

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

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Abstract

The fast-paced nature of the world calls for constant change to evolve, especially in education, which leads to the crucial role of educational leadership in identifying aspects that need to be changed and developing concrete plans for them. This study aims to discover 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 authorities. Results showed that educational leadership's role in change management drives outstanding academic performance according to the BSO and DSIB inspection reports, with the need to improve the theoretical aspect, and this role reached a high degree from teachers' perspectives with no apparent differences in the averages of their responses according to the question variables. Furthermore, leaders' perspectives on how to overcome change management challenges were effective, and the previous studies used have revealed some success factors for change management and uncovered certain gaps. This study provides theoretical and educational implications by demonstrating the positive impact of employing change management models in schools and specifying the role of educational leadership in change management to improve the quality of education. Furthermore, the research provides a social implication as it demonstrates the effectiveness of teamwork in improving education quality. This study enriches the theoretical growth of change management and its practice by Dubai's school leaders, serving as a valuable resource for those seeking speedy growth

through effective change management, where research in this area is limited. Additionally, this research combines three change management models, including Kotter, Lewin, and the ADKAR models.

Keywords: educational leadership, change management, quality of education, ADKAR model, change resistance

1 Introduction

1.1 Background of the Study

As we live in a fast-changing world, everything around us points to the need for profound change, especially in education, which requires a new way of thinking and tools to lead a successful change (Prosci 2019f). Therefore, School leaders have a greater responsibility toward teachers to ensure that their work accommodates the needs of the fast-changing world, helping students reach their full potential, and be productive and principled citizens. Education is the foundation of any nation, and as the world continues to evolve, there is an urgent need for educational reformers to stay ahead of the curve to ensure that our students are equipped with the skills and knowledge necessary to thrive (Fadzil et al. 2019), and school leaders must continuously identify educational aspects that need to be changed and develop concrete action plans for them.

1.2 Problem Statement

Theoretically, change management seeks to keep pace with change and develop school management by enhancing school leaders' and teachers' performance to reach desired goals most efficiently (Bahamdan & Al-Subaie 2021). Contextually, many educational institutions going through changes to enhance their operations to are facing challenges due to individual resistance or other factors (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 (Al-Alawi et al. 2019).

Every year, private schools in Dubai undergo various changes, such as restructuring leadership or modifying school policy and curriculums. Unexpected circumstances may also arise, requiring

schools to quickly adopt changes in their operations. Challenges may also arise as leaders strive to develop schools in the face of the rapid changes required in today's world (Pryor et al. 2008).

1.3 The Aim of the Study

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

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

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

1.4 Research Questions

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

The specific questions are:

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)?

2 Literature Review

2.1 Conceptual Analysis

Change Management is 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). In the school context, it is developing staff's performance to achieve the desired goals (Bahamdan & Al-Subaie 2021). 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 its desired goals.

Quality Education refers to excellence high standards in which the educational organisation operates to achieve goals (Budiharso & Tarman 2020). It indicates a certain degree of educational excellence; however, that degree of excellence is subjective (Ng 2015). The researcher defines *Quality Education* as empowering experience in a supportive and secure learning environment that encourages exploration of educational content via a student-centered approach, enabling learners to achieve their full potential.

Educational Leadership means influencing and motivating others in achieving desired goals. Commonly, leaders initiate change to reach these goals with energy (Bush 2007). Researchers have 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 vision.

2.2 Theoretical Framework

In addition to a comprehensive review of related literature, this study focuses on three models of change management as the foundation of the study created by Kotter, Lewin, Lippitt, Lewin and the ADKAR model of change management.

2.2.1 Focused Change Management Models

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

John P. Kotter is a business entrepreneur and a Harvard Professor (Campbell 2008). He developed his model following a study of over 100 organisations from different sizes and industries (Mento, Jones & Dirndorfer 2002). He believed that change 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). These steps include:

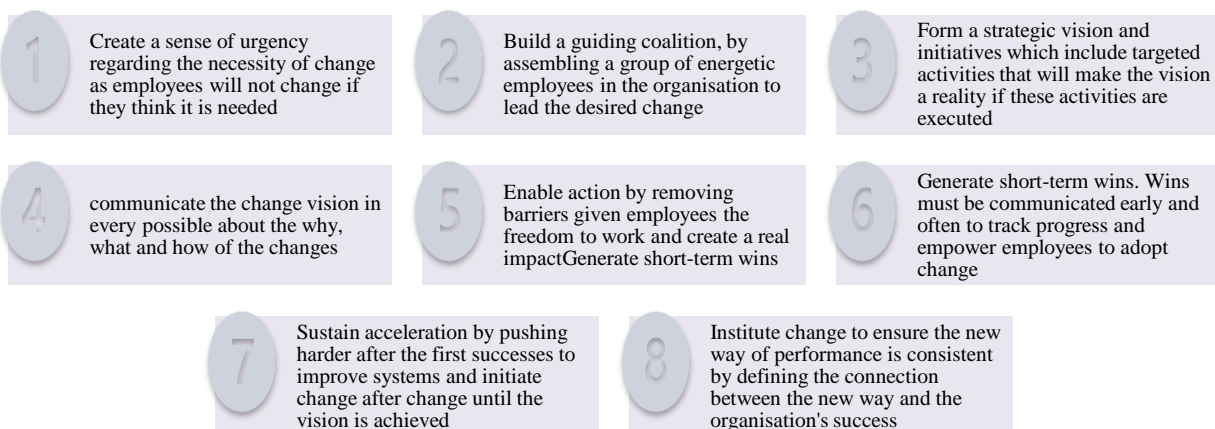


Figure 2.1: Kotter's Eight-Step

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

Kurt Lewin was appointed in the University of Iowa where he published a set of his German articles in English. In 1945 he founded the Research Center for Group Dynamics (Burnes & Bargal 2017). Lewin described the change procedure as comprising three phases.

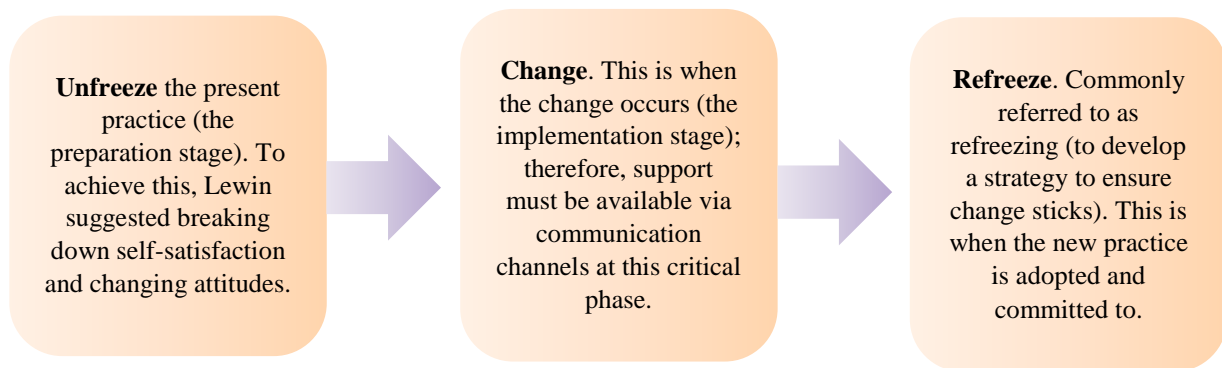


Figure 2.2: Lewin's Three-Step

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). These seven steps are:

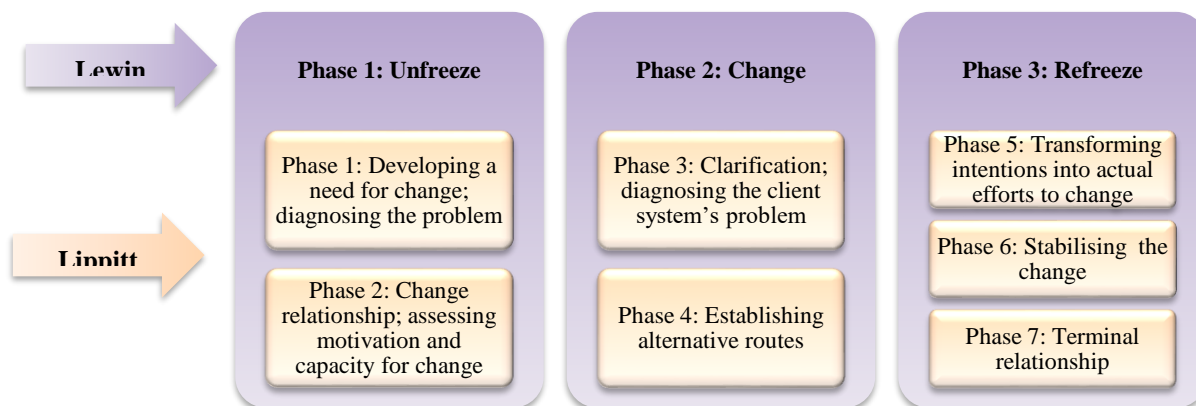


Figure 2.3: The Lippitt, Watson and Westley Model of Planned Change

Third: 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:

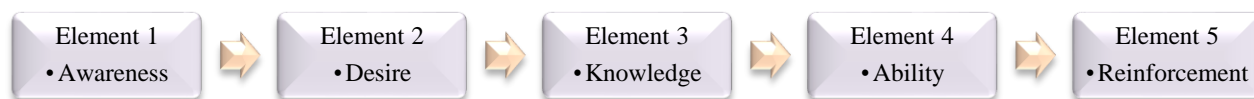


Figure 2.4: ADKAR Model (J Hiatt, 2006)

After examining the change approaches in more than 700 organisations, Prosci founder Jeff Hiatt developed this model proving that successful organisational change can only occur when people change. From the human perspective, the five ADKAR elements were constructed knowing that implementing a structured methodology for change makes it simple to manage (Hiatt 2006).

ADKAR model outlines five elements as follows:

1. Awareness: including effective communication and apparent justification for the change (Prosci 2019b).

2. Desire: effective involvement and motivation are crucial to boosting the desire for change and reducing the change resistance (Prosci 2019c).

3. Knowledge: gaining new in-depth knowledge or experiencing new trainings. For practical implementation it is crucial to share, reflect, and experience with others (Prosci 2019d).

4. Ability: addressing barriers to change, building employee's confidence by giving credit for efforts, embracing failure, and promoting a culture of seeking help (Prosci 2019a).

5. Reinforcement: to maintain change, communication, celebrating success stories, and providing support to employees facing obstacles after the change are recommended. (Prosci 2019e).

2.2.2 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 together. While each model has unique methods, they share some commonalities (Kritsonis 2005). Therefore, this section merged the three models based on ADKAR's model.

Lewin's model is very rational, goal and plan-oriented (Kritsonis 2005), and Kotter's model lacks rigorous fundamentals (Appelbaum et al. 2012); however, it became an instant success and remains an essential source in change management. ADKAR's model is grounded on the fact that change can only happen when individuals change. Therefore, the four models can be combined as follows:

ADKAR	Lewin	Lippitt	Kotter
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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

2.2.3 Change Management and Quality Education Improvement in Dubai Private Schools

Although several methods can be utilised to improve organisations through change, all of them eventually propose adjustments to structure, systems, and processes (Voehl & Harrington 2016) which ultimately improves the quality of education. The case study school experienced numerous changes, including changes in the leadership structure, recruiting new teachers, and changing the school's facilities to meet the needs of the new curriculums and number of students. In the aspect staff development, this school used the Lessons Learned platform two years ago, last year; this

was changed to Grow Perform Succeed (GPS) system allowing leaders to track teachers' progress towards their self-assigned goals.

2.2.4 Private School Inspections

First: Dubai Schools Inspection Bureau (DSIB)

DSIB conducts annual inspections on behalf of the KHDA and generates a report highlighting the key strengths and recommendations regarding all aspects of school's performance (KHDA 2016b). Despite the requirements of a fast-changing world and the large and multicultural school with over 2700 pupils of 90 different nationalities, the case study school maintained an Outstanding rating by the DSIB for 12 consecutive years (from 2009 – 2022).

Second: British Schools Overseas (BSO)

BSO inspection is a voluntary scheme for inspecting British schools overseas as they are subject to recognition by the British government under this 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). The case study school obtained an Outstanding rating by the BSO for its performance.

2.3 Review of Related Literature and Previous Studies

2.3.1 Studies Related to Change Management Models

First: Back to the Future: Revisiting Kotter's 1996 Change Model, aimed to collect claims supporting Kotter's change management model. Kotter developed his model according to his own research experience without referencing any past sources to measure its value. Literature was used as a methodology in this study to evaluate the eight steps individually and collectively. 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 acceptance, but no evidence was found against it, and it remains a recommended source for change management. (Appelbaum et al. 2012).

Second, Kurt Lewin's Change Model: A Critical Review of the Role of Leadership and Employee Involvement in Organizational Change, examined Lewin's 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. A model of organisational change in Lewin's change process context is introduced reflecting essential stages in the change implementation process. This 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).

2.3.2 Studies related to ADKAR Model

First, The Change Management and its Obstacles in Light Of "ADKAR Model" Dimensions from Female Teachers Perspective in Secondary Schools in Dammam in Saudi Arabia, which was conducted to discover the degree to which change management is practised by the female leaders of secondary public schools in Dammam and to discover the challenges. The data indicated that the change management practice reached a high degree. The results revealed that ADKAR elements came at the following order: awareness, ability, desire, knowledge, and then reinforcement. The results also uncovered the barriers to change management, such as insufficient financial funds necessary for change to happen and the exaggerated satisfaction with the present condition (Bahamdan & Al-Subaie 2021).

Second, Chapter 14 of the book ADKAR: A Model for Change in Business, Government, and Our Community, which provides change leaders with ways to apply this model to help achieve their goals. This includes using it as a teaching tool for change management by allowing students to make a clear understanding of knowledge and desire of the topic, as a planning tool to help leaders ensure that activities are well structured, as a coaching tool for leaders to use with employees, and as an assessment tool for change adoption and identifying barriers in the implementation stage of change (Hiatt 2006).

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

First, 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 their approaches to deal with it through semi-structured interviews. The outcomes suggested that change is a situation that is continuously shifting and reviving which generates challenges in adopting it. By analysing the satisfaction survey results, the school administrators identify the importance of change in instructional activities and regulations, trusting teachers, and ensuring the socialisation of students. School administrators face limitations to change schools and deal with resistance. They primarily address this through persuasion. (Hoşgörür 2016).

Second, Collaborative Leadership and School Improvement: Understanding the Impact on School Capacity and Student Learning, 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. The findings support the current view that collaboration among school leaders can positively impact student learning in

math and reading. 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).

2.4 Summary

This chapter has critically reviewed four change models that are applicable to this study, it has also discussed the concept of change management and other concepts related to it. Furthermore, this chapter has reviewed some 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 have helped to identify essential factors that have the most impact on the process of organisational change management, such as change resistance.

This chapter also noted that there are certain gaps in the previous studies which helped to establish the scope of change management in Dubai private schools and to understand how to overcome any obstacle to a sustainable change. An essential gap found is the lack of employing change management models in the field of education 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 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 Kotter and Lewin's models, which signifies the value of the ADKAR model and its comprehensiveness in change management.

3 Methodology

3.1 Data Collection Plan

The study uses mixed methods by using qualitative data to illustrate quantitative findings. Deductive reasoning is used with quantitative data from 70 teachers, while inductive reasoning takes the form of qualitative data from 10 semi-structured interviews with school leaders and a literature review on change management models and previous studies. This mixed method is divided into two phases:

First Phase: The quantitative data collection is in the form of a closed-ended questionnaire targeting 70 teachers working in the case study school.

Table 3.1: Quantitative data

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 participants were mostly qualified, experienced, and above 31 years old with different qualifications to teach different subjects.

Second Phase: 10 school leaders were purposefully selected for a qualitative approach. An open-ended questionnaire helped the researcher understand their change management understanding and interpret the data findings.

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, experienced, and above 31 years old with different leadership roles.

3.2 Ethical Consideration

Research Ethics can be defined as a discipline that studies standards of conduct (Cumyn et al. 2018). This research is an ethical low-risk study, and the researcher took steps to guarantee that it is ethical to the highest standard, such as, gaining the ethics approval from BUiD and an official approval from the case study school before collecting data, the case study school is intentionally kept anonymous, a digital consent was signed by each participant in the data collection giving them the choice to drop their participation at any time, maintaining equitable selection and inclusion of participants, and the data instruments collected no identifying information.

3.3 Trustworthiness and Validity of the Data

Content Validity of the Quantitative and Qualitative Data

Content validity includes a thorough analysis of measuring procedures against the theoretical framework or context (Almansoori 2019). To validate the qualitative and quantitative methods, both were presented to a group of experts to obtain their opinion, and as a result, they agreed that 30% of the statements could be revised, and the researcher amended these statements accordingly.

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 follows:

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 these values are statistically significant, indicating the consistency of the scale's internal structure.

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 as follows:

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

Cronbach's Alpha	Number of statements
0.915	25

Table (3.4) 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, 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

4 Results and Analysis

4.1 The Role of Educational Leadership in Change Management to Improve Quality of Education - Analysis of Quantitative Data

The first question states, 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)?

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):

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 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

(My school leaders encourage teachers to collaborate with their colleagues in change management through teamwork and skill share events) ranked first (4.26 - high degree), and statement 1 (My school leaders identify educational aspects that need to be changed) ranked second (3.99 - high degree). Statement 7 (My school leaders listen to my opinions and suggestions about the change and consider them) ranked 24th (3.57 - medium degree), and statement 9 (My school leaders organise motivational sessions for teachers and define rewards for their active participation in change) ranked 25th and last rank (3.54 - medium degree).

Demographic variations in teachers' perspective

Are there statistically differences at the level of significance ($\alpha \leq 5.0$) between the average responses of the sample? To answer this, 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) using the analysis of variance (ANOVA):

Table 4.2: Arithmetic averages and standard deviations of teachers'

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

Table (4.2) indicates that there are apparent differences in the averages of teachers' responses on the scale according to the question variables and to find out the significance of the differences, analysis of variance (ANOVA) was used as follows:

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

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 following:

- gender of teachers, where the (F) value reached (0.749) by a statistical significance of (0.390).
- age, where the (F) value reached (1.035) by a statistical significance of (0.361).
- subject, where the (F) value reached (0.462) by a statistical significance of (0.632).
- qualifications, where the (F) value reached (0.805) by a statistical significance of (0.373).
- experience, where (F) value reached (0.555) by a statistical significance of (0.577).

4.2 The Impact of the Practice of Educational Leadership in Change Management -

Analysis of the Inspection Reports

The second question states, what is the impact of the practice of the educational leadership in change management according to the national and international school inspections' reports? To answer this, an analysis of this school's inspection reports was conducted:

4.2.1 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”.

4.2.2 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 improved what the school provided in other subjects and fostered innovation”. (KHDA 2015) report stated: “. 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, supported effectively by the senior leaders who shared a relentless determination to continually improve”. (KHDA 2018) report stated: “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”. (KHDA 2019) report stated: “The principal sets an exceptionally clear, strategic direction which promotes an ambitious vision. Leaders at all levels promote the National Agenda priorities with unremitting commitment and passion while sustaining a culture of inclusion and innovation.”.

4.2.3 Summary of the Inspection Reports Results

The findings of the inspection reports reveal that the leadership team in this school have exceptional knowledge of change management, and a sense of urgency for change was found to be high. It can also be concluded that the impact of their practice in change management reached an exceptional level as this school continued to receive an outstanding rating for 12 consecutive years and still strives to be at the forefront. Furthermore, findings show an apparent impact on the quality of education which is evident by what is mentioned in the inspection reports, such as, focusing on the experience of the ‘whole child’, sustaining a culture of inclusion and innovation, strong educational provision, outstanding performance in learning and teaching in most subjects, and monitoring students’ achievement and the quality of teaching and learning closely.

4.3 Navigating Change Management Challenges from Leaders’ Perspective - Analysis of Qualitative Data

The third question states, 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)? To answer this, the findings were analysed based on three themes:

4.3.1 Planning for Change

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)?

Question 1 answer: Five leaders (50%) agreed that creating a clear vision for change is essential.

TL4 said, *“I would start with a vision and write smart strategic goals...”* TL3 added, *“Ensuring the vision and justification for why the change is being made is clear and transparent for the staff.”*

Staff involvement and establishing effective communication are key factors for a successful change in the opinion of 4 leaders (40%). Leaders also mentioned other key factors, such as, getting the opinions of other leaders, using data and research, and transparency.

Question 2 answer: Leaders’ responses show different theoretical approaches to change management. TL2 and TL4 mentioned that they are using Kotter’s model. 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, staff, students, and ethos.”* TL6 said, *“I personally like the Durham University GROW model”*. On the other hand, the remaining four leaders (40%) declared they were unfamiliar with these models or unsure of the theoretical approach of change management used in school.

4.3.2 Obstacles and Barriers to Change

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?

Question 1 answer: Two leaders (20%) agreed that staff buy-in is the most significant obstacle, and TL2 added the negative attitudes to change. TL4 stated, *“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 stated that staff engagement and organisational priorities are among the largest obstacles. Furthermore, four leaders (40%) agreed that lack of knowledge and understanding is the largest obstacle.

Question 2 answer: Four leaders (40%) come to an agreement that teachers are open to change knowing that it is a part of the profession. TL5 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 resistance, such as ownership and accountability, communication, and transparency. 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.”*

4.3.3 Measuring Change Adoption

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?

Question 1 answer: Three leaders (30%) agreed that effective communication with staff is essential including collaborating and sharing responsibilities. TL9 mentioned the need for a gradual process when introducing change. TL8 said, *“Working towards the same target and rewarding team effort come first.”* Other leaders emphasised that effective planning, a growth mindset, transparency, and honesty have always been the best. TL7 stated, *“More encouragement for the team gives better results, make change a part of school culture...”*

Question 2 answer: Six leaders (60%) agreed that a survey could be used to measure change adoption. These six leaders also added more methods including open conversations, training evaluation, performance evaluations, data, and observation. TL9 added measuring teaching and learning, and three leaders (30%) agreed on staff voice. Furthermore, the remaining leaders listed 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.

4.3.4 Summary of the Qualitative Results

The findings revealed that leaders' performance in defeating challenges related to change management is effective. Most leaders agreed on the fact that effective communication and transparency are essential when dealing with change resistance. Findings also revealed that measuring performance indicators to evaluate change implementation is being executed at a high-quality level. However, there seems to be a slight deficiency concerning leaders' knowledge of the theoretical approach of change management. 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 minimising any obstacles to it.

5 Conclusion

5.1 Discussion of Key Findings

This study was conducted to address the problem identified in the introduction. Chapter 4 showed that the study's objectives were accomplished by providing appropriate answers generated from three different data collection methods and against conclusions from previous related studies. 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 practitioners to apply change management effectively, 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 chapter 2 and provided an applied understanding of change management in the context of Dubai's private schools and opportunities to contribute to best practices across UAE's private education sector.

5.2 Implications

5.2.1 Theoretical Implication:

Leaders' commitment to change contributes to the growth of employees' effective involvement in the change process (Abrell-Vogel & Rowold 2014); therefore, the discoveries of this study demonstrate the constructive impact of leadership style in change management when employing change management models.

5.2.2 Educational Implication

This study specifies the leading role of the educational leadership in change management to improve the quality of education expanding teachers' involvement which results in learning becoming a shared responsibility (Litz & Scott 2017).

5.2.3 Social Implication

Teamwork and knowledge sharing are crucial factors that encourage teachers 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. Furthermore, collaboration among leaders was evident

in the case study school, as leaders worked effectively maintaining high standards with a strong capacity for further improvement (KHDA 2014).

5.3 Recommendations

- Aligning the school's strategic plans with the UAE Centennial 2071 to further enhance education quality and the implementation of change management practices effectively.
- Sharing best practices of change management in the case study school with other private schools in Dubai.
- Further developing the theoretical approach of change management within the leadership team in line with the school's vision.
- Holding more awareness training and motivational sessions for teachers communicating the importance of change and defining rewards for their active participation in change adoption.

5.4 Limitations

- The scope of this study is limited to a private school in Dubai; 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 producing valid conclusions.
- Time constraints related to the study's data collection and validation process as participants and experts were only available during certain times 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 quantitative data was 33% of the teachers, and for the qualitative data was 34% of the leaders.

5.5 Scope for Further Study

- 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 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.

5.6 Concluding Note

The purpose of this 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 schools that seek rapid quality education improvement through change management.

Furthermore, the research’s three objectives were accomplished, and it has generated some substantial conclusions that support change management practitioners in Dubai’s private schools and beyond.

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