The Role and Impact of Educational Leadership in Change Management to Improve the Quality of Education in a Private School in Dubai

دور وأثر القيادة التربوية في إدارة التغيير لتحسين جودة التعليم في مدرسة خاصة في دبي

by

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ABSTRACT

As we live in a fast-changing world, everything around us points to the need for profound change that allows us to move forward in life and evolve ourselves. Without this change, life becomes stagnant and learning new skills would not be possible. Education, as the major instrument of the nation's growth, requires continuous reformers that meet our progressive world's needs. However, this change is often a challenging process for some educational organisations, which leads us to the crucial role of the educational leadership in identifying aspects that need to be changed and developing concrete plans with expected timelines for them to be changed.

This research study discovers the role and impact of educational leadership and change management to improve the quality of education in a private school in Dubai using qualitative and quantitative data collection methods in addition to analysing six school inspection reports from two different authorities. The data results showed that educational leadership's significant role in managing change drives outstanding academic performance in this private school. However, the theoretical aspect of the current practice of change management to improve the quality of education needs some improvement.

Results also show that the role of educational leadership in change management to improve the quality of education from teachers' perspectives reached a high degree, and the impact of leadership's practice in change management reached an exceptional level as this school continued to receive an outstanding rating for 12 consecutive years of school inspections. Furthermore, leaders' perspectives on how to overcome the challenges in change management were effective as they demonstrated good knowledge of dealing with resistance and challenges associated with change management and were clearly passionate about change and development.

Furthermore, the research study concludes that the nine previous studies and the four change models developed by Kotter, Lewin, Lippitt, and ADKAR used in this study have revealed some essential factors for change management to be successful in schools and uncovered certain gaps, including lack of employing change management models in the field of education to cope with the change taking place at schools.

ملخص البحث

نظرًا لأننا نعيش في عالم سريع التغيّر، يشير كل شيء من حولنا نحوَ الحاجة إلى تغيير عميق يهيئ لنا السُبل كي نمضِيَ قدمًا في الحياة وتطوير أنفسنا. دون هذا التغيير، تصبح الحياة راكدة ولن نتمكّن من تعلّم مهارات جديدة. يتطلّب التعليم، باعتباره الأداة الرئيسة لنمو الأمة، تحسينات مستمرة تلبي احتياجات عالمنا سريع التقدّم. ومع ذلك، فإن هذا التغيير غالبًا ما يمثل تحديًا لبعض المؤسسات التعليمية، مما يقودنا إلى الدور الحاسم للقيادة التربوية في تحديد الجوانب التي تحتاج إلى تغيير ووضع خطط ملموسة مع جداول زمنية لتنظيم تغييرها.

تستكشف هذه الدراسة البحثية دور وأثر القيادة التربوية وإدارة التغيير في تحسين جودة التعليم في مدرسة خاصة في دبي باستخدام أساليب جمع البيانات النوعية والكمية، بالإضافة إلى تحليل ستة تقارير تفتيش مدرسية من جهتين رسميتين مختلفتين. وقد أظهرت نتائج البيانات أن الدور المهم للقيادة التربوية في إدارة التغيير يقود الأداء الأكاديمي المتميز في هذه المدرسة الخاصة. ومع ذلك، فإن الجانب النظري في الممارسات الحالية لإدارة التغيير لتحسين جودة التعليم يحتاج إلى بعض التّطوير.

كما أظهرت النتائج أن دور القيادة التربوية في إدارة التغيير لتحسين جودة التعليم من وجهة نظر المعلمين وصل إلى درجة عالية، ووصل أثر ممارسات القيادة التربوية في إدارة التغيير إلى مستوى استثنائي حيث حصلت هذه المدرسة على تقديرٍ متميّز خلال اثنتَي عشرةَ سنة متتالية من عمليات التفتيش على المدارس. علاوة على ذلك، كانت وجهات نظر القادة حول كيفية التغلب على التحديات في إدارة التغيير فعّالة؛ حيث أظهروا معرفة جيدة بالتعامل مع تصدّي موظفي المدرسة للتغيير والتحديات المرتبطة بإدارة التغيير وكانوا متحمسين بشكل واضح للتغيير والتطوير.

بالإضافة إلى ذلك، خلصت الدراسة البحثية إلى أن الدراسات التسع السابقة ونماذج التغيير الأربعة التي طوّرها Kotter و Lewin و Lippitt و ADKAR المستخدمة في هذه الدراسة قد كشفت عن بعض العوامل الأساسية لنجاح إدارة التغيير في المدارس وكشفت عن بعض الثغرات: بما في ذلك قلّة توظيف نماذج إدارة التغيير في مجال التعليم لمواكبة وإنجاح التغيير الذي يتمّ في المدارس.

DEDICATION

To my mother, the source of inspiration to be dedicated and patient.

To my wife, my life partner and best friend who is always there for me.

To every passionate soul about education to drive success.

ACKNOWLEDGEMENT

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UAE	United Arab Emirates
KHDA	Knowledge and Human Development Authority
MoE	Ministry of Education
DSIB	Dubai School Inspection Bureau
DSO	British Schools Overseas
DfE	Department for Education
UK	United Kingdom
NEASC	New England Association of Schools and Colleges
CIS	The Council of International Schools
COBIS	The Council of British International Schools

CHAPTER 1: INTRODUCTION TO RESEARCH STUDY

1.1 Chapter Introduction

This chapter introduces the dissertation by providing background and motivation for the research study, the rationale for conducting it, and clarifies the problem statement theoretically and contextually. It also outlines the research's main aim, specific objectives, questions, and the unique contribution of the research study. Finally, this chapter ends by explaining the dissertation's structure and a brief about each chapter.

1.2 Background and Motivation for the Study

As we live in a fast-changing world, everything around us points to the need for profound change to meet human needs and its surroundings. Many new and exciting research was conducted on how the human mind works and how individuals learn and develop their skills and attitudes towards learning, which in turn supports them in becoming competent people. In any educational organisation, change is often a challenging and complex process. It requires a new way of thinking, attitude and tools to lead a successful change in others and across the organisation (Prosci 2019f).

This age of new technology allows pupils to connect with anyone they wish around the world, discover new cultures, and explore new experiences, all with just the click of a button. This, in fact, shifted teachers' role from being the source of knowledge to coaching, guiding, and directing. Therefore, school leaders have a greater responsibility toward teachers today than ever to ensure that their work accommodates the needs of the fast-changing world of the 21st century, which helps our students to reach their full potential, and be productive members of society, principled citizens, and adults of tomorrow. This shift in education practice in any school typically results from a set of historical, religious, cultural, and economic factors that formulate its existence and predict its future (Abdallah & Mohammad 2016). Accordingly, private schools in Dubai are obliged to adopt the guidelines set for them by the Knowledge and Human Development Authority (KHDA) as they plan and manage changes in the school.

Education is seen as the primary instrument of nation-building, and as the world is getting more progressive, there is a necessity for education reformers to be in line with the future ahead to ensure that schools are providing the right education that meets the need of this progressive world (Fadzil et al. 2019). The importance of having the proper education is the reason behind establishing a great nation. Therefore, school leaders must continuously identify educational aspects that need to be changed and develop concrete plans with expected timelines for them to be changed and aligned with students' needs in a fast-changing world.

1.3 Problem Statement

Theoretically speaking, change management aims to keep pace with change and develop school management for the better by developing the performance of school leaders and teachers to achieve the desired goals and be as efficient as possible (Bahamdan & Al-Subaie 2021). School improvement takes the quickest way when the school is keeping pace with the needs of a fast-changing world by adopting the needed changes.

Contextually speaking, several educational institutions are experiencing different challenges as they seek to adopt a change to improve their operations and, consequently, the quality of their outputs to prepare pupils for a fast-changing world and how to excel in tomorrow's workplace. These challenges could be due to individual resistance factors or other factors such as the lack of IT competence among school employees (Bin Taher, Krotov & Silva 2015); this could also be due to the deficiency in evaluating the performance or not being taken on regular basis and the lack of the rewarding system for the excellent performance (Al-Alawi et al. 2019).

Private schools in Dubai prioritize their work to stand out and reach global competition in their performance levels and educational outcomes and appoint qualified and experienced leaders to keep pace with these changes in a competitive private school environment. On the other hand,

private schools in Dubai undergo various changes every year, whether due to recruiting new teachers, new leadership structure, adding or removing taught curriculums, or changes in the school's policy. Alternatively, the change can occur due to unexpected circumstances requiring schools to adopt different changes in their operations immediately and to implement this change in the best way possible.

If a school is not working towards change adoption that meets the needs of the new age, then its efficiency in providing education to students can gradually be dropped, and any goal set to be achieved will not be met. School culture is complex and can be exhibited differently from one school to another (Fadzil et al. 2019); therefore, school leaders are to foster and lead to collaboration between leaders and employees so that they can construct the change together and avoid resistance; however, challenges may arise as the leaders and development experts are managing change due to the speed and complexity of change required today (Pryor et al. 2008).

In order for Dubai's private schools to stand out in their performance and reach global educational outcomes in a competitive environment, school leaders have the responsibility of managing the change adoption by school staff effectively and efficiently. This way, the school can keep pace with the needs of a fast-changing world rather than having an old education system that only focuses on imparting knowledge through books and numbers without maintaining the stability of theoretical and practical teaching and learning.

1.4 The Aim of the Study

This research study mainly aims to explore the role and impact of educational leadership in change management to improve their private school in Dubai through critical analysis of previous studies, qualitative and quantitative data gathered from a private school's leaders and teachers, and three focused models of change management.

In addition, the following three specific study objectives are set to be achieved here:

1. To explore the role of educational leadership in change management to improve the quality of education from teachers' perspectives.

2. To examine the impact of the practice of educational leadership in change management according to the national and international school inspections' reports.

3. To suggest an action plan to overcome the challenges in the current practice of change management from the leaders' perspective.

1.5 Research Questions

1.5.1 Main Research Question:

What is the role and impact of educational leadership in change management to improve the quality of education in their private school in Dubai?

1.5.2 Specific Research Questions:

1. What is the role of educational leadership in change management to improve the quality of education from teachers' perspectives according to their demographic information (gender, age, subject they teach, qualifications, and years of experience)?

2. What is the impact of the practice of educational leadership in change management according to the national and international school inspections' reports?

3. How to overcome the challenges in the current practice of change management from leaders' perspective according to their demographic information (gender, age, leadership role, qualifications, and years of experience in leadership)?

1.6 Rational and a Unique Contribution of the Study

Today change is endless, and school leaders who anticipate change and react rapidly and responsibly are successful (Pryor et al. 2008); therefore, this research study promises to enrich the theoretical growth of change management and the level of its application by the school leadership in private schools in Dubai. It will be a valuable resource for all Dubai private schools

that seek speedy growth towards their educational goals in a competitive environment through effective change management.

Furthermore, it provides a case study for a private school in Dubai showing how change is managed and the impact of this management by the educational leadership on quality education, which is needed due to the lack of studies related to this area. Case study research is one of the most powerful research approaches and its results can have a high impact (Voss, Tsikriktsis & Frohlich 2002); however, this needs care and skills in conducting interviewers, drawing conclusions, and ensuring rigorous research.

Additionally, this research study combines three famous change management models from a practitioner's perspective, including Kotter's model, Lewin's model with its expansion by the Lippitt model of planned change, and the ADKAR model of change management. The several change models found in change management studies evidence that change is a real phenomenon (Kritsonis 2005), and they all have been theorised to establish the process in which successful change takes place.

1.7 Structure of the Dissertation

This dissertation is structured to have five chapters; each chapter addresses specific aspects of the research study as follows:

Chapter One - This chapter introduces the dissertation by providing background and motivation for the research study, the rationale for conducting it, and clarifies the problem statement theoretically and contextually. It also outlines the research's main aim, specific objectives, questions, and the unique contribution of the research study. Finally, this chapter ends by explaining the dissertation's structure and a brief about each chapter.

Chapter Two - Literature Review: This chapter provides a conceptual analysis by defining and mapping out key concepts in the study. Then, it provides the theoretical framework of the research study by identifying the fundamental theories and models related to change management, in particular, the three focused models of change management, in addition to merging these models from a practitioner perspective. It also provides an in-depth review of existing literature in the study area and previous studies, in addition, to change management for quality education in practice, especially in Dubai's private schools. Finally, this chapter ends by providing a summary of the entire literature review section.

Chapter Three – Methodology: This chapter introduces the mixed method approach of this research study. It explains the data collection plan in depth, including the context, site, population, and samples. The data collection instruments and validation process are also presented here, along with the plan on how the information gathered from both data collection methods will be analysed and discussed. This chapter ends by explaining the role of the researcher in the ethical consideration and the low risk in the research study, in addition to the trustworthiness and reliability of the data.

Chapter Four - Results, Analysis and Discussion: This chapter introduces and analyses the information gathered from the data collection methods. It provides an analysis of the quantitative statistics gained from a questionnaire completed by 70 teachers, which is used to triangulate evidence gathered from the qualitative data collection instrument gained from a survey completed by 10 school leaders, in addition to the school inspection reports used to answer the second research question; all is against the literature review findings. Lastly, content analysis of the qualitative data is presented as an answer to the third research question, followed by triangulation of the data methods. This chapter is also critical to the next chapter, which provides a study conclusion along with some defined recommendations.

Chapter Five - Research Conclusion: This final chapter discusses the closing stages of the research study in relation to the research's main aim, objectives, and questions. It discusses the

key findings and how they have helped to answer the research questions in light of the findings from similar studies. This chapter also presents the study's contributions to the current practice and knowledge, the potential areas for future research by providing some recommendations for future studies based on the contribution and limitations of this research study, and recommendations for change management practice in the field of education that are made from the theoretical and empirical findings.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter Introduction

This chapter provides a conceptual analysis by defining and mapping out key concepts in the study. Then, it provides the theoretical framework of the research study by identifying the fundamental theories and models related to change management, in particular, the three focused models of change management, in addition to merging these models from a practitioner perspective. It also provides an in-depth review of existing literature in the study area and previous studies, in addition, to change management for quality education in practice, especially in Dubai's private schools. Finally, this chapter ends by providing a summary of the entire literature review section.

2.2 Conceptual Analysis

2.2.1 Change Management

Change management can be defined according to Tim Creasey, as: "the process, tools and techniques to manage the people-side of change to achieve a required business outcome" (Voehl & Harrington 2016). It is the set of practices and processes used by leaders to manage the people side of a change (Al-Alawi et al. 2019). Therefore, change managers are committed to the tasks of planning, organising, and executing in order to achieve the desired change. Educational organisations are often obliged to practice change management effectively due to internal or external factors (Almansoori 2019). Therefore, change usually happens as a reaction to specific internal or external challenges or opportunities the organisation is facing.

Change management in the school context means developing the performance of school leaders and teachers by keeping pace with the changes to achieve the desired goals (Bahamdan & Al-Subaie 2021). Change management here also refers to an organised and structured process of enacting changes to the school to improve it, which includes changes in the process, culture, people, or technology implementation. The researcher defines *Change Management* as the

implementation of a structured process and methods by leaders that deal with the organisation's transition or transformation to achieve the common and desired goals of the organisation.

2.2.2 Concepts Related to Change Management

This section explores a selection of concepts related to change management to expand the reader's knowledge of change management and how it works. A book written by Prosci (a global team of change fanatics and advocates focused on customer success founded in 1994 by Jeff Hiatt) inspires the concepts of change management introduced here.

2.2.2.1 Senders and Receivers. Change is seen from the standpoint of senders and receivers. A sender is the person delivering the change information, and a receiver the person receiving this information. It is important for leaders to understand that what a sender says and what a receiver hears are usually two different things. For example, if a leader discusses a change project with a teacher, the leader may be enthusiastic and positive; however, this might not be the case for the teacher. Several factors affect how the teacher hears and interprets the change information, such as, past experience with changes at other workplace and his career plans (Prosci 2005).

Implications for practitioners: Leaders should express the importance change, the risks of not changing, and the alignment of change with the school's vision.

2.2.2.2 Resistance. Change often creates anxiety among employees. The uncertainty of success and anxiety of trying something new as emotional reactions are powerful to prevent change and create resistance. However, there are more factors that create resistance which need to be examined by the change leaders (senders), such as the impact on teachers' work, the trustworthiness of the senders, the school's history of handling change, the alignment of change with the employees' values and personal circumstances (Prosci 2005).

Implications for practitioners: Resistance should be expected as a normal reaction; therefore, senders should design a plan that eases that resistance. Leaders will encounter resistance, and they are tasked with supporting teachers throughout the change journey and building enthusiasm

around the change. Leaders can manage resistance early, professionally, and respectfully for teachers going through change using the following three critical lessons: Not reacting to resistance with surprise as it is expected and should be planned for, patience with teachers, and assessing resistance based on the larger organisational context not individually (Prosci 2005).

2.2.2.3 Value Systems. Organisational value systems influence the approach change takes place. What is essential to the school? How are choices done? Who is leading the school? Answering these questions differ from one country to another and from organisation to another. Change managers must understand their organisations' fundamental values as they directly influence how change is perceived and the work required to ensure successful change outcomes (Prosci 2005).

Implications for practitioners: Leaders are to listen attentively and observe continuously to gain insights about the leadership structure and to modify specific change management plans considering the unique value systems of the school.

2.2.2.4 Incremental vs. Radical Change. The significance of the change impacts teachers' reaction and the way change should be managed. The incremental change does not require teachers to shift their way of work completely, and a different degree of resistance will be encountered than the radical change that establishes a total shift (Prosci 2005).

Implications for practitioners: Leaders should consider the gap and difference between the organisation's future status and the current status and what disruption will arise because this impact how they will manage that change. This consideration is often overlooked as the leaders tend to focus on the transition state. The correct change management approach required by a change initiative is unique to it, which means that leaders should adjust their approach based on how the change uniquely affects each group of teachers.

2.2.2.5 Change is a Process. Change happens in a form of a process not an event. Organisational change does not occur instantly after an announcement of the change. For example, employees

do not change easily after receiving an email or attending a session. Instead, when introducing change, employees move from what they had done throughout the shift to arrive at a desired new way of doing things. Dealing with change as a process is critical to successful change management (Prosci 2005).

Implications for practitioners: Leaders can better accommodate the change approach by breaking it down into phases to ensure employees adopt the change successfully. This can be done by creating a framework of current status, transition status and future status to treat the changes as a process; leaders are also reminded that no one experiences the process the same way.

2.2.3 School Improvement

The concept of School Improvement indicates creating supportive environments for effective teaching and learning and building capability for professional learning growth (Hallinger & Heck 2010). Successful school leaders improve their schools by preparing them to a new level at the hinge of school development (Yang 2014) which does not always work smoothly as the different factors and circumstances make the process appear challenging.

School improvement has become an expectation of all schools across many countries. Private schools in the UAE, especially in Dubai, seek to improve their operations in many ways. However, authentic school improvement strategies focus on the context, and a large variety of improvement choices should be accessible to schools; in addition, more intelligence should be used to link improvement strategy to the school's requirement (Hopkins 2001).

A successful school improvement is conditional on the school's ability to manage change and growth (Harris 2002); this is why school leaders have the responsibility of managing the growing variety of school improvement initiatives and focusing on change plans at the school-wide level rather than at the level of the classroom.

The researcher defines *School Improvement* as the methods by which the school grow to be more efficient in terms of academic outcomes of both students and teachers within the school.

2.2.4 Quality Education

The reason why the concept of School Improvement was explained before the concept of Quality Education is that all aspects of school improvement ultimately aim to improve the quality of education.

Quality Education refers to excellence, efficiency, and high standards in which the educational organisation operates to achieve the educational goals (Budiharso & Tarman 2020). It indicates a certain degree of educational excellence; however, that degree of excellence is subjective (Ng 2015). According to UNESCO's Report (Delors et al. 2013), quality education is based on four pillars as follows:

- Learning to know, by combining general and indigenous knowledge with external elements.
- Learning to do, by acquiring the competence to deal with situations and applying what was learned.
- Learning to live together, by appreciating interdependence and working on joint projects.
- Learning to be, by developing one's personality to reach their full potential.

Universities play a vital role in improving the quality of education (Paraschivescu & Șavga 2016) as they are places where research based on independent thinking and the exchange of creative ideas are supported and encouraged. However, quality education is a responsibility of all organisations (Paraschivescu & Șavga 2016), including schools and nurseries, as quality education means improving society as a whole. The researcher defines the concept of Quality Education as empowering learners to reach their full potential by fostering a supportive and safe learning environment for them to explore the educational content using student-centred approach.

2.2.5 Educational Leadership

Leadership means influencing and motivating other people in achieving desired goals shaped by the leaders themselves. Commonly, leaders initiate change to reach these desired goals with creativity and energy (Bush 2007). In addition, researchers have constantly testified that leadership in any school is crucial to educational improvement (Spillane 2004). The researcher defines *Educational Leadership* as a group of highly motivated and passionate leaders who influence teachers to work effectively and collaboratively towards achieving the school's goals and vision.

2.2.5 A Private School in Dubai

Dubai private schools are those schools located in the emirate of Dubai that provide private education for students and follow the regulations of the Knowledge and Human Development Authority (KHDA). KHDA is tasked with developing the private education's quality in Dubai by supporting schools, universities, and all stakeholders to create an excellent education focused on happiness and wellbeing. The private sector includes schools offering 16 different curricula and international branch campuses from 12 countries. These multicultural, multinational dynamic offers researchers a wealth of study options and a rich source of material (KHDA 2022).

2.3 Theoretical Framework

In addition to some review of related literature and previous studies, this research study focuses on three models of change management as the groundwork of the study including Kotter's strategic eight-step model, Lewin's three-step model and the Lippitt model of planned change which expanded Lewin's model, and ADKAR model of change management. Each model is briefly introduced, along with examples of its application in schools.

2.3.1 Focused Theories of Change Management

2.3.1.1 First Model: Kotter's Eight-Step Model (Kotter, 1996)

John P. Kotter is a best-selling author, award winning business and management thought leader, business entrepreneur and a Harvard Professor since 1972 (Campbell 2008). His ideas, books, and company, Kotter, help mobilize people around the world to better lead organisations in an era of increasingly rapid change (Kotter 2016). Kotter developed his model following a study of over 100 organisations from different sizes and industries (Mento, Jones & Dirndorfer 2002). He believed that change can in any organisation can be managed using a dynamic 8-step approach which was first issued in a 1995 article in the Harvard Business Review (Appelbaum et al. 2012). The steps in his model include the following:

1	Create a sense of urgency	2	Build a guiding coalition	3	Form a strategic vision and initiatives	4	Communicate the change vision
5	Enable action by removing barriers	6	Generate short-term wins	7	Sustain acceleration	8	Institute change
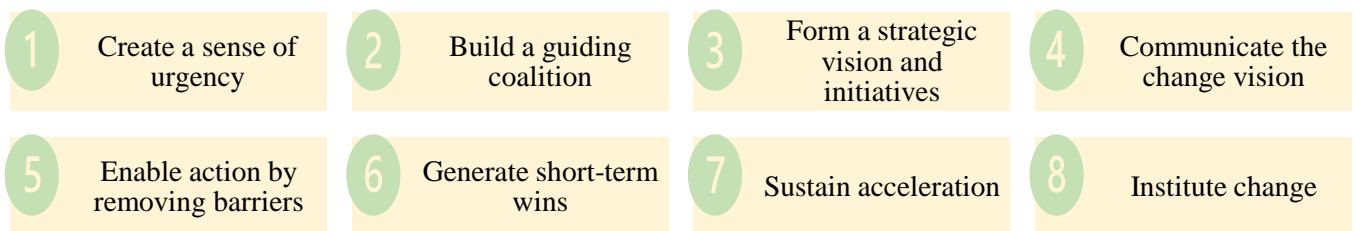
Figure 2.1: Kotter's Eight-Step Model.

Step one: Creating a sense of urgency regarding the necessity of change as employees will not change if they think it is needed. Over many decades, Kotter's research has shown that most transformation efforts fail due to a consistent factor of not generating and sustaining a sense of urgency was not (Kotter 2018).

Step two: Building a guiding coalition by assembling a group of employees in the organisation with energy and influence to lead the desired change. Without this, the organisation will continue to rely on traditional operating methods, which often reject change rather than accelerate it (Kotter 2018).

Step three: Forming a strategic vision and initiatives by creating a vision of what the change is about, why it is necessary and how it will be achieved. Kotter defines strategic initiatives as targeted activities that will make the vision a reality if these activities are designed and executed well and fast enough (Kotter 2018).

Step four: Enlisting a volunteer army as a big change can only happen when a significant number of employees drive in the same direction with excitement built around opportunity (Kotter 2018).

Step five: Enabling action by removing barriers such as inefficient processes. By doing so, leaders give employees the freedom to work and create a real impact (Kotter 2018).

Step six: Generating short-term wins. Wins must be collected, categorised, and communicated early and often to track progress and empower employees to adopt change (Kotter 2018).

Step seven: Sustaining acceleration by pushing harder after the first successes as increasing credibility can improve systems and structures and initiating change after change until the vision is achieved (Kotter 2018).

Step eight: Instituting change to ensure the new way of performance is consistent in the long term; this can be done by defining and communicating the connections between the new way of performance and the organisation's success (Kotter 2018).

This orderly fashion of these eight steps is essential to Kotter's model. However, the importance of preserving this arrangement is still under examination in the empirical literature (Appelbaum et al. 2012).

2.3.1.2 Second Model: Lewin's Three-Step Model (Lewin 1951) and its Expansion by The Lippitt, Watson and Westley Model of Planned Change (Lippit, Watson, and Westley 1958)

Kurt Lewin was born in 1890 in Mogilno, a small town in Western Prussia now part of Poland, and died at the age of 56 in 1947 (Burnes & Bargal 2017). In 1933, Lewin and his family moved to the United States and was appointed in the University of Iowa from 1935 to 1945 where he published a set of his German articles in English. Before arriving in the United States, Lewin had published widely in German and American scientific journals. In addition, he undertook a wide range of social and organisational interventions that supports organisation development "OD". In 1945 he was appointed in MIT where he founded the Research Center for Group Dynamics (Burnes & Bargal 2017). Lewin described the change procedure as comprising three phases.

The first phase is Unfreezing the present level of norms or practice (the preparation stage). To achieve this, Lewin suggested that breaking open the shell of self- satisfaction is necessary. Thus, to change any attitudes, individuals need to be stirred up emotionally and experience a process referred to as catharsis.

The second phase is Changing. This is when the change occurs in reality (the implementation stage); therefore, support must be available via communication channels at this critical phase, as change is a complex process for some employees.

The third phase is Freezing. Commonly referred to as refreezing (to develop a strategy to ensure change sticks). This is when the new norm or practice is adopted and committed to. Some scholars criticized Lewin for over-simplifying the change procedure, however, other scholars defended his approach against such charges. Nevertheless, what has remained unchallenged is the foundational significance of his model (Cummings, Bridgman & Brown 2016).

| Unfreeze | → | Change | → | Refreeze |

Figure 2.2: Lewin's Three-Step Model.

Lewin also believed that group interactions are the best and most effective means of driving change in individuals. Therefore, the group became one of the significant factors in action research and OD. In principle, Lewin believed that a better world could be built by using field theory to change the behaviour of groups (Burnes & Bargal 2017).

The Lippitt, Watson and Westley model of planned change which expanded Lewin's Model:

By creating a seven-step theory focusing on the roles and responsibilities of the senders rather than on the progression of change itself, Lippitt, Watson, and Westley (1958) expanded Lewin's Three-Step Model of Change. They believed that change is expected to be steady with solid roots if spread to neighbouring systems or subparts of the system that are immediately affected. (Kritsonis 2005). The seven steps they came up with are:

Lewin

Lippitt

Phase 1: Unfreeze	Phase 2: Change	Phase 3: Refreeze
Phase 1: Developing a need for change; diagnosing the problem	Phase 3: Clarification; diagnosing the client system's problem	Phase 5: Transforming intentions into actual efforts to change
Phase 2: Change relationship; assessing motivation and capacity for change	Phase 4: Establishing alternative routes	Phase 6: Stabilising the change
		Phase 7: Terminal relationship

Figure 2.3: The Lippitt, Watson and Westley Model of Planned Change.

2.3.1.3 Third Model: ADKAR Model (J Hiatt, 2006)

Besides the PCT Model, ADKAR Model is the second foundational model of Prosci methodology. The term "ADKAR" indicates the five outcomes for a successful change, including Awareness, Desire, Knowledge, Ability and Reinforcement.

After examining the change approaches in more than 700 organisations two decades ago, Prosci founder Jeff Hiatt develop this model and it is now used by many senders globally. This powerful model suggests that successful organisational change can only occur when people change first. It concentrates on individual change by guiding them throughout the change journey and addressing any barrier points along the way (Prosci 2021).

The Prosci ADKAR Model of change is renowned and widely used as a tool that helps better understand the change and analyse it. Therefore, the Prosci ADKAR Model is a valuable framework for change managers and leaders to successfully lead a wide variety of changes to their institutions as it reveals vital concepts that influence successful change and actionable insights for implementing it (Prosci 2019f).

From the human perspective, the five ADKAR elements were constructed as the building blocks for creating change and putting it into effect, knowing that implementing a structured methodology for change makes it simple to manage (Hiatt 2006). Prosci's ADKAR model outlines five milestones a school must achieve to change successfully. This section discovers how change makers can put the ADKAR model into practice taking one element at a time:

| Element 1
 • Awareness | ⇒ | Element 2
 • Desire | ⇒ | Element 3
 • Knowledge | ⇒ | Element 4
 • Ability | ⇒ | Element 5
 • Reinforcement |
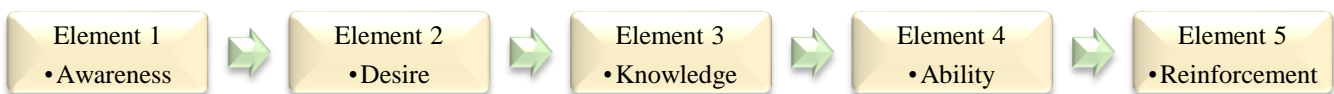
Figure 2.4: ADKAR Model (J Hiatt, 2006)

1. Awareness. Without an apparent justification for the change, people struggle in involvement; this is where the necessity of communicating the reason for change comes from. Leaders are

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obliged to create awareness by communicating the change justification and open dialogue between teachers allowing them to reflect and share concerns and experiences (Prosci 2019b).

2. Desire: Engaging and motivating people to adopt change is an essential element of change management as there are particular reasons people might resist change. Research has proven that teachers adopt change effectively when they are listened to and respected throughout the change journey. Thus, effective involvement and communication are crucial to boosting the desire for change and reducing the change resistance (Prosci 2019c).

3. Knowledge: For an organisational change to occur, leaders and employees might need to acquire new in-depth knowledge or undergo new training. Learning does not happen in a vacuum; it is crucial to share, reflect, and experience with others. This is how the new knowledge is practised effectively (Prosci 2019d).

4. Ability: Identifying and addressing barriers to change is essential to getting things done. For example, there are various reasons employees feel unable to adopt the change, such as not knowing how to prioritise tasks, being unable to get in touch with the right people or feeling limited by their personal skills. This is why leaders have to encourage people to believe in themselves by giving them credit even if they fail so they learn from their mistakes and make clear that there should be no shame in asking for help (Prosci 2019a).

5. Reinforcement: A significant challenge with organisational development is ensuring things do not go back to how they were before the change. There are several ways to sustain the change in any organisation, such as telling employees how things are progressing, celebrating achievements, and sharing success stories to ensure people understand how the change is working and what still needs to be done. Leaders are also encouraged to follow up with employees in one-on-one meetings, giving them the opportunity to talk about any obstacles that arise after the change and provide the needed support for them (Prosci 2019e).

2.3.1.4 Merging the Three Focused Models from a Practitioner Perspective

Although research has explored change management by considering one or more change management models, none of them attempted to merge ADKAR, Lewin, Lippitt, and Kotter's

models, making them one model. Therefore, this section merged the three models based on ADKAR's model. Although each model has different methods and assumptions that make it unique, it is essential to note that the majority share some commonalities (Kritsonis 2005).

Lewin's model is very rational, goal and plan-oriented (Kritsonis 2005), and Kotter's model lacks rigorous fundaments (Appelbaum et al. 2012); however, it became an instant success from the beginning, and it remains an essential source in the field of change management. ADKAR's model is grounded on the fact that change can only happen when individuals change by guiding through the change and tackling any change obstacle. Based on this understanding, the four models of change management can be combined as follows:

ADKAR	Lewin	Lippitt	Kotter
Element 1: Awareness	Unfreeze	Phase 1: Developing a need for change; diagnosing the problem	Step 4: Communicate the change vision
Element 2: Desire	Unfreeze	Phase 2: Change relationship; assessing motivation and capacity for change	Step 1: Create a sense of urgency
			Step 2: Build a guiding coalition
Element 3: Knowledge	Change	Phase 3: Clarification; diagnosing the client system's problem	Step 3: Form a strategic vision and initiatives
		Phase 4: Establishing alternative routes	Step 5: Enable action by removing barriers
Element 4: Ability	Refreeze	Phase 5: Transforming intentions into actual efforts to change	Step 6: Generate short-term wins
Element 5: Reinforcement	Refreeze	Phase 6: Stabilising change	Step 7: Sustain acceleration
		Phase 7: Terminal relationship	Step 8: Institute change

Figure 2.5: Merging the Three Focused Models from a Practitioner Perspective.

2.3.2 Change Management and Quality Education Improvement in Dubai Private Schools

Although several methods and approaches can be utilised to improve any organisation through change, all of them ultimately propose adjustments to one or more of these four parts of the

organisation, structure, systems, processes, and job roles (Voehl & Harrington 2016). So, for example, when change is introduced to schools, we know that one or more of the above parts of how the school operates will ultimately be impacted to improve the quality of education.

2.3.2.1 A Competitive Nature

Due to the competitive nature of private education sector in Dubai and the desire to become more efficient in providing education to students, private schools in Dubai are motivated to continuously change the way they operate to keep pace with today's requirements. Therefore, this private school in Dubai underwent numerous changes in different aspects of its operating systems, including changes in the leadership structure every academic year, recruiting and training new teachers to join the team, and changing the school's facilities to meet the needs of the new curriculums and number of students.

In the aspect of quality education improvement and staff development, this private school used the Lessons Learned platform two years ago, last year; this was changed to Grow Perform Succeed (GPS) system in which teachers and leaders could track teachers' progress towards their self-assigned goals.

2.3.2.2 Private School Inspections

In this section, two tools of measuring the quality of education in Private Schools education are inrer4duced and discussed.

2.3.2.2.1 Dubai Schools Inspection Bureau (DSIB)

The Dubai Schools Inspection Bureau (DSIB) conducts annual school inspections on behalf of the Knowledge and Human Development Authority (KHDA) and generates a report following every inspection highlighting the key strengths and recommendations in the school's performance with a detailed analysis of progress and attainment, personal and social development, teaching and assessment, curriculum, school management and relationships with

parents and the community (KHDA 2016b). Despite the requirements of a fast-changing world and the requirements of a large and multicultural school with over 2700 pupils on roll aged from three to 18 years of 90 different nationalities who speak over 50 languages, this private school in Dubai was able to maintain an Outstanding rating by the DSIB for 12 consecutive years (from 2009 – 2022).

2.3.2.2.2 British Schools Overseas (BSO)

BSO inspection is a voluntary scheme for inspecting British schools overseas and school staff interested in undergoing inspection under the British Government's inspection scheme, parents, and prospective parents. Overseas schools describing themselves as "British" are subject to recognition by the British government under the voluntary inspection scheme. The Department for Education (DfE) has established arrangements for inspection against a common set of standards that British Schools Overseas can choose to adopt (Department for Education 2016).

BSO inspection is a voluntary scheme by the British government for inspecting British schools located outside the UK and educators interested in undertaking this inspection. Any British school outside the UK seeks to be recognised by the Department for Education (DfE) who founded this inspection to measure the adoption of common standards by the British schools (Department for Education 2016). By attaining this inspection approval, the involved schools prove that the education they provide is similar to an education in an independent school in the UK. The case study school in this research received its BSO inspection and obtained an Outstanding rating for its performance.

2.4 Review of Related Literature and Previous Studies

Many studies are carried out to investigate change management as a theory and in practice in several different contexts. This section introduces some of these previous studies relevant to change management in the field of education. Furthermore, this section is critical to the discussion chapter of this research study as the data gathered from both qualitative and quantitative methods are analysed against these previous studies.

2.3.1 Studies Related to Change Management Models

This section discusses four references to the change management models that Lewin, Lippitt, and Kotter have developed. In addition, an article about comparing some change theories is discussed as well.

The first study, **back to the Future: Revisiting Kotter's 1996 Change Model**, aimed to collect claims supporting Kotter's change management model in his 1996 book Leading Change. Kotter developed his model according to his own research experience and personal business without referencing any past sources to measure its value. Literature was used as a methodology/approach in this research study to evaluate the support that each of the eight steps had, individually and collectively, in 15 years of literature (Appelbaum et al. 2012).

Although no formal studies covered the entire model structure, this review supported most of the steps. Kotter's change management model appears to gain its popularity more from its practical and direct format. However, this model has some identified limitations that impacted its universal acceptance. Therefore, additional research should evaluate this model's validity as a whole, and further change management studies should produce more significant connections with stakeholders providing practitioners with a usable structure in the field of education (Appelbaum et al. 2012).

Based upon a thorough review, this is the first formal review of Kotter's model 15 years after it was introduced. No evidence was found against Kotter's model, and it remains a recommended source for change management. The model would be most useful as an implementation planning tool, but complementary tools should also be used during the implementation process to adapt to contextual factors or obstacles (Appelbaum et al. 2012).

The second study, **Unfreezing Change as three Steps: Rethinking Kurt Lewin's Legacy for Change Management**, showed that investigating original sources could be valuable instead of depending on secondary materials. This is not only to reassure ourselves that what we believe to be the fundamentals are valid but also because this investigation might inspire and support new ideas. At a point in time when research suggests that styles of citing a greater volume of references with a lower date range encouraged by the ease of digital search engines may not be in favour of practical innovation, this study promotes the opposite by looking deeper and reading articles like Lewin rather than just citing them (Cummings, Bridgman & Brown 2016).

Many researchers regard Lewin's model of change as the classic or fundamental method to change management. Scholars have criticized this model for over-simplifying the process of change; on the other hand, others have defended it against these charges. However, what has remained unchallenged is the foundational significance of this model. This study also investigated how and why Lewin's model came to be understood as the foundation of change management and influences change theory and practice to this day (Cummings, Bridgman & Brown 2016).

The third study, **Kurt Lewin's Change Model: A Critical Review of the Role of Leadership and Employee Involvement in Organizational Change**, examined Lewin's three-stages model by presenting a critical review of change theories for different stages of organisational change. This review has theoretical and practical implications offering a constructive framework for managing organisational change and resistance to change (Hussain et al. 2018a).

This study also describes how the process model is linked with change which defines the ways of change implementation process through leaders' knowledge sharing which identifies the stages of the change process. These stages define the significance of organisational change and the change implementation (Hussain et al. 2018a).

A model of organisational change in Lewin's change process context is introduced in this study, which reflects essential stages in the change implementation process. Kurt Lewin's model is the

early fundamental planned change model explaining the motivations to maintain the current situation and push for change. For a proactive organisational change, the motivation for change should be increased, or the desire for keeping the current situation should be decreased, or the combination of both through sharing knowledge of individuals' willingness with the help of stimulating change leadership style (Hussain et al. 2018a). This research study focuses on how Lewin's model empowers change, how knowledge sharing affects the process of change adoption, how employees willingly participate in change, and how leadership style impacts the process of organisational change (Hussain et al. 2018a).

The fourth study, **Comparison of Change Theories**, summarises some change theories and beliefs about the nature of change. The author of this study showed how successful change could accelerate long-standing success by comparing the features of the change models developed by Lewin, Lippitt, Prochaska and DiClemente's Change Theory, Social Cognitive Theory, and the Theory of Reasoned Action and Planned Behaviour to one another. These change models and theories were established to address how change can be successful, and they also witness that change is an actual needed fact and can be examined through various stages (Kritsonis 2005).

This research study found that Lewin's model is rational and plan-oriented. The change appears decent as a plan as it makes rational sense; however, the lack of considering human feelings and experiences can have adverse outcomes when this change plan is applied. On some occasions, employees may get so excited about a new change that they bypass their feelings and past experience. Thus, they face either resistance or a lack of enthusiasm (Kritsonis 2005).

There is no right or wrong change management model or theory. However, through the continuing research studies by the leading experts, a clearer picture of what is needed to lead a new change effectively will continue to emerge. On the other hand, it is crucial that we continuously review and consider the fresh insight on the appropriate change process required by our changing society and culture (Kritsonis 2005).

2.4.2 Studies related to ADKAR Model

This section discusses two references related to ADKAR Model, including **The Change Management and its Obstacles in Light Of "ADKAR Model" Dimensions from Female Teachers Perspective in Secondary Schools in Dammam in Saudi Arabia**. (Bahamdan & Al-Subaie 2021) conducted this research study to discover the degree to which change management is practised by the female leaders of secondary public schools in Dammam considering ADKAR Model from the viewpoint of female teachers, and to discover the major barriers and challenges.

The authors adopted a descriptive-analytical approach to achieve the research objectives using a questionnaire as the data collection instrument. With (288) responses from female teachers working in the public secondary schools in Dammam city, the SPSS program was used to process the collected data indicating that the change management practice degree in the public secondary schools in Dammam city, considering the ADKAR Model reached a high degree (Bahamdan & Al-Subaie 2021).

The results of this research study revealed that ADKAR elements came at the following order; awareness ranked first, then ability, followed by desire, then knowledge, and after all, reinforcement came at the very last rank. In addition, the results also uncovered the barriers to change management among the leaders in Dammam's public secondary schools, considering the ADKAR Model reached a (moderate) degree. This is due to insufficient financial funds necessary for change to happen in schools is the essential obstacle, the exaggerated satisfaction with the present condition of the school, and the lack of support provided for the change initiatives in schools by the General Directorate of Education (Bahamdan & Al-Subaie 2021).

The second reference is chapter 14 of the book **ADKAR: A Model for Change in Business, Government, and Our Community**. This chapter provides change leaders with ways to apply this model to help realize their goals completely and quickly. This includes the following:

- ADKAR can be used as a helpful teaching tool for change management by allowing students to make a clear understanding of knowledge and desire of the topic, and rather than having random classroom discussions, each element of the ADKAR model can be addressed separately (Hiatt 2006).

- ADKAR assists with organizational change management planning by helping change-makers ensure that activities are well structured. For example, training should not preclude communications and activities that build awareness and desire (Hiatt 2006).

- ADKAR as a coaching tool for leaders to use with employees during change initiatives. For example, during the early stage of change, leaders are communicators to build awareness of the need for change, and as change reaches the implementation stage, leaders become instrumental in creating a desire to support the change and to help employees handle and benefit from the impact of the change on a personal and professional level (Hiatt 2006).

- ADKAR as an assessment tool for change adoption. In the implementation stage of change, ADKAR can be used to assess progress and detect gaps and barriers while implementing the change (Hiatt 2006).

2.4.3 Studies Related to School and Quality Education Improvement Through Effective Leadership

This section discusses three articles related to school improvement for quality education. The three articles investigated the role of the school leadership and their impact on school improvement and, consequently, quality education.

The first article, **Views of Primary School Administrators on Change in Schools and Change Management Practices,** was conducted in Muğla province to discover the primary school administrators' opinions about change and to find out the approaches used by them to deal with change. This qualitative research collected data from primary school administrators through semi-structured interviews, and the data gathered was analysed using content analysis. The study outcomes suggested that change is a situations that is continuously shifting and reviving which generates challenges in adopting it (Hoşgörür 2016).

By analysing the satisfaction survey results conducted in schools, the school administrators identify the importance of change in schools by comparing their schools with international practices and by evaluating the school's achievement level alongside the requests and demands of students and teachers. According to school administrators, there is a need for change in instructional activities and regulations, trusting teachers, and ensuring the socialisation of students (Hoşgörür 2016).

Change by school administrators usually aims to develop the physical structure and to increase the use of technology. This means that school administrators do not have the complete freedom to change schools, in addition to the resistance to change in schools they face. School administrators mostly try to defeat this challenge through persuasion (Hoşgörür 2016).

The second article, **Principals' Transformational Leadership in School Improvement**, contributed to expanding the reader's knowledge of transformational leadership, improving principals' leadership, and as an excellent resource for schools at critical periods of improvement by summarising the process and challenges during the improvement stage and key factors that affect this stag (Yang 2014).

Using a case study method, the research study represents some conclusions on the improvement made by leadership skills. First, the researcher selected two standard cases showing principals' transformational leadership in primary schools. The research study discovered three stages in

this field: primary, forming, and mature stages. It also discovered that discovering problems, understanding the relationship between them, and finding solutions are the most important considerations here (Yang 2014).

As a practical implication, this research study provides resources for principals to understand the importance of transformational leadership throughout the stage of school improvement. Furthermore, it proves that the transformational leadership of principals is significant and should play a vital role during the important period of school improvement (Yang 2014).

The third article, **Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning,** indicates that fifty years of research and theory aimed to increase the level of support for the claim that the leadership of principals make a difference in the quality school development including pupil's education. However, recent inquiries in the current context of global education reform aimed to identify how school leaders contribute to school improvement and student learning. This research study presents data gathered from a sequence of practical analyses assessing how collaborative leadership impacts school improvement and learning capacity in a large sample of US primary schools over four years (Hallinger & Heck 2010).

The findings of this research study support the current view that collaboration among school leaders can positively impact student learning in math and reading as a result of shaping the school's capacity for academic development. The research also expands this finding by offering practical support for a more refined conception that forms leadership for student learning as a process of reciprocal influence in which school capacity is shaped by and shapes the school's collective leadership (Hallinger & Heck 2010).

2.5 Summary

This chapter has critically reviewed four change models that are applicable to this research study and developed by Kotter, Lewin, Lippitt, and ADKAR. This chapter has also discussed the concept of change management, five related concepts to change management, school improvement, quality education, educational leadership, and the meaning of private schools in Dubai. Furthermore, this chapter has reviewed nine previous related studies after discussing change management and quality education in Dubai's private schools. As a result of this review, essential elements of the change models examined have helped to identify factors that have the most impact on the process of organisational change management, such as change resistance; these factors are essential to be effectively managed along with change activities using a theoretical approach by change leaders responsible for managing and evaluating the change.

This chapter also noted that there are certain gaps in the related previous studies through a critical evaluation of strategic change management, which helped to establish the scope of change management in Dubai private schools and to understand how to overcome any obstacles to sustainable and prosperous change. An essential gap found is the lack of employing change management models in the field of education and the implementation of the proper change management theory to cope with the change taking place at schools. Another gap is the lack of employing more than one change management theories to expand the reader and practitioner's knowledge of the effective change management practices as most studies are centred on one change management theory.

Furthermore, the content of this chapter has revealed that the five elements of the ADKAR model can cover the phases of the other three change management models, including Kotter, Lewin, and Lippitt. This signifies the value of the ADKAR model and its comprehensiveness in guiding leaders through change management.

CHAPTER 3: METHODOLOGY

3.1 Chapter Introduction

This chapter introduces the mixed method approach of this research study. It explains the data collection plan in depth, including the context, site, population, and samples. The data collection instruments and validation process are also presented here, along with the plan on how the information gathered from both data collection methods will be analysed and discussed. This chapter ends by explaining the role of the researcher in the ethical consideration and the low risk in the research study, in addition to the trustworthiness and reliability of the data.

3.2 Research Approach

The research approach is divided into different types. (Saunders et al. 2019) described the research process as an onion that has six layers recognising deduction, abduction, and induction as the three theory development approaches. However, the majority of researchers acknowledged that inductive and deductive reasoning are the two main approaches to gaining new knowledge (Almansoori 2019). The main difference between deductive and inductive research is how the current knowledge is used and the role of their data collection (Sutrisna 2009). Another difference between the two approaches is that the deductive approach tests a theory, moving from theory to data. On the other hand, the inductive approach is building a theory, and we move here from data to theory (Saunders et al. 2019). Therefore, this research study uses inductive and deductive reasoning approaches to maximise the reader's understanding of the research's main aim and objectives.

3.2.1 Deductive Reasoning

In deductive reasoning, also known as deduction, there are gradual arguments to reach a logical and specific conclusion based on reasoning and evidence. In this research study, the deductive reasoning method takes the form of quantitative data collection gathered from 70 teachers allowing the researcher to collect data that is eligible for being tested quantitatively. Research indicated that the deductive methodology starts with providing background for a research study

by analysing the literature, discovering gaps between current knowledge or theories, creating hypotheses, gathering data, and then analysing data findings (Sutrisna 2009).

3.2.2 Inductive Reasoning

Inductive reasoning extracts an argument from specific and limited observations to reach logical conclusions drawn from the data collection. In inductive reasoning, the theory is established from conclusions rooted in the research findings, which means generating theories from an analysis of the current knowledge (Almansoori 2019). In this research study, the inductive reasoning approach takes two forms, qualitative data collection that was gathered from 10 semi-structured interviews with school leaders, and the other form is a literature review that discusses in-depth the change management models and previous studies in the fields of change management and school improvement (see chapter 2).

3.3 Data Collection Plan

This research study uses mixed methods for data collection, which allows the researcher to lay research conclusions in context and add deeper conclusion details. This will be done by using qualitative data collection to illustrate quantitative findings. This mixed method design is divided into two separate phases:

3.3.1 The First Phase

The quantitative data collection is in the form of a closed-ended questionnaire targeting 70 teachers working in a private school in Dubai.

Table 3.1: Quantitative data sample

Variable	Sub Variable	Count	Percentage
Gender	Male	29	41.4%
	Female	41	58.6%
	Total	**70**	**100 %**
Age	20 - 30 years old	10	14.3%
	31 - 40 years old	29	41.4%
	41 years or older	31	44.3%
	Total	**70**	**100%**
Subject	Core Subject	30	42.9%
	Option Subject	13	18.6%
	Ministry of Education Subject	27	38.6%
	Total	**70**	**100%**
Qualifications	Bachelor's Degree	54	77.1%
	Master's Degree	16	22.9%
	Total	**70**	**100%**
Years of experience in teaching	Less than 10 years	29	41.4%
	11 – 15 years	24	34.3%
	More than 16 years	17	24.3%
	Total	**70**	**100%**

Table 3.2 shows that the participant teachers were mostly qualified and experienced. The table also shows that most of them are above 31 years old with different qualifications to teach different subjects. The justification for selecting teachers from different departments across the school was to guarantee that the data gathered from them was high-quality and appropriate.

3.3.2 The Second Phase

As a qualitative approach, a purposely selected group of 10 school leaders is targeted to complete an open-ended questionnaire to gain an in-depth understanding of the research field. This allowed the participants to feel more comfortable sharing their thoughts and opinions, choosing their own words, which increased the validity and helped the researcher develop a real

sense of their understanding of change management practice in this private school and then analyse and interpret the data collection findings.

Open-ended questions (recognised as 'free-response' and 'unstructured' questions as well) are used by researchers for different reasons, including the inability to predict the responses or whether it is dangerous to do so. Open-ended questions are easy to ask; however, the analysis process of the responses can be difficult and time-consumer (Brace 2004).

Table 3.2: Qualitative data sample

Variable	Sub Variable	Count	Percentage
Gender	Male	4	40%
	Female	6	60%
	Total	**10**	**100%**
Age	20 - 30 years old	2	20%
	31 - 40 years old	3	30%
	41 years or older	5	50%
	Total	**10**	**100%**
Leadership role	Executive Leadership Team	3	30%
	Senior Leadership Team	5	50%
	Curriculum Leadership Team	2	20%
	Total	**10**	**100%**
Qualifications	Bachelor's Degree	7	70%
	Master's Degree	3	30%
	Total	**10**	**100%**
Years of experience in leadership	Less than 5 years	2	20%
	6 – 10 years	4	40%
	More than 11 years	4	40%
	Total	**10**	**100%**

Table 3.3 shows that the participant leaders were mostly qualified and experienced. The table also shows that most of them are above 31 years old with a different leadership role. The justification for selecting leaders with different leadership levels was to guarantee that the data gathered from them was high-quality and appropriate.

3.3.3 Case Study

A *Case Study Strategy* is an experimental investigation of a contemporary phenomenon within its context, especially when the boundaries between phenomenon and context are not evident (Yin 2015). Case studies include one case study by studying one organisation or several case studies by studying several organisations (Almansoori 2019). However, fewer case studies allow better opportunities for a comprehensive discovery of various observations (Voss, Tsikriktsis & Frohlich 2002).

There are numerous challenges when it comes to conducting case research; this includes consuming time and the need for skilled data collection methods, in addition to the need for care in concluding a single case to ensure rigorous research. Despite this, a high educational impact can result of such research (Voss, Tsikriktsis & Frohlich 2002). This research uses a private school in Dubai as a case study in which all the data from both qualitative and quantitative methods are gathered from this school's staff, including leaders and teachers.

3.4 Data Collection Instruments

The researcher used Google Forms to prepare both data collection methods, given that Google Forms is one of the easiest and safest ways to conduct research surveys.

3.5 Data Analysis Plan

The data gathered from the quantitative method will be analysed using SPSS software, and the data gathered from the qualitative method will be analysed using a thematic way of data analysis. A coding procedure is used to present the responses of the interview participants (Brace 2004). The results of both data collection methods will be discussed and interpreted in the next chapter based on the literature review of this research study.

3.6 Ethical Consideration

The ethical conduct of research lies essentially on researchers giving them a crucial role to play when conducting a research study. *Research Ethics* can be defined as a discipline that studies standards of conduct (Cumyn et al. 2018) which sets an emphasis on the behaviour demonstrated by the researcher.

This research is an ethical low-risk study. The researcher took several steps to guarantee that the study is ethical to the highest standard; these steps include:

• Although the nature of data gathered for this research study is not sensitive or obtained from a sensitive source, the researcher applied for ethics approval as per the rules set by the British University in Dubai to assess the study risks and prior to collecting the qualitative and quantitative data from the case study school, the British University in Dubai provided the researcher with the ethics approval. The researcher also gained official approval from the principal of this private school before collecting data from school staff. (Appendix A and B)

• The case study school is referred to throughout the research study as a private school in Dubai without mentioning its name.

• A digital consent form was signed by each participant in the qualitative and quantitative data collection. This consent form includes a brief introduction to the research study by clarifying the background of the research study, its aim, and expected outcomes. (Appendix G and H).

• All the participants were given a choice to drop their participation at any point in time. (Appendix G and H).

• The researcher maintained equitable selection and inclusion of participants by discussing this with the school principal.

• Both the qualitative and quantitative data instruments collected no identifying information, and all the data gathered was treated anonymously and kept confidential in respect of the participants' privacy.

3.7 Trustworthiness and Validity of the Data

Validity basically refers to "measure what is intended to be measured" (Field 2005). Furthermore, it implies to how well the data collected contains the actual field of research (Taherdoost 2016). Therefore, for conducting successful research and to ensure that the data of this research is not flawed, the data validity was evaluated employing content and criterion validity.

3.7.1 Content Validity of the Quantitative and Qualitative Data

The content validity implies the consistency of the data statement, meaning that every statement is measuring what it was intended to measure without measuring anything else. It includes a thorough analysis of measuring procedures against the theoretical framework or the established contexts in the research (Almansoori 2019). (Flick 2015) stated that "content validity is achieved when the method or measurement instrument captures the research issue in its essential aspects and in an exhaustive way".

To verify the validity of the qualitative and quantitative methods, both were presented to a group of experts from schools and universities to obtain their opinion about the appropriateness and comprehensiveness of the statements, their linguistic formulation in measuring what they were built to measure, and their suitability for school leaders and teachers. As a result, experts agreed that 30% of the data statements could be revised, and the researcher amended these statements accordingly.

3.7.2 Criterion Validity

Criterion validity is accomplished when the outcome of a measurement corresponds with an external criterion (Flick 2015). It refers to the extent to which a measure relates to an outcome (Taherdoost 2016). Therefore, calculation of the Pearson Correlation was done between the score of each statement and the scale's total score, as shown in Table 3.4.

Table 3.3: Correlation coefficients of the statements with the total score of the scale

Statement	Pearson Correlation	Statement	Pearson Correlation
1	.451**	14	.261*
2	.471**	15	.575**
3	.590**	16	.554**
4	.507**	17	.460**
5	.483**	18	.562**
6	.654**	19	.642**
7	.717**	20	.686**
8	.656**	21	.638**
9	.660**	22	.537**
10	.536**	23	.548**
11	.694**	24	.636**
12	.657**	25	.537**
13	.633**		

**Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table (3.4) shows that all the correlation coefficients of the scale statements with the total score of the scale are statistically significant at the level ($\alpha = 0.05$), where the correlations of the statements in the total score of the scale ranged between (.261 and .717). All of these values are statistically significant, indicating the consistency of the scale's internal structure, and therefore the scale consists of (25) items in its final picture.

3.7.3 Reliability of the Quantitative Data

Reliability refers to the extent to which a measurement of a phenomenon gives consistent and stable results (Taherdoost 2016). Therefore, to ensure the reliability and consistency of the statements and how thoroughly related they are as a group, Cronbach's Alpha coefficient was used, and table (3.5) shows these results.

Table 3.4: Reliability of the statements by the Cronbach's Alpha coefficient

Cronbach's Alpha	Number of statements
0.915	25

Table (3.5) shows that the Cronbach's Alpha coefficient of the scale was (.915), and this value indicates that the scale has a high degree of reliability that can be trusted to be applied, corresponding to Nunnally's scale that implemented (.70) as a minimum level for reliability. (Nunnally & Bernstein 1994 264-265). (Taherdoost 2016) also stated that "no absolute rules exist for internal consistencies; however, most agree on a minimum internal consistency coefficient of (.70)".

Scale Correction Key

Likert scale was used in the study corresponding to its qualities and rules as shown below:

Table 3.5: Likert scale

Very Low	Low	Medium	High	Very High
1	2	3	4	5

According to the preceding, the values of the arithmetic averages reached were dealt with according to the following equation:

The minimum value is deducted from the maximum value of the alternative answer divided by the number of levels, which means:

$$\frac{1-5}{3} = \frac{4}{3} = 1.33$$

This value is equal to the length of the category. Therefore, Low degree is from 1.00 - 2.33, Medium degree is from 2.34 - 3.66, and High degree is from 3.67 - 5.00

CHAPTER 4: RESULTS AND ANALYSIS

4.1 Chapter Introduction

This chapter introduces and analyses the information gathered from the data collection methods. It provides an analysis of the quantitative statistics gained from a questionnaire completed by 70 teachers, which is used to triangulate evidence gathered from the qualitative data collection instrument gained from a survey completed by 10 school leaders, in addition to the school inspection reports used to answer the second research question; all is against the literature review findings. Lastly, content analysis of the qualitative data is presented as an answer to the third research question, followed by triangulation of the data methods. This chapter is also critical to the next chapter, which provides a study conclusion along with some defined recommendations.

4.2 The First Research Question - Analysis of Quantitative Data

The quantitative data gathered for this research study was meant to answer the first question of the specific research questions that stated: What is the role of educational leadership in change management to improve the quality of education from teachers' perspectives according to their demographic information (gender, age, subject they teach, qualifications, and years of experience)?

This was divided into two parts for the purpose of answering it clearly as follows:

4.2.1 First Part of the Question

The first part of the question stated: What is the role of educational leadership in change management to improve the quality of education from teachers' perspective?

To answer this question, the arithmetic means, standard deviations, and percentages of teachers' responses were calculated on the scale (the role of the educational leadership in change management to improve the quality of education), which is explained in table (4.1).

Table 4.1: Calculation of means, standard deviations, and percentages of teachers' responses

Rank	Statement Number	Mean	Std. Deviation	Percentage					Degree
				Very Low	Low	Medium	High	Very High	
2	1	3.99	0.71	0.0	2.9	17.1	58.6	21.4	High
9	2	3.80	0.75	1.4	2.9	22.9	60.0	12.9	High
3	3	3.97	0.59	0.0	0.0	18.6	65.7	15.7	High
7	4	3.83	0.70	0.0	5.7	17.1	65.7	11.4	High
12	5	3.77	0.78	0.0	4.3	31.4	47.1	17.1	High
4	6	3.89	0.69	0.0	1.4	25.7	55.7	17.1	High
24	7	3.57	0.93	2.9	10.0	25.7	50.0	11.4	Medium
23	8	3.64	0.76	1.4	5.7	27.1	58.6	7.1	Medium
25	9	3.54	0.88	2.9	7.1	32.9	47.1	10.0	Medium
13	10	3.76	0.65	0.0	1.4	31.4	57.1	10.0	High
20	11	3.70	0.64	0.0	4.3	27.1	62.9	5.7	High
22	12	3.66	0.88	1.4	8.6	27.1	48.6	14.3	Medium
10	13	3.79	0.78	0.0	5.7	25.7	52.9	15.7	High
5	14	3.86	0.82	1.4	4.3	20.0	55.7	18.6	High
8	15	3.81	0.71	0.0	2.9	27.1	55.7	14.3	High
6	16	3.84	0.63	0.0	1.4	24.3	62.9	11.4	High
1	17	4.26	0.70	0.0	1.4	10.0	50.0	38.6	High
18	18	3.73	0.72	0.0	4.3	30.0	54.3	11.4	High
21	19	3.69	0.77	1.4	2.9	32.9	51.4	11.4	High
17	20	3.74	0.76	0.0	8.6	18.6	62.9	10.0	High
14	21	3.76	0.81	1.4	2.9	30.0	50.0	15.7	High
15	22	3.76	0.69	0.0	2.9	30.0	55.7	11.4	High
19	23	3.73	0.68	0.0	5.7	22.9	64.3	7.1	High
16	24	3.76	0.86	1.4	8.6	17.1	58.6	14.3	High
11	25	3.79	0.66	0.0	2.9	25.7	61.4	10.0	High
Total		**3.78**	**0.43**	**0.6**	**4.3**	**24.7**	**56.5**	**13.8**	**High**

Table (4.1) shows that the average total score for the scale (the role of educational leadership in change management to improve the quality of education) was high, with an arithmetic mean of (3.78), while the arithmetic means of the statements ranged between (3.54 and 4.26).

Statement (17), which states, "My school leaders encourage teachers to collaborate with their colleagues in change management through teamwork and skill share events", ranked first, with an arithmetic mean (4.26) and a high degree. Statement (1), which states, "My school leaders identify educational aspects that need to be changed", ranked second with an arithmetic average

(3.99) and a high degree, while statement (3), which states, "My school leaders establish substantial plans with expected timelines for change", came in the third rank with an average score of (3.97) and a high degree. On the other hand, statement (7), which states, "My school leaders listen to my opinions and suggestions about the change and consider them", ranked 24th with an average score of (3.57) and a medium degree; it was also the second last rank before statement (9), which states, "My school leaders organise motivational sessions for teachers and define rewards for their active participation in change", which came in the 25th and last rank with an arithmetic average of (3.54) and a medium degree.

4.2.2 Second Part of the Question

The second part of the question stated: Are there statistically significant differences at the level of significance ($\alpha \leq 5.0$) between the average responses of the sample members about the degree to which educational leaders in a private school in Dubai practice the ADKAR model for change management due to the variables of gender, age, subject taught, qualifications, and experience?

To answer this question, the arithmetic averages and standard deviations of teachers' responses were calculated on the scale (the role of the educational leadership in change management to improve the quality of education according to the variables of gender, age, subject taught, qualifications, and experience), Where the analysis of variance (ANOVA) was used to determine the significance of the differences as explained in the table (4.2).

Table 4.2: Arithmetic averages and standard deviations of teachers' responses

Variable	Category	Count	Mean	Std. Deviation
Gender	Male	29	3.85	0.36
	Female	41	3.74	0.47
	Total	**70**	**3.78**	**0.43**
Age	20 - 30 years old	10	3.69	0.45
	31 - 40 years old	29	3.76	0.47
	41 years or older	31	3.84	0.38
	Total	**70**	**3.78**	**0.43**
Subject	Core Subject	30	3.78	0.47
	Option Subject	13	3.85	0.43
	Ministry of Education Subject	27	3.76	0.39
	Total	**70**	**3.78**	**0.43**

	Bachelor's Degree	54	3.76	0.46
Qualifications	Master's Degree	16	3.86	0.28
	Total	**70**	**3.78**	**0.43**
	Less than 10 years	29	3.78	0.45
Experience in teaching	11 – 15 years	24	3.82	0.38
	More than 16 years	17	3.76	0.47
	Total	**70**	**3.78**	**0.43**

The results in table (4.2) indicate that there are apparent differences in the averages of teachers' responses on the scale (the role of the educational leadership in change management to improve the quality of education) according to the question variables and to find out the significance of the differences, analysis of variance (ANOVA) was used. The results came as shown in table (4.3).

Table 4.3: Arithmetic averages and standard deviations of teachers' responses on the scale

Source	Sum of Squares	DF	Mean Square	F	Significance
Gender	0.144	1	0.144	0.749	0.390
Age	0.398	2	0.199	1.035	0.361
Subject	0.178	2	0.089	0.462	0.632
Qualifications	0.155	1	0.155	0.805	0.373
Experience in teaching	0.214	2	0.107	0.555	0.577
Error	11.726	61	0.192		
Corrected Total	12.606	69			

* Correlation is significant at the 0.05 level

Table (4.3) shows that:

- There are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to the gender of the teachers, where the (F) value reached (0.749) by a statistical significance of (0.390).

- There are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to the age of teachers, where the (F) value reached (1.035) by a statistical significance of (0.361).

- There are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to the subject taught by teachers, where the (F) value reached (0.462) by a statistical significance of (0.632).

- There are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to the qualifications of the teachers, where the (F) value reached (0.805) by a statistical significance of (0.373).

- There are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to teachers' experience in teaching, where (F) value reached (0.555) by a statistical significance of (0.577).

4.3 The Second Research Question - Analysis of the Inspection Reports

To answer the second question of the specific research question, which stated: "What is the impact of the practice of the educational leadership in change management according to the national and international school inspections' reports?" an analysis of this school's inspection reports was conducted to measure the impact of leadership in change management to improve the quality education within the school.

It is known that it is not enough to simply prescribe the change and expect it to happen; therefore, it took this school's leadership hard work and structure around what must take place to maintain an Outstanding rating in every school inspection they received, which reflects the impact of their outstanding leadership and management. This is evidenced in the published BSO, and DSIB reports as follows:

4.3.1 British Schools Overseas (BSO)

(BSO 2019) report stated: "The leadership and management of the school are outstanding. Senior leaders have recently restructured the wider leadership team to ensure that all staff focus on the experience of the 'whole child' as each individual pupil moves through the school, replacing just a focus on a particular key stage or department. Leaders recognise that this new approach is in its infancy and fine-tuning is required before it is fully embedded".

4.3.2 Dubai Schools Inspection Bureau (DSIB)

(KHDA 2014) report stated: "Leadership and management were outstanding in all respects. The principal and vice principals worked effectively with leaders at all levels to ensure the school made a good response to the previous report. They had maintained high standards in most subjects. They had improved what the school provided in other subjects and fostered innovation. They had developed the role of middle leaders so that they made a strong contribution. Together with the senior leaders, they provided the school with a strong capacity for further improvement".

(KHDA 2015) report stated: "The school had been very successful in maintaining high performance in almost all areas of its work. Leaders had continued to sustain outstanding performance in learning and teaching in most subjects. Leaders were looking continuously for ways of improving students' learning outcomes with the innovative use of ICT and the creative organisation of students".

(KHDA 2016a) report stated: "The principal provided excellent leadership. She was supported very effectively by a team of senior leaders that shared a relentless determination to continually improve, underpinned by considerable professional expertise. Local and national priorities were at the forefront of leaders' ambitions. A persistent commitment to inclusion permeated the school".

(KHDA 2018) report stated: "The principal provides a very strong lead to the whole school community and communicates the school's vision very well. As a result of the drive of the senior and middle leaders and the skills of teachers, the school has consolidated most aspects of its strong educational provision since the previous inspection. The school has an inclusive ethos. Teachers and learning assistants attend frequent training workshops".

(KHDA 2019) report stated: "The principal sets an exceptionally clear, strategic direction which promotes an ambitious vision for the school. Leaders at all levels promote the National Agenda

priorities with unremitting commitment and passion while sustaining a culture of inclusion and innovation. Leaders gain an accurate view of the school's provision by monitoring closely students' achievement and the quality of teaching and learning. Development planning is highly effective. Centred on the National Agenda, improvement plans are carefully designed and include quantifiable success criteria. The recommendations and development points identified by the last inspection have been addressed successfully".

In addition to the Outstanding rating by the DSIB and BSO reports, this school is also accredited by the New England Association of Schools and Colleges (NEASC), the Council of International Schools (CIS), and it is certified by the Council of British International Schools (COBIS).

4.3.3 Summary of the Results of the Inspection Reports

The findings of the above inspection reports reveal that the leadership in this school have exceptional knowledge and awareness of change management and its importance; this is evident by their relentless determination to continually improve, which means keeping up with the necessities of a fast-changing world. This speed can feel overwhelming for some educational institutions; however, a sense of urgency for change was found to be high in all school leaders; they understood that the world is constantly changing, so change is inevitable, and they proved that their school is still needed in this new world.

Furthermore, findings also show an apparent impact on the quality of education within the school due to the leadership's performance in change management. This is evident from the following aspects mentioned in the above inspection reports, including excellent leadership, focusing on the experience of the 'whole child', maintaining high performance in almost all areas of work, sustaining a culture of inclusion and innovation, strong educational provision,

outstanding performance in learning and teaching in most subjects, monitoring students' achievement and the quality of teaching and learning closely, and ensuring that the school made a good response to the previous report.

It can be concluded from the above report's findings that the impact of leadership's practice in change management reached an exceptional level, which is not surprising as this school continued to receive an outstanding rating for 12 consecutive years and still strives to be at the forefront. It is also worth mentioning that this school leads four other private schools in all aspects of their operating systems.

4.4 The Third Research Question - Analysis of Qualitative Data

The qualitative data gathered for this research study was meant to answer the third question of the specific research questions that stated: How to overcome the challenges in the current practice of change management from leaders' perspective according to their demographic information (gender, age, leadership role, qualifications, and years of experience in leadership)?

4.4.1 Analysis of Qualitative Data

To analyse the qualitative data gathered by school leaders, findings for three main themes: planning for change, obstacles and barriers to change, and measuring change adoption. The results for these three themes will be further analysed to generate findings that reveal the way adopted to overcome the challenges in the current practice of change management.

4.4.1.1 Planning for Change

In order to assess the way of planning for change and the related areas that need to be improved, the participants were asked the following open questions: 1. When planning for change, what methods and key performance indicators do you employ to prioritize it? 2. What theoretical approach does the school use when planning for change (e.g., change management models)?

As an answer to question 1: Five leaders (50%) agreed that creating a clear vision for change is essential when planning for change. TL4 said, "*I would start with a vision and write smart strategic goals...*" TL2 stated, "*I am a firm advocate of John Kotter's Model. A key element of this is creating urgency and a vision for change. I use this regularly and refer to it with my team to ensure it is of high priority.*" TL3 added, "*Ensuring the vision and justification for why the change is being made is clear and transparent for the staff involved. Ensure there is an opportunity for as much quantifiable data to be gathered in order to evidence that the change is successful.*"

Staff involvement and establishing effective communication with them are key factors for a successful change in the opinion of 4 leaders (40%). TL6 said, "*It is crucial to establish effective communication with employees, in addition to timeframe and accountability….*" TL9 stated, "*Communication is key; discuss the nature of the change with the team, why it is being implemented, and how it will impact our current operational practice.*"

Leaders also emphasised the importance of implementing other key factors to a successful change in the planning phase, such as, getting the opinions of other leaders, using data and research, establishing staffs' prior experience, competencies, individual strengths and areas for development, drawing on our collective knowledge/experience, setting an action plan with a timeline to monitor how effective the change being implemented, transparency, regular meetings to track progress, and ensuring that all stakeholders know the reason behind the change.

TL7 stated, "*We start with aspects that need immediate change, such as safety. Other important methods include creating a change network, being prepared for resistance, tracking progress and celebrating successes*." TL 8 said, "*Taking the time to think thoroughly about the desired impact, along with brainstorming with key players for a change. Good communication, time management, feasibility, and clear tasks are also essential here.*"

As an answer to question 2: Leaders' responses show that different theoretical approaches to change management are being used when planning for change. TL2 and TL4 mentioned that they are using Kotter's change management model when planning for change. TL1 said that the change cycle is being used. TL5 stated, "*We do not follow one exclusively, but we use many elements depending on the leader, the staff, students, and ethos.*" TL6 said, "*I personally like the Durham University GROW model*". In addition, TL10 mentioned that ensuring visibility and transparency is important when communicating the change to stakeholders. On the other hand, the remaining four leaders (40%) declared they were unfamiliar with change management models or unsure of the theoretical approach of change management used in school.

4.4.1.2 Obstacles and Barriers to Change

In order to explore the obstacles and barriers to change that leaders are facing, how they are dealing with them, and related areas of improvement, the participants were asked the following open questions: 1. What are the largest obstacles and barriers to change that need to be removed to enable success? 2. How likely are school staff to resist change – and what is the strategy used to overcome resistance to change?

As an answer to question 1: Two leaders agreed that staff buy-in is the most significant obstacle to change, and TL2 added the negative attitudes to change as one of the most significant obstacles. TL3 stated, "*People's internal values not aligning with what is needed to facilitate the change. This is a difficult barrier to overcome and requires a level of cognitive dissonance.*" TL4 added, "*People's misconception usually comes if there is a lack of communication. Fixed mindsets need to be changed to enable success; this usually sorts itself out with transparency, training, and honesty.*" Other leaders suggested that staff engagement and organisational priorities are among the largest obstacles to change.

On the other hand, four leaders (40%) agreed that lack of knowledge and understanding is the largest obstacle to change. Furthermore, TL7 and TL8 added the lack of active communication,

TL9 added fear, ignorance, and reluctance to operate outside one's comfort zone, and TL10 added the lack of executive support.

As an answer to question 2: Four leaders (40%) come to an agreement that teachers at this school are open to change knowing that it is a part of the profession, especially if they see that it will make a difference to the students and support their development. When they are clear about the purpose of change, there is always less resistance. One of them stated, "*Many staff take on board change and can implement it quite quickly; others may need support. This can be through discussion, modelling, taking on board their feedback.*"

Leaders suggested effective methods for dealing with change resistance, such as ownership and accountability, effective communication and transparency strengthening employees' relationships, identifying reasons and sources of resistance, and ensuring that every key player is involved in the change process. TL9 stated, "*Often, staff resist change because the change is unfamiliar. Resistance to change often stems from fear and lack of knowledge. Ensuring communication is transparent from the outset would hugely impact how the change is received. Creating an open forum for discussion would also allow staff to talk about their concerns.*" Finally, two leaders agreed on the importance of staff involvement in the change process to defeat change resistance.

TL2 shared a lesson learned from a mentor, stating: "*Many years ago, a mentor told me that you will always have 20% who are keen and eager for the change; approximately 65% who 'just go along with it'; about 20% who will grumble but still engage and 5% who will resist the change. From then on, I focus on the 85% who are eager and go along with it as this is the best way to silence the 20% who grumble and the 5% who resist.*"

4.4.1.3 Measuring Change Adoption

In order to discover the methods of measuring change management adoption and the related areas that need to be improved, the participants were asked the following open questions: 1. What strategy can facilitate change implementation smoothly and efficiently across the school? 2. What methods for measuring change adoption by teachers are used in school?

As an answer to question 1: Three leaders (30%) agreed that effective communication with staff is essential here, which can be done by listening to them, addressing their concerns during the change journey, collaborating, and sharing clear roles and responsibilities. TL9 pointed out the need for a gradual process when introducing change, and a clear action plan accompanied by a timeline should be introduced. TL8 said, "*Working towards the same target and rewarding team effort come first.*"

Other leaders emphasised that effective planning, a growth mindset, working towards a common vision, transparency, and honesty have always been the best. TL6 emphasised that a solid plan can make the change happen for certain, and TL7 stated, "*More encouragement for the team gives better results, make change a part of school culture, understand the history of change within the school, and continuously review and evaluate the actions.*"

As an answer to question 2: Six leaders (60%) agreed that a survey could be used to measure change adoption. These six leaders also added more measuring methods including open conversations, training evaluation, performance evaluations, data, and observation. TL9 added that measuring teaching and learning serve as an impact when it comes to change in addition to GPS reflections that tracks the personal and professional growth of employees.

Three leaders (30%) agreed on staff voice as a method to measure change adoption. Furthermore, the remaining leaders listed more methods for measuring change adoption by

teachers are used in school such as levels of engagement, impact on social and emotional development, self-reflections, peer reflections, voice of students and parents, evaluation, feedback, growth pods and focused groups. On the other hand, TL4 declared that he was unsure.

4.4.2 Summary of the Qualitative Results

The interview findings reveal that the leadership team in this school have a good understanding of change and its importance. Considering that this school strives for excellence in all educational aspects, the sense of change was high among all participating leaders based on their answers.

Findings also expose that leaders' performance in defeating challenges related to change management is sufficient. The majority of leaders agreed on the fact that effective communication and transparency are essential when dealing with change resistance; however, some leaders mentioned that employees' lack of knowledge and awareness of the necessity of change creates resistance, which can be avoided from the first place if a clear vision is communicated to them when introducing the change.

From the data findings, there seems to be a slight deficiency concerning leaders' knowledge of the theoretical approach of change management used in school. This would be an area for the school to improve as employing a theoretical approach to change management would result in this management being more successful and minimizing any obstacles or resistance to change management.

Furthermore, findings reveal that measuring performance indicators to evaluate and track change implementation is being implemented at a high-quality level. Leaders mentioned some essential KPIs that facilitate how obstacles to their practice in change management are defeated. These essential aspects include creating urgency and a clear vision for change, ensuring staff

understand the change process and that they are involved in implementing it, effective communication, and being prepared for resistance.

It can be concluded from the above findings that leaders' perspectives in this school concerning how to overcome the challenges in the current practice of change management were found to be effective. All leaders demonstrated good knowledge of dealing with change resistance and other challenges associated with change management and were clearly passionate about the change and development. Furthermore, they use different yet effective strategies to plan, introduce, and execute change within their private school, resulting in consistency of their approach in using time and resources expertly to overcome any challenge to change management.

CHAPTER 5: CONCLUSION

5.1 Chapter Introduction

This final chapter discusses the closing stages of the research study in relation to the research's main aim, objectives, and questions. It discusses the key findings and how they have helped to answer the research questions in light of the findings from similar studies. This chapter also presents the study's contributions to the current practice and knowledge, the potential areas for future research by providing some recommendations for future studies based on the contribution and limitations of this research study, and recommendations for change management practice in the field of education that are made from the theoretical and empirical findings.

5.2 Discussion of Key Findings

This research study was conducted to address the problem identified in the first chapter. This problem motivated research objectives and questions. Chapter 4 showed that the study's objectives were accomplished as it demonstrates the route to a successful change management practice in schools by providing appropriate answers generated from three different data collection methods and against conclusions from previous related studies.

The first research question was answered by attaining the first research objective. This was done through analysing the quantitative data against the literature review, which revealed that the role of the educational leadership in change management to improve the quality of education was at a high level, according to the teachers' perspectives.

The second research question was answered by attaining the second research objective. This was done through analysing six school inspection reports against the literature review, which shows the extraordinary impact of leadership's practice in change management on the quality of education at the school.

The third research question was answered by attaining the third research objective. This was done through analysing the quantitative data against the literature review, which shows that the leaders' perspectives in this school concerning how to overcome the challenges in the current

practice of change management were effective. All leaders demonstrated good knowledge of dealing with change resistance and other challenges associated with change management and were passionate about development. However, the analysis also shows a slight deficiency concerning leaders' knowledge of the theoretical approach of change management used in school.

Therefore, this shows that the study has answered the research questions and achieved its objectives. Table 5.1 presents a summary of the research questions with their corresponding objectives, methods, and results.

Table 5.1: Overview of the study findings

Research question	Objective	Method of the answer	Results
1. What is the role of educational leadership in change management to improve the quality of education from teachers' perspectives according to their demographic information (gender, age, subject they teach, qualifications, and years of experience)?	1. To explore the role of educational leadership in change management to improve the quality of education from teachers' perspectives.	Analysis quantitative data Participants: Teachers	Results show that the average total score for the scale (the role of educational leadership in change management to improve the quality of education) was high, with an arithmetic mean of (3.78), while the arithmetic means of the statements ranged between (3.54 and 4.26). Results also show that there are no statistically significant differences in the role of the educational leadership in change management to improve the quality of education according to the gender, age, subject, qualifications, or experience of the teachers.
2. What is the impact of the practice of educational leadership in change management according to the national and international school inspections' reports?	2. To examine the impact of the practice of educational leadership in change management according to the national and international school inspections' reports.	Analysis of the inspection reports (BSO) and (DSIB)	The impact of leadership's practice in change management reached an exceptional level, which is not surprising as this school continued to receive an outstanding rating for 12 consecutive years and still strives to be at the forefront. Findings also show an apparent impact on the quality of education within the school due to the leadership's performance in change management

3. How to overcome the challenges in the current practice of change management from leaders' perspective according to their demographic information (gender, age, leadership role, qualifications, and years of experience in leadership)?	3. To suggest an action plan to overcome the challenges in the current practice of change management from the leaders' perspective.	Analysis of qualitative data Participants: Leaders	Leaders' perspectives on how to overcome the challenges in change management were effective. They demonstrated good knowledge of dealing with resistance and challenges associated with change management and were clearly passionate about change and development. They use effective strategies to plan, introduce, and execute change resulting in consistency in their approach to defeating challenges.

Alongside the above empirical findings, the theoretical findings of this study and the conceptual framework are also key contributions that support change management practitioners at schools to apply change management principles effectively to achieve their goals, which can be done by employing the combined change management theories developed by the researcher. Furthermore, the study has reduced gaps in the literature highlighted in the second chapter of this study and provided an applied understanding of change management in the context of Dubai's private schools and opportunities to contribute to best practices across the private education sector across the UAE.

The recommendations of this study aid in addressing areas of improvement in the current practice of change management by developing an academically informed concept that can guide practice as a contribution to knowledge.

5.3 Implications

5.3.1 Theoretical Implication

The discoveries of this study demonstrate the constructive impact of leadership style in change management on the improvement of quality education. Employees behave according to their organisations' contexts (Robertson, Roberts & Porras 1993), and leaders' commitment to change contributes to the growth of employees' effective involvement in the change process and provides a suitable model for them to follow (Abrell-Vogel & Rowold 2014); therefore, this study demonstrates the positive impact of employing change management models in schools by the educational leadership to inspire teachers for change that results in quality education

improvement as all change management models show that leadership is the vital factor for effective change.

5.3.2 Educational Implication

Private schools in Dubai engage in different organisational change steps to stay in competition in Dubai's private educational sector. The study specifies the leading role of the educational leadership in change management to improve the quality of education through knowledge sharing and shifting teaching practice from one phase to another, expanding average teachers' abilities which results in learning becoming a shared responsibility (Litz & Scott 2017). Furthermore, the study encourages schools to improve the change's awareness, desire, knowledge, ability, and reinforcement, keeping in mind that teachers' involvement is the main factor for the teaching practice to be shifted from one phase to another (Hussain et al. 2018b).

5.3.3 Social Implication

This research study provides a substantial social implication. Teamwork and knowledge sharing are crucial factors that encourage teachers in any school to adopt change (Hussain et al. 2018b). This study proved this factor to be effective, as evident in statement (17) of the quantitative data that ranked first according to the responses of the participating teachers, which states, "My school leaders encourage teachers to collaborate with their colleagues in change management through teamwork and skill share events".

This research study has explored the significant connection between knowledge among teachers and leaders and the effective implementation of change in school. Furthermore, collaboration among leaders was evident in this school, as the principal and vice principals worked effectively with leaders at all levels maintaining high standards in most subjects; they had developed the role of middle leaders so that they made a substantial contribution and, together with the senior leaders, they provided the school with a strong capacity for further improvement (KHDA 2014).

5.4 Recommendations

In the light of the theoretical and empirical findings of the research study, the researcher presents some recommendations as follows:

• Reviewing the aspects of the schools' strategic plans related to the practice of change management by developing them in line with the UAE Centennial 2071 project as it highlights the importance of excellent quality of education focusing on advanced science and technology, space science, engineering, innovation and health sciences, teaching students, mechanisms for discovering their talents early, and encouraging educational institutions to be incubators of entrepreneurship and innovation and to be international research centres.

• Identifying, documenting, and sharing best practices of change management with other private schools in Dubai. The leaders of the case study school can be advised to communicate their practice of change management with external personnel from the KHDA in order to share this practice with other schools in Dubai.

• Further developing the theoretical approach of change management within the leadership team in line with the school's vision by taking advantage of the available platforms, which help leaders expand their understanding of the change management theories.

• Holding more awareness training and motivational sessions for teachers communicating the importance of change and defining rewards for their active participation in change adoption.

5.5 Limitations

The findings of this research study must be seen in the light of the following limitations:

• The scope of this research study is limited to a private school in Dubai only; however, it investigates a variety of change management models in a universal context which prevented undesirable outcomes by using a case study alone and helped in leading a solid study and producing valid conclusions.

• Time constraints related to the study's data collection process and validation process as participants and experts were only available during certain times. Therefore, the time available for working on the research problem and analysing the data was constrained due to these reasons issues which impacted the progress of this research study.

• Although this is case study research, the sample size of 70 teachers (for the quantitative data) and 10 leaders (for the qualitative data) seems to be limited, the case study school employs

around 215 teachers and 30 leaders, meaning the sample size for the quantitative data was 33% of the teachers, and the sample size for the qualitative data was 34% of the leaders.

Consequently, the researcher has learned improved time management and data collection method for future study. In addition, the study's recommendations and scope for further study discuss the enhancements that need to be taken by practitioners of change management in future research.

5.6 Scope for Further Study

Based on the contribution and limitations of this research study, the researcher suggests conducting the following future studies:

• Conducting a similar study on the role and impact of educational leadership in change management to improve the quality of education in multiple private schools in the Emirate of Dubai.
• Conducting a comparative study that includes the demographic variable "school type" at the two levels: public and private schools.
• Conducting a study on the role and impact of educational leadership in change management to improve the job performance of school staff.

5.7 Concluding Note

The purpose of this research study was to explore the role and impact of educational leadership in change management to improve the quality of education in a private school in Dubai. Based on the analysis conveyed, it can be concluded that this school showed an exceptional example of change management to improve the quality of education, which is worth sharing with other private schools that seek rapid quality education improvement through change management. Furthermore, the research's three objectives established in the first chapter were accomplished, and despite the research's limitations and challenges, the study has generated some substantial conclusions that can help the change management practitioners in Dubai's private schools and beyond.

The research study has answered the main research question and the three specific questions presented in the first chapter. Although the researcher experienced some challenges, as outlined in the limitations section, the researcher engaged in various procedures considering the supervisor's guidance to avoid any work interruption. Thus, the research study has provided practitioners in change management in schools with some ideas and tips to improve the current practice.

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APPENDICES

Appendix A: Third Party Consent Form

The British University in Dubai
الجامعة البريطانية في دبي
www.buid.ac.ae

Third party consent form

GEMS We███████████████████

Address:███████████
Telephone: +971 4 307 300████████
Email: reception_wis@gem███████

By signing this consent form, I understand that Mohammad Abdallah Abusenenh is a candidate for a postgraduate degree in the British University in Dubai. I understand that the researcher is conducting a study titled The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai. The purpose of this research is to explore the role and impact of educational leadership in change management to improve their private school in Dubai.

I understand the findings of this research study are solely the responsibility of the researcher. It is understood that any and all information/data the researcher collects from contacts within and/or about our organisation outside the research protocol will not be part of the research findings. I understand the researcher may publish findings following completion of this study. Any information published will be limited to the findings of the research. No research participants will participate in this study without the knowledge and approval of this organisation and BUiD's Research Ethics Committee.
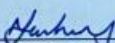
☐ I grant the researcher permission to contact members of the organisation for the purpose of requesting their participation in the study as required by the research proposal.
☐ I grant the researcher permission to use organisational premises as necessary to conduct the research.
☐ I grant the researcher permission to collect, use, and store organisational documentation related to the project. I understand that in granting permission to access organisational documentation, the researcher will store copies outside of the organisation in a secure manner as approved by BUiD's Research Ethics Committee.
☐ The researcher will maintain all documentation and findings regarding this organisation in confidence and confine its use to this research study.
☐ On behalf of the organisation, I request a final copy of this research report.

_____   ____30/6/22____
Organisation representative and signature   Date

Researcher: Mohammad Abdallah Abusenenh
20000001@student.buid.ac.ae

Director of Studies: Dr Solomon Arulraj David
solomon.david@buid.ac.ae

Appendix B: Official Letter from BUiD

الجامعة البريطانية في دبي
The British University in Dubai
www.buid.ac.ae

16 June 2022

To Whom It May Concern

This is to certify that Mr. Mohammad Abusenenh, of ID number 20000001, is a registered student in Master of Education in Management Leadership and Policy programme at The British University in Dubai.

Mr. Abuseneneh is currently working on his dissertation titled "The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai". He is required to gather data through questionaries' and surveys.

Mr. Abusenenh needs affiliating himself professionally in your organization. Your assistance in engaging him in research projects is hereby requested. Any support provided to his in this regard will be highly appreciated.

This letter is issued upon Mr. Abusenenh's request.

Yours sincerely,

Mira Hamzeh
Head of Admissions, Student Services & Communications
The British University in Dubai

Appendix C: Final Qualitative Questions

Section 1: Demographic Data

Gender	☐ Male	☐ Female		
Age	☐ 20 - 30 years old	☐ 31 - 40 years old	☐ 41 - 50 years old	☐ 51 years or older
Leadership Role	☐ Executive Leadership Team	☐ Senior Leadership Team	☐ Curriculum Leadership Team	☐ Heads of House/Years	☐ Subject Leaders
Highest degree completed or currently enrolled in	☐ Bachelor's Degree	☐ Master's Degree	☐ Doctorate Degree	
Number of Years of Experience in Leadership	☐ Less than 5 years	☐ 6 - 10 years	☐ 11 – 15 years	☐ More than 16 years

Section 2: The Survey

No.	Question
1	When planning for change, what methods do you employ to prioritize it?
2	What information and key performance indicators do you include in a change plan to ensure all necessary actions are organised?
3	What strategy can facilitate change implementation smoothly and efficiently across the school?
4	What are the largest obstacles and barriers to change that need to be removed to enable success?
5	How likely are school staff to resist change – and what is the strategy is used to overcome resistance to change?
6	What methods for measuring change adoption by teachers are used in school?
7	How do you know that the school culture is agile enough to cope with change?
8	How does the school reinforce the necessity of the change to parents?
9	What theoretical approach does the school use when planning for change (e.g., change management models)?

Appendix D: Final Quantitative Questions

Section 1: Demographic Data

Gender	☐ Male	☐ Female		
Age	☐ 20 - 30 years old	☐ 31 - 40 years old	☐ 41 - 50 years old	☐ 51 years or older
Subject	☐ Core Subject	☐ Option Subject	☐ Ministry of Education Subject	
Highest degree completed or currently enrolled in	☐ Bachelor's Degree	☐ Master's Degree	☐ Doctorate Degree	
Number of Years of Experience in Teaching	☐ Less than 5 years	☐ 6 – 10 years	☐ 11 – 15 years	☐ More than 16 years

Section 2: The Survey

Statement	Degree of practice				
	VH	H	M	L	VL
Section 1: Awareness					
My school leaders identify educational aspects that need to be changed.					
My school leaders define the reasons for the change.					
My school leaders establish substantial plans with expected timelines for change.					
My school leaders clarify the roles of school staff during the change.					
My school leaders arrange workshops to clarify the importance and nature of change.					
Section 2: Desire					
My school leaders accurately clarify the future picture of the school after the change.					
My school leaders listen to my opinions and suggestions about the change and consider them.					
My school leaders organise meetings with other schools to present their successful experiences of change.					
My school leaders organise motivational sessions for teachers and define rewards for their active participation in change.					
Section 3: Knowledge					
My school leaders develop job aids and reference guides as a resource describing the workflow process using plans, diagrams, and illustrations.					
My school leaders demonstrate the new ways, methods and systems that regulate schoolwork after the change.					
My school leaders organise continual training courses for teachers on change activities, including one-on-one coaching.					
When planning for change, my school leaders seek relevant skills and knowledge within the school staff before seeking external support.					
My school leaders establish a dedicated change team to operate and lead any new project.					
Section 4: Ability					
My school leaders support teachers to utilize what they have learned in practice during the change phase.					
My school leaders present examples on how to act in the new work environment after change.					
My school leaders encourage teachers to collaborate with their colleagues in change management through teamwork and skill share events.					
My school leaders measure and assess change adoption and proficiency.					
My school leaders assess risks and anticipated resistance and how to overcome them.					
My school leaders link the change with the school vision and the individual capabilities required to bring the change.					
Section 5: Reinforcement					
My school leaders celebrate and recognise any outstanding work done by teachers after the change.					
My school leaders formed accountability systems to ensure the work after change is done as planned.					
My school leaders evaluate the performance accurately and objectively using performance management systems.					
My school leaders open channels of communication between school leaders and teachers to support quality work after change.					
My school leaders collect data and determine next steps based on it.					

Appendix E: Inviting Teachers to Participate in the Study

Subject: You are invited to participate in a research survey

Dear Teachers,

I hope this email finds you well. You are kindly invited to participate in a research study titled "**The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai**". This study is being conducted by Mohammad Abusenenh in fulfilment of the requirements for the degree of Master of Education in Management Leadership and Policy at The British University in Dubai.

This survey has been approved by BUiD and ………... It collects no identifying information of any participant, and your response will be recorded anonymously and kept confidential. If you have any questions regarding the survey or the dissertation in general, please contact me at ……….. or ………..

Kindly click here to complete the survey, or copy the following link to your browser:

This survey is targeting ……. teachers only. Your participation is greatly appreciated, and I thank you in advance for your time.

Sincerely,

Appendix F: Inviting Leaders to Participate in the Study

Subject: You are invited to participate in a research survey

Dear Leaders,

I hope this email finds you well. You are kindly invited to participate in a research study titled "**The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai**". This study is being conducted by Mohammad Abusenenh in fulfilment of the requirements for the degree of Master of Education in Management Leadership and Policy at The British University in Dubai.

This survey has been approved by BUiD and ………….. It collects no identifying information of any participant, and your response will be recorded anonymously and kept confidential. If you have any questions regarding the survey or the dissertation in general, please contact me at ……….. or …………..

This dissertation is being conducted under the supervision of Dr Solomon Arulraj David, an Associate Professor of Education at BUiD.

Kindly click here to complete the survey, or copy the following link to your browser:

This survey is targeting ……….. leaders only. Your participation is greatly appreciated, and I thank you in advance for your time.

Sincerely,
Mohammad Abusenenh

Appendix G: Consent Form (Teachers)

The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai - For Teachers

This study is being conducted by Mohammad Abusenenh in fulfillment of the requirements for the degree of Master of Education in Management Leadership and Policy at The British University in Dubai.

m.abusenenh@gmail.com (not shared) Switch account

* Required

Dear Teachers,

I am a postgraduate student undertaking a Master of Education at The British University in Dubai and I am conducting research for my Masters. Here is a brief introduction to my dissertation:

Several educational institutions are experiencing different challenges as they seek to adopt a change to improve their operations and consequently the quality of their outputs in a competitive environment to prepare pupils for a fast-changing world and how to excel in tomorrow's workplace. The expected outcome from my study includes enriching the theoretical growth of change management and the level of its application by the educational leadership in schools. It will be a useful resource for all Dubai private schools that seek speedy growth towards their educational goals through change management.

This survey has been approved by BUiD and WIS. It collects no identifying information, and your response will be recorded anonymously and kept confidential.

Please complete the form in the next section and click submit at the end. If you would like to receive more information about the study, please contact me at m.abusenenh_wis@gemsedu.com or 0561630844

Your participation is greatly appreciated, and I thank you in advance for your time.

Sincerely,
Mohammad Abusenenh
Master of Education in Management Leadership and Policy
The British University in Dubai

Please confirm your participation. *

○ I voluntarily agree to participate in this research study by completing this form only, and I understand that all information I provide for this study will be treated confidentially.

Appendix H: Consent Form (Leaders)

The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai

The British University in Dubai

The Role and Impact of Educational Leadership in Change Management for School Improvement in a Private School in Dubai - For Leaders

This study is being conducted by Mohammad Abusenenh in fulfillment of the requirements for the degree of Master of Education in Management Leadership and Policy at The British University in Dubai.

m.abusenenh@gmail.com (not shared) Switch account

* Required

Dear Leaders,

I am a postgraduate student undertaking a Master of Education at The British University in Dubai and I am conducting research for my Masters. Here is a brief introduction to my dissertation:

Several educational institutions are experiencing different challenges as they seek to adopt a change to improve their operations and consequently the quality of their outputs in a competitive environment to prepare pupils for a fast-changing world and how to excel in tomorrow's workplace. The expected outcome from my study includes enriching the theoretical growth of change management and the level of its application by the educational leadership in schools. It will be a useful resource for all Dubai private schools that seek speedy growth towards their educational goals through change management.

This survey has been approved by BUiD and WIS. It collects no identifying information, and your response will be recorded anonymously and kept confidential.

Please complete the form in the next section and click submit at the end. If you would like to receive more information about the study, please contact me at m.abusenenh_wis@gemsedu.com or 0561630844

Your participation is greatly appreciated, and I thank you in advance for your time.

Sincerely,
Mohammad Abusenenh
Master of Education in Management Leadership and Policy
The British University in Dubai

Please confirm your participation. *

◯ I voluntarily agree to participate in this research study by completing this form only, and I understand that all information I provide for this study will be treated confidentially.

Next   Page 1 of 3   Clear form