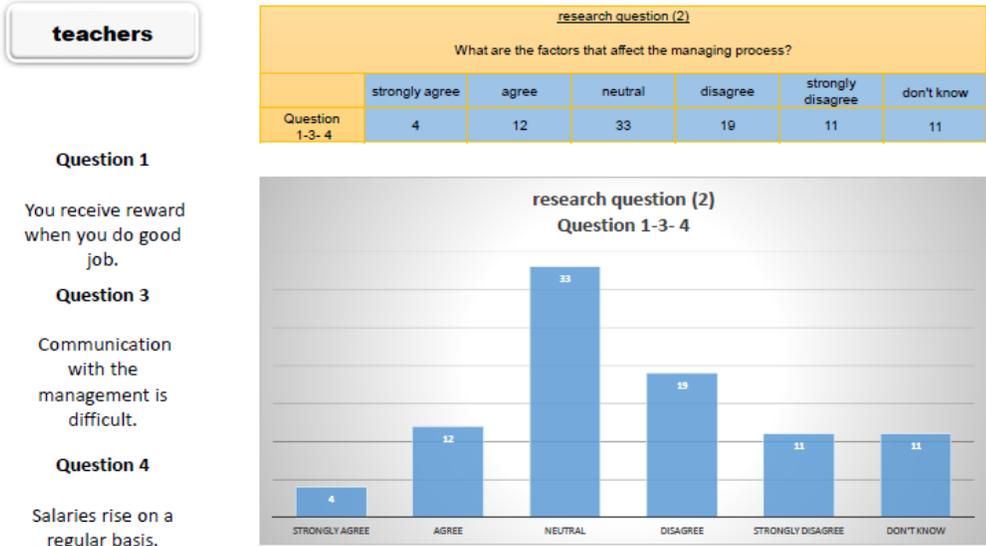


Figure28:

According to survey questions 1,3 and 4 showed that 33% of teachers had neutral views towards receiving rewards when doing good job and they found that the communication with management was difficult and at the same time their salaries had risen on a regular basis. 19% of teachers disagreed about the three points. 12% agreed about them. While 11% had two different attitude went between strongly disagreed and didn't know, and 4% strongly agreed.

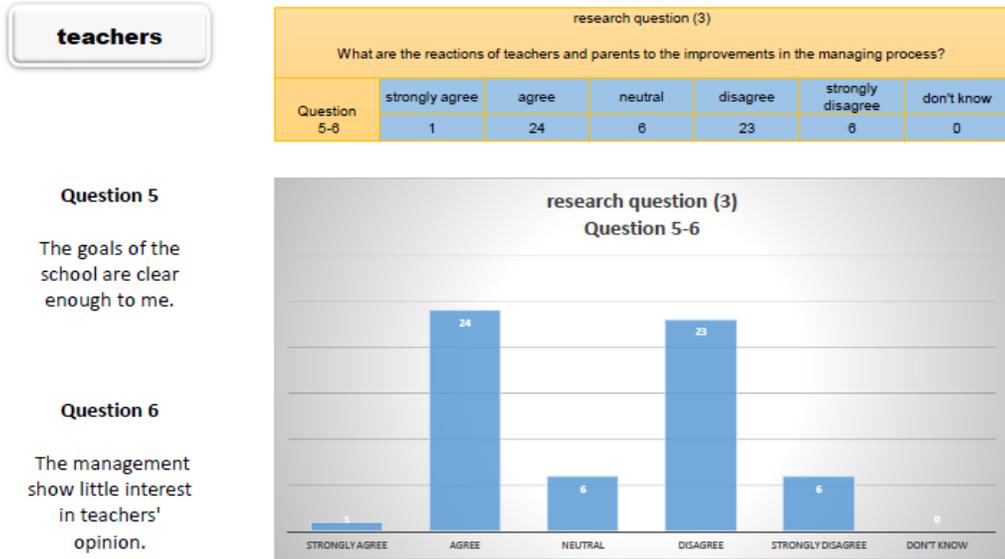


Figure 29:

According to survey questions 5,6 it can be clearly seen that 24% had agreed towards the clearness of the school’s goals but the management showed a little interest in teachers’ opinion. Whereas 29% of them disagreed. 6% went to neutral.

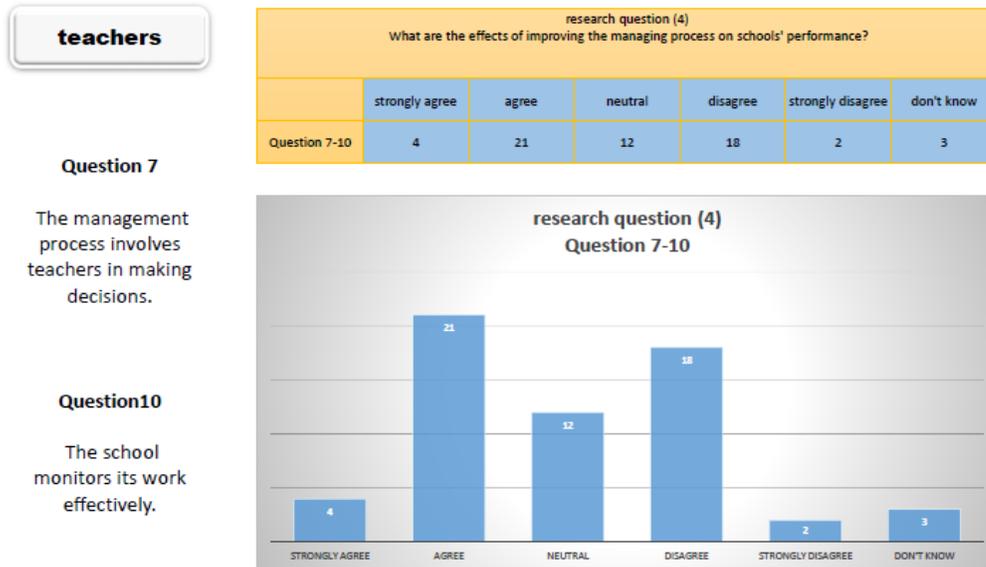


Figure30:

Questions 7 and 10 in survey showed that 25% of teachers had agreed that the management process involved teachers in making their decisions and that the school monitors its work effectively. While 20% had disagreed. 3% of the teachers didn’t know.

The overall analysis of the parents’ questionnaire indicated that parents were satisfied with the school performance as far as the school managing process was concerned, since the percentage of parents’ answers that agreed was nearly 20 percent in comparison to 5 percent who disagreed. This showed that although the school was new and there was no clearly stated strategy, the management was able to some extent to engage the parents in school activities and decisions. On the other hand, this result contradicted with the expectations of the researcher that the school needed a management change process to improve its performance. The previous evaluation resulted from the fact that the researcher was a member of the school management and had previous knowledge about the level of the quality of school management performance.

On the other hand, the overall analysis of the teachers' questionnaire showed various percentages in relation to the topics addressed in this questionnaire. For example, the percentage of teachers who were neutral concerning the effect of factors such as motivation, job satisfaction, and teacher participation was nearly 45 percent. This percentage showed that either teachers are not fully aware of the role of job satisfaction, motivation and teacher's participation in the school management performance, or they were afraid of the consequences of presenting their answers in front of the school management. Another reason might be that teachers did not consider answering the questionnaires appropriately.

#### 4.4 Conclusion

The following table depicts a summary of the results of data analysis categorized according to the research questions, research instruments, methods of data analysis and the results.

**Table 3 : A summary of data analysis results.**

Research questions	Research instruments	Methods of data analysis	Results
1. To what extent does the role of decision makers, school principals, teachers, and parents affect the managing change process?	Semi-structured interviews	Interpretative analysis of the interviewees' answers	Each of the interviewees explained his/her role in the managing change process and provided an elaboration of their strategies as leaders to achieve the change.
	Questionnaires	A statistical analysis and descriptive of the teachers and parents' answers in the questionnaires	Nearly most parents agreed that decision makers, principals, teachers and parents played an important role in the managing change process in terms of keeping parents engaged and informed to gain their satisfaction towards school performance.
2. What are the factors that affect the managing change process?	Semi-structured interviews	Interpretative analysis of the interviewees' answers	All the interviewees assured the importance of job satisfaction especially the financial aspect on the

	Questionnaires	A statistical analysis and descriptive of the teachers and parents' answers in the questionnaires	<p>managing change process. In addition, they pointed out the significance of factors such as motivation, teachers' and parents' involvement in making school decision on school performance and the managing process.</p> <p>Parents referred to the factors that affected the managing change process in terms of motivation process that targeting parents, and the role of parent-teacher association that can facilitate the communication between parents and school.</p> <p>Teachers had agreed on the effect of teachers' appraisal on their performance and that the school had a clear direction of development. Then the school's decision making process was transparent to them. However, they found that the communication with management was difficult.</p>
3. What are the reactions of teachers and parents to the improvements in the managing change process?	Questionnaires	A statistical analysis and descriptive of the teachers and parents' answers in the questionnaires	<p>Parents agreed that there is improvement in the managing process via using sufficient channels between school and parents, and they agreed that the school was willing to listen to parents point of view.</p> <p>Teachers had agreed towards the clearness of the school's goals, but the management showed a little interest in teachers' opinion.</p>

4. What are the effects of improving the managing change process on schools' performance?	Semi-structured interviews	Interpretative analysis of the interviewees' answers	The interviewees assured the effect of implementing a managing change process on the school performance and even suggested some plans. One of the interviewees confirmed the improvement of school performance based on his previous experience.
	Questionnaires	A statistical analysis and descriptive of the teachers and parents' answers in the questionnaires	Parents had agreed that establishing parents' council, inviting parents to participate in the school decisions, and motivating students to improve their learning levels have a great impact on improving the managing process which will lead to enhance school performance.

The following chapter discusses the results of data analysis in light of the research questions and the theoretical framework of the research.

## **Chapter Five: Discussion, Conclusion and Recommendation**

### **5.1 Introduction**

Chapter five discusses the results of the research as related to the research questions and in the light of the theoretical framework chosen to underpin the research. In addition, the theories discussed in chapter 2 which are the theory of change, the theory of motivation, and the behavioral change theory will help explain the results and provide suitable suggestions to achieve effective management of a change process. The aim of the study was to examine the importance of implementing a change process, and how the effective change was managed in private schools in the United Arab Emirates. The study investigated the effect of motivation, job satisfaction, teacher and parents' inclusion in making decisions on the success of such a change project. Examining the previous factors helped shed some light on the way the m change process should be implemented, and determined the extent to which teachers' motivation and involvement as well as job satisfaction affected the management performance.

The last decade has witnessed a growing number of studies conducted in the world and in the United Arab Emirates in particular to examine issues associated with management and leadership from different perspectives. This is because implementing an effective managing process that would achieve an acceptable level of proficiency in school performance has always been the concern of the people involved in the educational context in the United Arab Emirates. Despite the fact that the studies investigating managing process dealt with participants from different contexts and age groups and were carried out by researchers such as Bush (2016), Morrison (2010), Sternke and Hansen (2011), there was a gap in the literature of studies conducted to examine the managing change process in private schools in Sharjah.

The study was guided by the following research questions:

1. To what extent does the role of decision makers, school principals, teachers, and parents affect the management of a change process?
2. What are the factors that affect the management of a change process?
3. What are the reactions of teachers and parents to the improvements in managing a change process?
4. What are the effects of improving the management of a change process on schools' performance?

**5.2 Research question 1:** To what extent does the role of decision makers, school principals, teachers, and parents affect the management of a change process?

The results of analyzing the data collected from the participants through semi-structured interviews and questionnaires indicated that all the participants emphasized the role of decision makers, principals, teachers, and parents in the managing change process. They clarified that all of them represented members of a team that would work for the benefit of the educational institution. Although all the interviewees pointed out that not everybody liked the change, some of them explained the strategies they adopted to achieve the change in their organization. An example could be through leading others and involving them to create a plan to achieve change. In addition, parents indicated that the role of decision makers, the principal, and teachers in the managing change process could be through considering parents as important partners in the school management, keeping them involved in the school affairs such as students' problems and quality of education, and trying to gain their satisfaction towards school performance. The first research question can be answered by indicating the importance of the parent-teacher-principal collaboration that helps build support and has many benefits, such as developing a sense of belonging as well as helping all parties to know everything that is going on. The previous mentioned results agreed with the concepts provided in the theory of change discussed in chapter two. As explained earlier, the theory of change emphasized that the desired change would happen through particular activities. The description of the preconditions is expected to lead to better planning, evaluation and measurable progress. In addition, unless the decision makers, the principal, teachers, and parents are aware of the problems that the school faces, they will not be able to prepare

the effective plans to achieve the required change. In the case of the school where this study took place, it was clear that the school principal, teachers, and parents were aware to some extent of the importance of managing a change process. Even if there were no clear guidelines they can follow, at least they did not reject change or tried to stop it. The desire to change has its relation with the behavioral change theory. By understanding the factors that determine people's behavior, the school leaders will be able to prepare the suitable plan to achieve change. The theory of planned behavior indicates that intention is essential to achieve the change, and that the stronger the intention to be involved in a behavior, the more likely the behavior will be performed. If the school leaders, decision makers, teachers, and parents have the intention to change and have the required resources to perform the change, then they should succeed in managing a change process.

### **5.3 Research question 2: What are the factors that affect the management of a change process?**

The answer to this research question can be given through the results gained from analyzing the semi-structured interviews and the questionnaires. All participants confirmed that job satisfaction, motivation, teachers' and parents' involvement in decision making were important factors that would affect the management of a change process. It can be said that there is an integration between the previous factors. To begin with, there is a strong relationship between job satisfaction and motivation, since if teachers are satisfied, their performance will improve and consequently, this positively affects the change process. All participants emphasized the role of the financial aspect in motivating teachers, especially in the case of private schools where teachers were coming from the middle class. Teachers also considered that receiving rewards and appraisals could motivate them to improve their performance. This notion matched with what Lourmpas and Dakopoulou (2013) stated in their study about motivating teachers:

Evidently, different people have different ways of becoming motivated. Nevertheless, if one may manage to comprehend what suits each individual, then the effectiveness of their work will endure even more. Moreover, a school leader has a significant role in empowering teachers' senses of job satisfaction in order to perform their tasks with efficiency and perhaps inspire a perception for educational change (p. 3360).

On the other hand, teachers explained that communication with the management was difficult which could be one of the problems that might decrease their motivation to work. This is because when

teachers cannot find a channel to reach the management and discuss their problems, then these problems may increase and prevent them from performing their job in a proper way. Even parents referred to the role that the parent-teachers' association played in facilitating communication and maintaining the management of a change process. However, neither teachers nor participants referred to the effect of professional development on teachers' performance and their desire to achieve managing a change process. This can be explained by indicating the fact that the school is still new and teachers may not be sufficiently aware of their needs to improve their performance.

The previous results of analyzing the answers of the interview questions and the questionnaires can be interpreted using the theoretical framework of this study. As introduced in the theory of motivation by Rost (1993), motivation, and this includes intrinsic and extrinsic motivation, is the force that directs the employee's behavior and pushes him/her to take action to satisfy his/her needs, whether they are psychological, financial, or social needs. To achieve effective leadership, school leaders should understand the employees' desires and needs and try to find the suitable devices to motivate them. In the case of our school, if the school leaders become conscious of teachers' needs, they will find a way to fulfill these needs, which would result in increasing teachers' motivation to take part in managing a change process. In addition, when the decision makers and the principal present themselves as models to achieve effective change management as stated earlier by the principal of the school, teachers and parents' observation of these models will have an effective impact on increasing self-efficacy, since they will be able to compare their abilities to the abilities of the decision makers and the principal to perform the tasks.

Despite the fact that all participants emphasized the effect of teachers and parents' participation on the management of a change process, this factor is not considered practically by the school leaders. This is because it is a new school which is clearly stated by the principal of the school. The notion of teachers' involvement in making school decisions discussed in the current study agreed with what Wall and Rinehart (1998) said about the necessity of engaging teachers in making decisions. They emphasized that due to the direct positive or negative effect of school policy on teachers, they "are most closely affected by decisions at school level ,and they should therefore play a significant role in making the decisions" (p. 50). In a similar way, parents' involvement in school decision making and its effect on

managing a change process has its theoretical background. Hargreaves and Fullan (1998) state that “school stakeholders without parental involvement make it difficult or almost impossible for effective collaboration” (cited in Flakes, 2007, p. 2).

It can be noticed that there is a contradiction between what the principal and the decision makers say on the one hand and what the teachers and parents say on the other hand. As an employee in the school, I can say that teachers and parents are not fully sensitive to the ways through which they can participate in the school decision making, because the school leaders share decisions only with the heads of departments. The school leaders listen to parents and teachers’ opinions but not to the extent of sharing decisions, otherwise they would have answered the questions in the survey in a different manner. Moreover, one of the decision makers indicates that sometimes the parents are not qualified enough or inexperienced to participate in decision making. Unless teachers and parents understand the role they have to play and the channels they have to work through, they will not be able to participate in the school decisions. Teachers and parents should show willingness and provide suitable and doable suggestions. At the same time, the decision makers and the school leaders should study the suggestions that teachers and parents provide.

**5.4 Research question 3:** What are the reactions of teachers and parents to the improvements in managing a change process?

This question will be answered through referring to the participants’ responses in the questionnaires and comparing these responses to the interviewees’ answers. The results of data analysis showed some contradictions in relation to parents’ reactions towards the management of a change process. Despite the fact that parents asserted the improvement in the school managing process by creating sufficient channels to communicate with parents and listening to their opinions towards school issues, the principal indicated that because it was a new school, the school leaders depended only on the qualified staff on deciding and implementing school decisions and issues. As explained earlier in chapter four, this contradiction might be due to parents’ unawareness of the role they might play in the change process, or because they are not answering the questionnaires seriously. As an employee in the school, I can add that the school had some experience of involving parents in the school issues. When the

school conducted Parents' Day, the school leaders distributed surveys to elicit parents' opinions towards teachers and school performance and provide suggestions to improve them. However, parents' participation did not exceed these borders to the extent of participating in making school decisions which would affect the management of a change process. Although parents' answers did not completely match the interviewees' answers, it can be implied that at least parents had positive reactions towards the improvement in the managing process.

Concerning teachers' reactions towards the improvement in the managing process, teachers confirmed the clearness of school objectives, but they also referred to the fact that the school leaders showed little interest in listening to their opinions. In comparison to the answers of the interview questions, the school principal assured that the teachers accepted the changes in the managing process and reacted to these changes positively. In addition, her answers agreed with what teachers pointed out that the school leaders showed little interest in their opinions. Although the principal emphasized that she followed an open-door policy where teachers are always welcomed to give their opinions, she claimed that the school may not always go with teachers' opinions. In a similar way to the reactions of the parents, it can be implied that teachers had positive reactions towards the change process.

The concept of teachers' reactions towards the management of a change process has been discussed by a growing number of researchers. Those researchers explain that there are particular indications that show whether the reactions are positive or negative. Schrum and Levin (2016) point out that "teachers' comments and questions reveal their stages of concern. For example, early in the change process teachers may ask questions to gauge what a new policy, curriculum, assessment, or other mandate is all about. When teacher leaders hear questions such as what is this all about?" (p. 74). In this case, school leaders should provide teachers with clear definitions and detailed explanation of how things will work. Another idea related to the reaction of teachers is stated by Ludeke (2013) who explained that involving others in meaningful discussion and dialogue about change will have an effect on people's reactions. She elaborated that:

School leaders must learn how to separate skeptical resisters from professional resister. They need to know how to identify the skeptical resisters and involve them in thinking about the best ways to

implement a major change. And they must learn how to prevent the professional resisters from becoming a barrier to major school improvement” (p. 54).

**5.5 Research question 4:** What are the effects of improving the management of a change process on schools' performance?

The results of data analysis related to this question showed that all participants confirmed the positive effect of implementing a change process on school performance. Parents highlighted that creating parents' council and inviting parents to participate in school decisions will have effects on improving the school managing process. Teachers also indicated that the management of a change process will give the chance to involve teachers in making decisions and will monitor school work effectively which reflects on improving the school performance. By monitoring school work, the principal and decision makers will receive feedback and will be able to figure out the challenges and the problems easily and prepare the suitable solutions. Actually, the answers provided by all participants displayed an awareness of the importance of implementing an effective change process, which could be understood as willingness on the part of all members of the school community and decision makers to achieve and improve school performance. The effect of improving the managing process has its roots in the literature documenting the impacts of changes in organizations. Tomal, Schilling, and Wilhite (2014) referred to this point saying that “The ability to manage change process is a vital component for the successful leadership of schools....The leadership skills needed for collaborative work involve the ability to develop a shared sense of purpose with colleagues” (p. 13). Researchers also suggested some key points of the successful change process such as “it is crucial to obtain the commitment and loyalty of employees and be sensitive to staff needs. One of the main methods of doing this is to consult and involve them in the change process, including the planning stage” (University of Cambridge, p. 108).

## **5.6 Conclusion**

This chapter answered the research questions based on the results of data analysis and in the light of the theories and the literature related to the management of a change process. It can be understood that managing change is crucial for a school to achieve the best quality of performance. To achieve the change process, it is necessary for all members of the school community represented by the decision makers, the principal, teachers, and parents to have a positive attitude towards the change and identify

their roles in the change process. In addition, school leaders should consider the factors that would affect managing a change process and provide suitable solutions. By fulfilling teachers' needs and engaging them in making decisions, school leaders help maintain a positive impact of the change process, and teachers will be motivated to perform their work to higher standards. Moreover, school leaders should understand that parents are shareholders and their opinions should be taken into account. By establishing parents' council, the school leaders and decision makers will be able to identify the qualified parents who are able to participate in school decisions and enrich the management with effective suggestions. The collaborative efforts of decision makers, school leaders, teachers, and parents will produce a successful and effective change process that reflects positively on school performance.

## **5.7 Recommendations**

In light of the RQs that explored the managing change process and the factors that affect this process such as motivation, job satisfaction, teachers and parents' involvement in decision making, the following recommendations are proposed.

**RQ1: To what extent does the role of decision makers, school principals, teachers, and parents affect the managing change process?**

It is highly recommended that decision makers and school principal are responsible for establishing a school wide vision of commitment to high standards and success of all students. However, decision makers and school principals must create a climate hospitable to education by ensuring that their schools allow all students to put learning at the center of their daily life and involve parents to be part of school comity. They must believe in creating change because if one believes, he will work in a proper way to achieve his goal. The next step for decision makers is to prepare plans, share ideas, discuss, and argue on one table. They have to get everything ready, then they can implement change. At the same time, they have to have the ability to convince. Cultivating leadership in others needs to

depend on others to accomplish the groups' purpose, because principals who get high marks from teachers for creating a strong climate for teaching and learning in their school will also get higher marks for spurring leadership. In addition, principal should improve their instruction whereas effective principals work relentlessly to improve achievement, focusing on the quality of teaching and learning. They always promote high expectations. They encourage continual professional development.

**RQ2: What are the factors that affect the managing change process?**

It is highly recommended that before implementing a managing change process, there must be a clear plan and valid reason and mission for creating the change process. Moreover, the plan should be realistic, measurable and achievable with a significant gain to be made for the school or its stakeholders, who are really easily able to see exactly when a school is heading through the change process. Then, the communication to change must take place and start, but it should be clear, reliable and acceptable. It must be ensured that all staff are able to access information. At the same time, the communication should be substantial and of interest to teachers, parents and even students. Therefore, it should be with open communication channels, which means, to ensure that all stakeholders have several avenues where they can ask question, voice concerns or make recommendations, and to make leadership team available and present. After that, it is very important to integrate by open up the plans for consultation with the stakeholder group. It is best to ensure that staff and stakeholders do not excluded from the change process. In addition to that, motivation is considered as one of the most essential factors in managing change process, because it provides people with energy to continue working and contributing in developing the school. However, implementing change needs people to be confident of their abilities, trust their experience, want this change to be done, and can manage the workload. Finally, every school must come to evaluation which have been occurred in different ways, through different levels, and every feasible opportunity. Whereas, the leaders of the school must choose the suitable tools that work effectively in evaluating the employee. The ultimate purpose of change is to change the school to create a better fit with the operating environment, and thus more performing tasks and doing works.

**RQ3:** What are the reactions of teachers and parents to the improvements in the managing change process?

Regarding this research question, it is recommended that teachers and parents must accept to adapt, interact, and institutionalize the change. Change is not easy, because most people are used to be familiar to their traditions, daily routine, and practices, so that, they find it very difficult to accept the change. But, if the school can set clear goals for increasing family engagement and are rolling out system and programs to reach parents, then the school can achieve strong and effective partners for teachers, and draw a plan for a useful communication. On the other hand, teachers must be familiar with change because this will help the school to develop and progress. Sometimes, teachers are submitted to some points which make them feeling scared from change such as failure to recognize the need for change, then, their habits to do whatever they had usually learned to do before. Moreover, the fear of the unknown, because they are not curious to try and know new methodology, or even they don't have the ambition to change their job, or even the place that they had used to work in. Another aspect on their reaction toward change is their expertise or their allocation of resources, and sometimes fear of threats to existing friendship within the school. Therefore, teachers are advised to be familiar with change, because change is required anytime and everywhere to develop and grow. At the same time, they should believe that many positive profits will come with each change.

**RQ4:** What are the effects of improving the managing change process on schools' performance?

Here, I strongly recommended everyone who works in the educational site, or who deals with educational organization or association to keep in his mind that change to better is a must to survive. As well as, change will come with excellent results if we are looking for globalization and our performances can be compared with other successful experiences. Here, we have to deal with all stakeholders to achieve better school performance. Firstly, it is very crucial to compare students' results in international tests with others countries, or comparing the professional development of our teachers with excellent teachers around the world. Students who are followed up correctly tend to be very energetic, talkative, and outgoing. Students learn more from their parents. Parents and other caregivers are child's first teachers and can instill values that encourage school learning. It is better for

school to build strong alliances with parents and welcome their participation. At the same time, parents must be included in community to act as instructors and mentors for students. While decision makers and school principals must work in combination to share ideas with all responsible people to achieve school's goals.

As a matter of fact, the managing change process must pass with different stages, because it is a sequence of steps and activities. First of these is, readiness assessments in which the decision makers and principals work together to assess the school readiness to change, and how many people are affected. It must be mentioned if it is gradual or radical change. Secondly, communication and planning start by clarifying the role of employee in the managing change. Thirdly, motivation, participation, and self-satisfaction can be achieved when the principal activates them in a suitable manner. Fourthly, training development and delivery are considered as the corner stone for building knowledge and developing skills. Fifthly, asking employees for self-assessment and feedback to ensure full adoption of the change. Sixthly, recognizing success and long term wins must be celebrated. Finally, the last step for the managing change process comes with the after-action review. Everyone must stand back to evaluate successes and failures, and identify process change for the next project.

## **5.8 Conclusion:**

The current case study examined the importance of implementing a managing change process, and how the effective change would be managed in a private school in Sharjah in the United Arab Emirates. The study investigated the effect of motivation, teacher and parents' inclusion in making decisions, and job satisfaction on the success of such a change project. A concurrent mixed-methods approach was undertaken to collect data from different resources, mainly semi-structured interviews conducted with decision makers and principal of the school as well as questionnaires distributed to teachers and parents. Examining the previous factors helped shed some light on the way the managing change process should be implemented and determined the extent to which teachers' motivation and involvement as well as job satisfaction affected the management performance.

To conclude this research, I would like to admit that I had a great interest and benefit to deal with that title. As a vice principal, I discovered the importance of motivation, participation and self-satisfaction on the employees' performance at the school. At the same time, I saw how decision makers and school principals can affect either positively or negatively on implementing change process in schools. Due to the significance of the managing change process nowadays, I advise myself and all people to be always ready to create change, accept it, and look at it from a positive perspective.

It is the researchers hope that this study will enlighten school leaders about the importance of applying a managing change process in their schools. Further research that is wider in scope is necessary to call attention to critical aspects such as the relationship between the school leaders and the stakeholders in the Ministry of Education or even the managing system in the general policy of the United Arab Emirates.

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## **7-Appendices**

### **Appendix 1:**



09 May, 2016

**Confirmation of Master of Education:** Nada Al Bakri

Dear Ms ,

I am writing to confirm that **Nada Al Bakri** is currently enrolled in Master of Education program ( MED), in the Faculty of Education at the British University in Dubai. Her dissertation topic aims to investigate the motivating people in organization, and participating them as a main source of human resources, then measuring their self satisfaction on their job. These things happen through a managing change process, which concentrate on the role of decision makers, school principal, teachers, and parents in creating change.

The MED qualification is to be accredited in the UAE and the Faculty of Education at BUiD. Nada's research methodology has been approved by the University Ethics Committee, and complete anonymity for research participants is her foremost consideration. With the fulfillment of this requirement, I am therefore writing to kindly request your permission to allow Nada to gain access to the field of study, so she can collect the relevant data for her dissertation. Should you have any questions or concerns regarding this letter or Nada's research.

Please contact me at my e-mail address below.

Thank you for your co-operation.

Yours faithfully

AR ABUULAI A.



abdulai.abukari@bu.ac.ae

## Appendix2:



### Research Research Ethics Form (Low Risk Research)

To be completed by the researcher and submitted to the Dean's nominated faculty representative on the Research Ethics Committee

#### i. Applicants/Researcher's information:

Name of Researcher /student	Nada Al Bakri
Contact telephone No.	0505745388
Email address	2013201023@student.buid.ac.ac
Date	1/5/2016

#### ii. Summary of Proposed Research:

BRIEF OUTLINE OF PROJECT (100-250 words; this may be attached separately. You may prefer to use the abstract from the original bid):	The research will throw lights on motivating people in organization, and participating them as a main source of human resources, then measuring their self satisfaction on their job .These things happen through a managing change process, which concentrates on the role of decision makers, school principals, teachers, and parents in creating these change.
MAIN ETHICAL CONSIDERATION(S) OF THE PROJECT (e.g. working with vulnerable adults; children with disabilities; photographs of participants; material that could give offence etc...):	The researcher will work with decision makers, school principal, teachers, and parents. There will be two ways to collect data: semi interviews, and questionnaires will be given to measure the effect of change process on the educational organization., and the role of the mentioned persons on this change. Parents' and teachers' names will be anonymous and they will not vulnerable to any harm. Only school name and place will be published.
DURATION OF PROPOSED PROJECT (please provide dates as month/year):	The proposed project will extend from May 2016 till October 2016.

Date you wish to start Data Collection:	Start in 22/May 2016
Date for issue of consent forms:	9/5/2016

**iii. Declaration by the Researcher:**

I have read the University's policies for Research and the information contained herein, to the best of my knowledge and belief, accurate.

I am satisfied that I have attempted to identify all risks related to the research that may arise in conducting this research and acknowledge my obligations as researcher and the rights of participants. I am satisfied that members of staff (including myself) working on the project have the appropriate qualifications, experience and facilities to conduct the research set out in the attached document and that I, as researcher take full responsibility for the ethical conduct of the research in accordance with subject-specific and University Research Policy (9.3 Policies and Procedures Manual), as well as any other condition laid down by the BUiD Ethics Committee. I am fully aware of the timelines and content for participant's information and consent.

Print name: Nada Rafea Al Bakri

Signature:  Date: 11/5/2016

*If the research is confirmed as not medium or high risk, it is endorsed HERE by the Faculty's Research Ethics Committee member (following discussion and clarification of any issues or concerns)\*.....and forwarded to the Research Office to be recorded.*

I confirm that this project fits within the University's Research Policy (9.3 Policies and Procedures Manual) and I approve the proposal on behalf of BUiD's Research Ethics Committee.

Name and signature of nominated Faculty Representative: DR ABDULAI ABUICARI

Signature:  Date: 11/05/2016



iv. If the Faculty's Research Ethics Committee member or the Vice Chancellor considers the research of medium or high risk, it is forwarded to the Research Ethics Officer to follow the higher-level procedures.

### **Appendix 3: Interview questions with decision makers**

- 1) At the beginning, can you give idea about your experience in the educational context in the United Arab Emirates?
- 2) Have you been involved in managing change at any point in your role as a decision maker?
- 3) From your experience, what is your point of view towards managing change process?
- 4) How does your job as a decision maker support school principals?
- 5) To what extent do you involve principals in making decisions?
- 6) Do you seek out parents' views about managing change process?
- 7) How do you motivate your employees (those you are managing)?
- 8) To what extent do you consider job satisfaction as a factor that affects the development of the management?
- 9) How can the financial support be a factor that affects the development of management?
- 10) Besides the factors mention above, do you think that there are other factors that affect the managing change process?
- 11) Did you present any strategy to improve the managing process? If yes, how did you implement it?  
What were the reactions of the people involved in this plan?

#### **Appendix 4: Interview questions with the principal**

- 1) Could you please tell us something about your experience in the educational context in the United Arab Emirates?
- 2) As a person in a leading position, what are your objectives?
- 3) As a principal, what is your role in the managing change process?
- 4) Do you consider the managing change process is crucial in the school?
- 5) How do you see your relationship with the teachers from a leadership perspective?
- 6) Are there motivation procedures for the teachers, and if yes, do you see these procedures effective for the managing change process?
- 7) As a principle, do you have any strategies to increase teachers' job satisfaction?
- 8) To what extent do you involve teachers in making decisions?
- 9) What qualifications do you consider when selecting teachers to participate in decision making?
- 10) Do you involve parents in the managing change process?
- 11) Dis you have any plans to improve the managing process? If yes, how did you implement it? What was the reaction of the people involved in this plan?

## **Appendix 5: Teachers' questionnaire**

1. You receive reward when you do good job.
2. Teacher's appraisal affects your performance.
3. Communication with the management is difficult.
4. Salaries rise on a regular basis.
5. The goals of the school are clear enough to me.
6. The management shows little interest in teachers' opinion.
7. The management process involves teachers in making decisions.
8. The school has a clear direction of development.
9. The school's decision-making process is transparent.
10. The school monitors its work effectively.

## **Appendix 6: Parents' questionnaire**

1. The school often keeps parents informed of school affairs and development.
2. There are sufficient channels, such as Parents' Day, the school website, school post box for me to express my views to the school.
3. The school is willing to listen to the views of parents.
4. The school often invites parents to participate in school decisions.
5. The school administration engages parents in raising literacy and numeracy standards in the school.
6. The school management process performance is satisfactory.
7. The school established parents' council.
8. The motivation process in the school targeting parents is affective.
9. The parent-teacher association can facilitate communication between parents and the school.
10. Teachers motivate children enough in the class to improve their learning levels.

## **Appendix 7: Interviews' answers**

### **Decision maker 1**

- 1) At the beginning, can you give idea about your experience in the educational context in the United Arab Emirates?

I have 12 years experience in the educational context in the UAE school.

- 2) Have you been involved in managing change at any point in your role as a decision maker?

No ,I didn't.

- 3) From your experience, what is your point of view towards managing change process?

From my viewpoint, I understand that change is integral to development, if we want to progress to the next stage, we have to learn that our old ways need to be forsaken and newer and better strategies need to be adopted. However, most people are very resistant to change. This is because they tend to find comfort in familiar situations and routines. It is necessary that the change process proceeds through three stages: awareness, shareholder participation, and a capable leadership to see it through.

- 4) How does your job as a decision maker support school principals?

We provide the link between the principals' expectations and the reality of the day to day teaching and learning process. We suggest what we believe to be doable in practice through our communication with the parents, teachers and students, and through our area of expertise.

- 5) To what extent do you involve principals in making decisions?

The principal has to give formal consent to any change that will take place in his/her school. We involve our principals in issues and decisions that involve finances, the change of class timings, meetings with guests from outside the school and all documentation that requires his/her signature. But

academic matters are largely our responsibility, and our principal prefers to be in the know with minimal involvement.

6) Do you seek out parents' views about managing change process?

Absolutely, because parents are shareholders in their child's education, they are directly affected by any change that benefits or risks their child's welfare. However, there are parents who are not qualified to take part in decision making, some are inexperienced, biased, or are working towards a personal agenda at the expense of the general wellbeing of others. Decision makers need to be alert that not every opinion should be considered. Furthermore, parents who are educated, experienced in the field and offer constructive contributions should be actively included and appreciated in the change process.

7) How do you motivate your employees (those you are managing)?

Everybody enjoys acknowledgment of effort and progress. Therefore, I believe it's necessary to show my staff that I appreciate their work; this is done through verbal appraisals during feedback meetings, or written on their evaluation reports as "strengths". Moreover, they are rewarded with certificates for participation in co curricular activities, and given an annual raise on their salaries.

8) To what extent do you consider job satisfaction as a factor that affects the development of the management?

Personally, I believe job satisfaction to be the strongest force behind better productivity. Though, the reality in our schools is different; teachers are overburdened, underpaid and underappreciated, many hold on to their teaching jobs simply because there isn't a better alternative in the job market. How are they productive then? Few are satisfied and intrinsically motivated for the love of teaching, and the majority are dissatisfied but don't want to lose their jobs.

9) How can the financial support be a factor that affects the development of management?

Financial planning is significant because a lot of change management depends upon hiring qualified personnel, purchasing equipment and software. Thus, the school budget can seriously limit change. Effective financial planning requires a skilled leadership that is able to strategically prioritize needs, set an applicable schedule and secure funding from multiple sources.

10) Besides the factors mention above, do you think that there are other factors that affect the managing change process?

The recipe for change isn't simply: a decision + money. It is the unison of a skillful leadership, and the involvement of educated, motivated, capable shareholders working together transparently towards a clear aim, within a reasonable timeframe, and with the provision of the necessary material support.

11) Did you present any strategy to improve the managing process? If yes, how did you implement it? What were the reactions of the people involved in this plan?

Yes, Our English syllabus wasn't meeting our students' needs to become competent in the 4 skills. Therefore, we decided to upgrade our course books. My initial step was to compile teachers' opinions on the strengths and the weaknesses of the old course books. Similarly, we considered the opinions of parents and students. Of course, many teachers and parents did not want the change, they were assured that their concerns would be looked out for. Teachers were given samples of the new books and they provided a report on the strengths and challenges of the new course books. Then, an expert from the publishing company provided training on how teach the material. Finally, the coordinator met with the teachers of every grade level to discuss how to approach the new lessons to manage difficulties and heighten student motivation. Teachers were encouraged to plan together for the first term, and to be open with feedback after every unit. The implementation was challenging at first, but after several months everyone was on board and promoted the successful change.

## **Decision maker 2**

1) At the beginning, can you give idea about your experience in the educational context in the United Arab Emirates?

Most of my experience was abroad. It was not in the United Arab Emirates. I am new here. I am working now to have an idea about the educational system and about the vision and the mission of the UAE, especially the vision of 2021.

2) Have you been involved in managing change at any point in your role as a decision maker?

Yes, throughout my work, I am always trying to create a change. When I was in America, I was asked to have a role in an educational association, and I helped to put a general systematic structure. The same happened in Saudi Arabia. I contributed to planning for many educational projects and I implemented a change in the role of the staff.

3) From your experience, what is your point of view towards managing change process?

It is important and required. Managing change process develops the association, especially if it comes with a master plan, factors, and standards.

4) How does your job as a decision maker support school principals?

We work as a team with the principal. I support the school team with my experience.

5) To what extent do you involve principals in making decisions?

As I have said, we work as a team. Each one of us has a role in creating change, the change to the better situation.

6) Do you seek out parents' views about managing change process?

Yes, parents are part of any change. We seek their opinions through questionnaire or PTA and take these opinions into consideration when we plan for the school.

7) How do you motivate your employees (those you are managing)?

We motivate the employees by listening to their problems and solving them. We encourage them materially and morally. I always try to display their potential push.

8) To what extent do you consider job satisfaction as a factor that affects the development of the management?

Actually, I consider it as the main factor that affects the managing process. It is reflected either positively or negatively on the employee's performance and even on his/her personal life.

9) How can the financial support be a factor that affects the development of management?

Everyone needs money to live, so the financial support is essential to encourage and motivate people to work and perform well.

10) Besides the factors mention above, do you think that there are other factors that affect the managing change process?

There are many other factors such as communication, integration, combination, assimilation, and consolidation.

11) Did you present any strategy to improve the managing process? If yes, how did you implement it?

What were the reactions of the people involved in this plan?

Yes, in America, I was responsible to develop an educational organization. I asked the employees to write what their goals are and how they can achieve them. Their answers come back with nothing except the secretary who said he wishes to be in another position which serves the organization more.

He showed his potential and ambition. He talked about his plan and goals and really he was the one who had deserved to be hired.

### **The principal's interview's answers**

1) Could you please tell us something about your experience in the educational context in the United Arab Emirates?

My first experience was in a primary school as a class teacher for grades 2 and 3 although I am a qualified teacher for teaching upper grades from the UK. I did this for two years, it was a British school. After that I moved to an American school and I was a teacher for the upper grades 9, 10, 11, and 12 for two years. After that I became the manager of the special needs as a consultant how to prepare the material for the students. After that I moved to another school and I was a head of girls' section then I became a vice principal.

2) As a person in a leading position, what are your objectives?

The first thing for me is to have a very clear and open plan, where everybody knows what my plan is

2) As a principal, what is your role in the managing change process?

My role will be to lead others. For example, we will have the plan and I would need to involve the middle managers, the coordinators and the head of departments and we will delegate a plan between us. Then we will all come together to make sure that we are on the same track to implement the plan.

3) Do you consider the managing change process is crucial in the school?

Yes, at the end of the day, nobody likes change, and everybody views their way of doing something is the best way. We have all come from different schools, and we all probably at the same time have one goal. But at the end of the day how I will meet that goal will be very different to another manager, so I need to ensure that everybody knows the change process, everybody knows what their job is, their

objectives to do. We will meet together because I must encourage people, I must let them know that the change will not only benefit the students but the staff and the school as a whole.

4) How do you see your relationship with the teachers from a leadership perspective?

I think the relationship between teachers and a leader is crucial. It is actually very important. I like to have an open-door policy to know that teachers are always welcomed to come to me. They are always welcomed to give me their opinions, their views, to let me know that the things they feel we are doing are very well in the school and possibly some areas that need to be changed. It may not always that we go with their opinions but at least teachers will feel that they are listened to and their opinions are valued.

5) Are there motivation procedures for the teachers, and if yes, do you see these procedures effective for the managing change process?

Yes, we have motivation procedure for teachers, but this is a new school and everybody is stressed. It could be to encourage the teachers, to praise them to appreciate them to let them know that we do care about them we do value the work they do in the school and we try to provide training for them in the weaker areas.

6) As a principle, do you have any strategies to increase teachers' job satisfaction?

I should say that job description is made clear for them so that they know what is required from them, what they should involve themselves in and what they shouldn't, the salary, the package, the training

7) To what extent do you involve teachers in making decisions?

Actually, this depends on the situation. If it is a change in the curriculum of the school, we will consult not necessarily the teachers, but the heads of departments and the coordinators. I will explain to them that this is the change that I want to make and I want their opinion. Then based on their opinions, we may make a slight change but it wouldn't be the deciding factor.

8) What qualifications do you consider when selecting teachers to participate in decision making?

The teacher should be qualified in her area. If she is an English teacher, then she should have a degree in English.

9) Do you involve parents in the managing change process?

No, not yet. We are a new school. We have a new qualified staff, so we are the ones who will implement everything based on our decisions. Possibly next year.

10) Do you have any plans to improve the managing process? If yes, how did you implement it? What was the reaction of the people involved in this plan?

As a new school, we had our initial plan, but no plan ever fixed, as we went along we need to make changes to our plans. Thankfully our teachers are all experienced and they accept the fact that it is a new school. Obviously, the needs should be change as the school is developing and growing. Teachers accept that changes are inevitable.