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REQUIREMENTS OF CHANGE MANAGEMENT NECESSARY FOR SECONDARY SCHOOL LEADERS IN THE EMIRATE OF ABU DHABI IN LIGHT OF NEW SCHOOL MODEL.

A Thesis Submitted to United Arab Emirates University
in Partial Fulfillment of the Requirements of the Degree of Master of Educational Leadership

By

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May, 2013
Requirements of Change Management Necessary for Secondary School Leaders in the Emirates of Abu Dhabi in Light of New School Model

Thesis submitted in partial fulfillment of the requirements for the degree of Master of education

Approved by

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ABSTRACT

This study examines the requirements of change management necessary for secondary school principals in the emirate of Abu Dhabi in light of New School Model through conducting change management requirements utilizing a questionnaire on secondary school teachers in Abu Dhabi and Al Ain Educational Zones during 2011-2012. The study employs a qualitative research paradigm, where there are 47 items and one an open-ended question are combined in a questionnaire used to collect data. The sample included 1080 teachers from both sexes out of 72 schools in Abu Dhabi and Al Ain presenting cycle 3. The study found that the requirements of change management necessary for school leaders are high in the six clusters, building and communicating a school vision, planning for change, leading change, leading the process of teaching and learning, leading human and physical resources and finally the community. The study also found that males were more positive towards change in education than females. Also, years of experiences impacted respondents answers regarding change processes and requirements. Besides, among the suggestions regarding the characteristics necessary for change management leaders, teachers suggested high qualification, strong communication, clarity, respect, shared planning and decision making as the most important features a school leader should possess. ADEC is also recommended to serve training courses for school principals to make them better understand New School Model requirements and initiate a new policy in assigning secondary school principals. In general, the research provides recommendations regarding the requirements necessary for school leaders of secondary school in leading change in light of New School Model.
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DEDICATION

To express my deep love and respect, I would like to dedicate this work to my parents whom without their courage and prayers I might not be able to succeed in continuing my higher studies.

I also dedicate this thesis to my elder brother who has always encouraged me and believed that I could achieve it.
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It is with immense gratitude that I acknowledge the support and help of my Professor, Dr. Mohammed Abdel Dayem, who devoted the best of his knowledge and efforts to benefit us and make us able to achieve our thesis.

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CHAPTER ONE

General Framework

Introduction

School leaders are the people who lead and direct others to achieve school district goals and objectives. They have the responsibility of managing school and staff to help students reach their potentials in the learning process. In the era of change, schools need successful leaders who understand and are able to carry change processes.

Fullan (1991) insisted that not all aspects of change is improvement but all improvement leads to change. There is no ready plan for making improvement happen. He also conveyed that in order to achieve change in schools they must be led well and managed wisely. Teachers should be committed to change and believe that students are the main focus for change.

"Hall and Hord improved the concept of change facilitator style. The concept explains that principals and other individuals in a position to lead change are likely to differ in how they view their role in the process of change. They encourage people to implement the changes and provide whatever assistance and guidance are necessary. They support those who are expected to implement change, they also take it upon themselves to protect individuals from continuous demands of change. Responders see their role as making schools run smoothly while others take the lead in the implementation of change. They are concerned that everyone has a voice in the change process, a tendency that reflects their desire to please others." (Duke,2004 pp. 185-186)
Change demands sincere shift in people's habits and attitudes, people should accept and support change. Change is an idea or ideas suggested by leaders of the organization in order to achieve specific outcomes by adjusting the behavior of others and their practices. It is very important to have change vision. A vision that is communicated to all. People's support and their motivation is very essential to make change successful. Without all these, leaders will definitely lack focus which will lead to impacts below the strategic, senior-management level initiatives (Herold & Fedor, 2008).

"An intended change may not be implemented overnight" (Duke, 2004). Innovativeness and strategizing are the key factors for understanding change process. Smart leaders can guide change successfully and effectively. They specify their goals and decide what they have to do. They consider all variables before implementing change (Herold & Fedor, 2008, p.140).

"Leadership in the new millennium will require great flexibility, courage and integrity. This new era requires new frameworks for institutions, both political and economic. Leaders must be more active and get others involved" (Marx, 2006)

To initiate educational change a deep commitment is required by principals, vice principals, and teachers. They must be engaged in regular self-reflection and ongoing and meaningful professional development. School leaders understanding of how the Effective Schools Model is a framework for school reform is necessary. Principal seek effective school because they believe schools are where children learn. It is a responsibility to all in the community, and the society as a whole (Lunenburg & Irby).
Future principals must be aware of the big picture, has the ability for conceptual thinking, and they should also be able to lead the transformation process of the organization through people and teams (Fullan, 2001).

In a hypothetical Cultural Change Principal (CCP) behaves differently than most principals, even instructionally focused ones. Beside making it clear that student learning was paramount, and would monitor it with all teachers, CCP would also be concerned with the bigger picture — how well are other schools in the district performing; what is the role of public schools in a democracy; is the gap between high performing and low performing students being reduced: (a) in my school (b) in our district (c) in the state and nation. CCP would also be concerned about the improvement of other leaders in the school with a view to how prepared the school would be to go even further after CCP’s tenure as leader. In short, a Cultural Change Principal would have explicit, deep and comprehensive moral purpose (Fullan, 2002).

Leadership is a complex phenomenon (West Burnham, 1997). Like other human activities, leadership is hard to pin down. The most important functions of leadership are: providing direction and exercising influence. Leadership can be defined as the behavior that enables and helps others to achieve planned goals. Effectiveness in organizations depends on leadership emerging, appropriately as and when necessary (Whitaker, 1999). "A leader is simply one who is followed consistently and reliably by large numbers of people" (A. Wynne & Holmes, 1989).

Leadership provides a new structure and procedure for achieving an organization's goals and objectives or for changing objectives and goals of an organization. "Warren Bennis (1989) suggested three main reasons about why we need leaders. First, the quality of leaders decide the level of all organizations
success. Leading change requires anchors and guiding purposes is a second reason. Third, there are pervasive national concerns about our schools" (Hoy & Miskel, 1991).

"Productive leadership depends heavily on its fit with the social and organizational context in which it is exercised. So as times change, what works for leaders changes too. Transformational leadership for example is a sensible point of departure for better understanding changing leadership for changing times. Leaders invent patterns of practice that appear to make most sense to them in response to the challenges they are addressing. Truly productive leadership depends not only on engaging in commonly helpful practices, it also depends on recognizing and responding to the unique challenges and features presented by particular types of organizational contexts and each school also has its own unique challenges" (Leithwood, Jantzi & Steinbach, 1999).

Abu Dhabi Educational Council initiated The New school model as a form of Effective Schools Model. Highly experienced and qualified principals are required to hold and effectively perform their duties and responsibilities. Preparing future principals and improving those who are leading school in times of change cannot happen unless we study the issue of New School Model and the change in the role of principals in times of change that is touching nearly every single aspect of school environment. The New School Model assumes students to be at the center of an active teaching and learning environment supported by schools, families and the community. This approach focuses on students' health and safety, well-being and individualized learning. Improvement goals will develop strong Arabic and English literacy and numeracy, critical thinking, problem solving and creativity. It will also
emphasize cultural and national identity among Abu Dhabi secondary school students.

Providing professional leadership and management for a school and achieving high standards in all school areas are the main goals of the school principal. Therefore the principal is the leading professional in the school. School principal is responsible for providing leadership and direction, enabling a shared vision for the school, and ensuring that it is managed and organized to reach its aims and goals. To achieve this success a principal has to establish high quality education by effectively managing teaching and learning to realize the potential of all staff and students. Principals must establish a culture that promotes excellence, equality and high expectations of all staff and students.

To handle this, few research has been reported regarding New School Models and the requirements for Abu Dhabi school principals who will be leading such schools in the age of rapid change. The researcher suffered from the lack of enough resources about New School Model approach. Used resources included: ADEC official website, newspaper articles and online reports.

**Statement of the Problem**

As organizations try to survive and remain competitive, they are reorganizing, re-engineering, and implementing new technology. These ongoing and seemingly endless efforts can put a lot of strain not only on organizations but also on individuals. Studies showed that there are a number of change requirements that were found to be vital in achieving organizational goals and in succeeding in change programs (Eby et al., 2000; Gilmore and Barnett, 1992; Kotter, 1996; Martin, 1998).

To achieve such a success requires a principal to establish high quality education through managing the process of teaching and learning to realize the
potential of all staff and students. Principals are also expected to establish a culture that promotes excellence, equality and high expectations of all staff and students.

Change obviously will lead to change in the roles of every individual occupying a position in any organization. In this study our concern will be to find what requirements do school principals need to cope with the age of change management? In other words, leading New School Models in the Emirate of Abu-Dhabi and Al Ain is definitely assigning new roles and dimensions for principals leadership in schools. The study will focus on the requirements of change that occurred in principals roles and responsibilities due to the emergence of New School Models. So, our main questions can be phrased as: What are the main requirements of change management necessary for Abu-Dhabi secondary school leaders in light of New School Models?

Other sub-questions that rise from this main question are:

1. What are the main requirements of change management necessary for leaders of New School Models in general?

2. To what extent secondary school leaders in Abu Dhabi are meeting the change management requirements after adaptation of The New School Model?

3. How can it be achieved, the inculcation of change management requirements into Abu Dhabi Emirate Secondary School leaders?

4. To what extent years of experience and gender can affect teachers' perception towards change practices on part of school principalship?

**Purpose of the Study**

The purpose of this study is to identify the roles of school leaders in light of New School Model approach. And this purpose can be achieved by:

1. Identifying the requirements of change management necessary for secondary school leaders of New School Model.
2. Study the reality and changes in school leaders management in Abu Dhabi.

3. To arrive at some suggested recommendations that may help in improving the status of secondary school leaders in Abu Dhabi to become more able to cope with change management.

**Significance of the Study**

The importance of the study lies in the fact that the New School Model is a new and valuable approach for school improvement in the U.A.E and especially in the emirate of Abu Dhabi. "It is a comprehensive foundation for learning that will enable desired student outcomes by developing major components of the educational experience: teaching quality, learning environment, school leadership, and parental involvement."

Having such a model definitely means that it requires a distinguished and highly skilled leadership that cope with change management requirements. This is why the study will focus on the requirements for leaders of change management who are leading New School Models. The study hopefully will help in:

1. Shedding light on the new models of schools and how change leaders are necessary for school development.

2. Identifying the leaders of change requirements necessary to lead these schools in the best way.

3. Providing some suggestion that may help school leaders of New School Model in Abu Dhabi to become as leaders of change.
Definition of Terms

Leadership:

Hoy and Miskel (1991) in their fourth edition of Educational Administration: Theory, Research, and Practice mentioned a definition by James Lipham (1964, 528) that defines leadership as: the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. Another definition from the same resource defined by John K. Hemphill (1964, 98). He defines leadership as: To lead is to engage in an act that initiates a structure-in-interaction as part of the process of solving a mutual problem.

According to The Free Dictionary: School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom.

Change:

According to Oxford Dictionary and Thesaurus (2007), change means to make or become different. Substitute, replace or move from one system situation etc. to another. It also means: to adjust, transform, modify, convert, vary, fluctuate, amend, rearrange, reorganize, reform, reconstruct. (p.88)

Meriam Webster's Collegiate Dictionary (2003) defines change as: to replace with another. To make different in some particular.
Encarta World English Dictionary (1999) also defines change as: transition from something. A shift from one state, stage or phase to another. (p. 304)

In addition to the previous meanings, Longman Advanced American Dictionary (2007) defines change as: to change a system or organization so that problems in it are no longer there (250-251).

**New School Model (NSM)**

Is a new approach to teaching and learning launched by Abu Dhabi Educational Council? The goal of this new approach is to improve student learning experiences and to raise the academic outcomes of Abu Dhabi students to an internationally competitive level necessary to achieve The Abu Dhabi Economic Vision 2030.

It also aims at confronting current challenges in the public school sector to initiate specific improvements in the delivery of education. This comprehensive foundation for learning will make the desired student outcome possible by developing major components of the educational experience. These components are: Teaching quality, learning environment, school leadership, and parental involvement. Also, in order to develop the student as a creative independent thinker and problem solver. The New School Model has two main beliefs: That all students can learn and that the teacher has the responsibility for student learning. These two beliefs are basis that makes educators accountable for ensuring that every child is capable of learning and he/she has the duty to develop student's potentials. Some of the desired changes that are called for in the New School Model are: Improved teaching quality. All teachers are expected to be qualified and meet ADEC standards. Improved school environment: to meet the highest international standards, school facilities and resources will be
delivered. School building is designed in a way that students can use gain knowledge through exploration and experimentation.

A focus on bi-literate education: The new curriculum will be delivered bi-literately to prepare students to use both Arabic and English with a high fluency. This aims at preparing them for higher education and their future careers. A number of educators with professional teaching licenses have been hired from abroad to facilitate the introduction of modern pedagogic methods and native English language fluency (As cited from ADEC official website.).

**Method**

The study will examine what are the requirements of change management of New School Model leaders and principals as mentioned in literature and ADEC's professional standards for school leaders. A quantitative survey research method will be conducted. A questionnaire about the change management requirements will be employed as an instrument. In addition to five scale point questions, the survey will include an open-ended question to know what are the characteristics of school leaders leading New School Models in the emirate of Abu Dhabi. "Surveys should include some open-ended questions to maximize variation and give respondents a chance to fully express themselves. Open-ended questions are better suited to sensitive subjects and allow the respondents to have a voice. Open-ended questions are particularly useful in exploratory studies, allowing researchers to see the full variation" (Martin, 2013).

**Scope of Study**

Because these new roles and responsibilities are handled by the school principals and observed by the school teachers. This study is limited only to schools
managed by Abu Dhabi Educational Council in the emirates of Abu Dhabi and Al Ain, where only secondary school (cycle III) teachers of public schools are addressed during the academic year 2012-2013.

The Study Plan

The first chapter includes an introduction of the issue, statement of the problem, purpose of the study, its significance and definitions of main terms.

The second chapter presents literature review of characteristics and features of change leaders, their roles and responsibilities.

The third chapter describes the methodology of how data were collected and analyzed including research method, sample, instruments and analysis. The fourth chapter presents the analysis of the data collected. The fifth chapter provides summary, conclusions, and recommendations for New School Model principals as leaders of change.
CHAPTER TWO

Change Management and its requirements for school leaders: An overview

The Nature of Change:

Responding to globalization, technologies markets, leaders need to improve their strategies, plans, implement and track change, assess outcome and align everything to ensure that change forces are dealt with properly. Successful leaders assess environmental conditions, organizational realities and capabilities and carefully choose change process and implement it. Leaders must be aware that planning and implementing change takes lots of psychological efforts and economic resources. (Herold & Fedor, 2008)

The word change refers to a difference, a departure from the status quo. The main purpose of change is to improve conditions. Most of change efforts are designed to address specific problems, for example, inefficiency, ineffectiveness, retrenchment, or unmet needs. Although educational change is subject to the influence of other types of change, such as social and cultural change, it constitutes a distinct focus for inquiry and action. Schools are subject to a continuous parade of adjustments, alterations, and modifications. Leaders face the challenges of initiating, implementing, and sustaining change. (Duke, 2004).

Dynamic change enhances development and growth processes continuously in response to the organization's needs. It is the result of external or internal forces. All parts of the organization are involved to implement change and realign existing values and outcomes. (Morrison, 1998)
Rapid change requires flexible and easy going organizations that are run by qualified staff who are willingly adapting change. (Collarbone, 2009)

Successful leadership encounters various challenges. The greatest of these challenges is managing change. It requires specific skills and understandings in order to implement necessary change, taking into consideration people's emotions and their acceptance or resistance to change. (O'Sullivan, 2009)

Fullan (1991) commented that change doesn't always cause improvement but all improvement leads to change. Achieving improvement has no particular recipe. He also suggested some helpful messages for school: 1) Change takes time. 2) A school's capacity for change varies. 3) Change is complex. 4) Change needs to be well led and managed. 5) Teachers need to be the main agents of change. 6) The pupils need to be the main focus for change (Mac Gilchrist, Myers & Reed, 1997).

Successful future is the result of adjusting to the unexpected and continuous change and on the reality of school system experiences. Schools shape futures, so those who manage schools must be aware of the effects of rapid change in our lives. Change affects our future. We are encountered by numerous challenges to 1) Initiate optimistic school cultures that are future focused. 2) Create a flexible curriculum that is able to adapt change. 3) Preparing students for tomorrow world. 4) Find process that are creative and accept change (Whitaker, 1998).

"A changing education system is inevitable. Within a country, there is a constantly evolving public perception of what an education system should have as its priorities. It is difficult to conceive of an educational system which is not changing. In fact, it can be argued that change is a much more 'natural' situation that one of equilibrium or stability. Change is not just about the creation of new policies and
procedures to implement external mandates. It is also about the development of personal strategies by individuals to respond to, and seek to influence the impact of, structural and cultural change (Bennett et al, 1992,p.2)” (Oliver, 1996)

Companies enjoy enduring success when they have core values and core purpose that remain fixed while their business strategies and practices endlessly adapt to a changing world. The superior companies are aware of the difference between what should never change and what should be open to change. The ability to manage continuous change requires a consciously practiced discipline- is closely linked to the ability to develop a vision”(Collins & Porras, 1998).

In Kotter's Leading Change, eight processes for initiating coalition were suggested (1996,p21). The processes are: 1) To establish a sense of emergency. 2) To create a guiding coalition3) To develop a vision and strategy 4) To communicate change vision 5) To empower Broad-Based Action. 6) To generate short term wins. 7) To consolidate gains and producing more change. 8) To anchor new approaches in the culture (Fullan, 2002).

Also, Beer et al. (1990) suggest six steps to effective organizational change: 1)The mobilization of commitment to change through joint diagnosis of problems.2)The development of a shared vision of how to organize and reorganize in order to manage effectively for competitiveness.3) The fostering and development of consensus for the new shared vision, the development of competence to put it into practice, and the establishment of cohesion amongst staff to progress the change.4) Spreading the message and practice of revitalization across all departments without pushing it unnecessarily from senior management.5) The institutionalization of the revitalization through the development and implementation of formal policies,
systems, networks, structures and infrastructures. 6) The development and implementation of monitoring and adjustment strategies and practices in response to problems encountered in the processes of revitalization." (Morrison, 1998).

"The purpose of vision is to help the school move from the known to the unknown, to set out the hopes and aspirations of the school for children, community and staff. The vision articulates and defines the values of the school, making them real and attainable." (Burnham, 1997, p. 118)

The degree of alienation is the result of the change process and allocation. The individual is not always in a positive frame of mind to participate effectively to the change process. Transition must be managed effectively to help and lessen alienation. It will also motivate individuals to be part of the transition. (Oliver, 1996)

Change process is complicated to achieve. There are many models that provide ways of how to implement change. Other aspects of change were also considered like: problem solving, decision making, creating and disseminating innovations. Discovery of the need for change, change design, plan development to implement the design and the implementation are the key elements of the process of change. (Duke, 2004)

In a long term study Higs and Rowland (2005) examined particular change leadership practices and behaviors. Their study included extensive stories of changes they have been involved with and provide detailed examples of their practices and behaviors. The first study focused on the leaders' behaviors. They collected over 100 change leadership stories. Analysis of these identified three broad groupings of behaviors. They were:
a) **Shaping behavior:** That are directly related to change including communication and actions. Leaders act as movers or shapers; set the pace for others to follow; hold others accountable for accomplishing allocated tasks and achieving expected goals; and control what gets done in implementing the change.

b) **Framing change:** Establishing starting points for change through working with others to create a vision and direction for change; help others to understand why change is needed and what has to be done to implement change. They also give others the space and freedom to do what needs to be done to realize the change goals.

c) **Creating Capacity:** Creating individual and organizational capabilities, communication and making connections. Leaders develop the skills of others in implementing change. They provide feedback letting others know how they are doing and coach them to help them improve their abilities and performance. They also work with people across the organization and get people to focus on processes across the organization rather than within their own areas of responsibility (Aitken & Higs, 2010).

**Leadership Dimensions and its relation to change:**

"Leadership is not mobilizing others to solve problems we already know how to solve, but helping them to confront problems that have not yet addressed successfully." (Fullan, 2004).

Long discussion about leadership led all to agree that leadership is all about leading, directing and encouraging others to go in a particular way. Leadership role is very essential for any educational institutions (Cawford, Kydd & Riches, 1997).
"In order for schools to successfully meet challenges, they need to have clarity about their role and about the future needs. We can no better predict the future now than we could 50 years ago, as the article from Popular Mechanics magazine demonstrates. The world that our children will inhabit as adults is as far, if not further, removed from the one we live in as the one that we live in is from the world of our parent" (Gerver, Richard & Robinson, Ken, 2010).

Leadership is more especially concerned with: 1) personal and interpersonal behavior. 2) focus on the future. 3) vision and purposes. 4) change and development. 5) quality of outcome. 6) achievement and success. 7) personal effectiveness (Whitaker, 1998).

"The importance of leadership for successful educational change is well known. Effective leaders know that the ability to lead change in an organization is critical for the success of school reform. Principals have a responsibility to lead change efforts that create effective educational practices and increase student achievement. All educational investors must understand that the reality of change for individuals and organizations can take a considerable amount of time before reform efforts are actualized. Leaders should focus on a limited number of specific goals in order for change to be successful." (Fullan, 2001).

The leadership role is key to successful change management and in order to lead and manage the cycle of change effectively the leader needs to be able to adapt to the change positively, and understand its process. This means being very informed and sensitive to those people affected by the change (no matter how limited the effect is). Leaders need to understand how change affects staff and how this in turn can impact on the running of the setting. Leaders have to find a way to maintain a sense
of purpose so that the staff feel safe and know where they are being lead (O'Sullivan, 2009).

One of the most important tasks as a leader is to inspire excellence, which cannot be inspired by modeling mediocrity. The people at school must know that you are always working hard and that you are very serious about making your school better. They must know that you are pushing forward every day, not just on some days, to bring about improvements. You convey this attitude by your words. You also convey it by your actions. By examining the lives of people who are champions, you learn that they do everything within their power to perform at the highest levels. They don’t just do some of the things that are necessary to achieve success. They do everything (Thompson, 2010, p 31).

"Effective leaders cultivate leadership in others. The main mark of effective leaders is how many effective leaders they leave behind." (Fullan, 2004).

Educational leaders are aware that many teachers and other educators often feel as if they are pawns in a larger game of chess in which school and district leaders place obstacles to educators doing their jobs. Such feelings can inhibit the ideas and development from administrators of collaborative programs such as PLCs. If teachers could only walk in an administrator’s shoes for one day, they would find the view much different from what they currently envision it to be. With the current challenges for schools in mind, leaders want to establish a system that works. Establishing an effective staff development team approach and a powerful strategy for school change and possible improvement is the only hope for our schools today. The mission should be a reflective process where the progress of both individual and school community is achieved (Melvin, 2011, p.61).
Educational leadership incorporates attributes such as: goal setting; teamwork and collaboration; support; listening; communicating; development, articulation, implementation, and execution of a common vision; motivating; risk taking; inspiring; moving people toward their goals; and capitalizing on the strengths of each individual as part of the whole of the team (Strike, 2011, p 24).

Leslie Marks's ability to “support the adults so that they can support the kids” is an in-a-nutshell description of instructional leadership. Her experiences vividly illustrate what such leadership looks like and how it can be developed—a pressing concern that has grown in importance as researchers, policymakers, and practitioners have increasingly recognized the role of school leaders in developing high-performing schools and closing the achievement gap. Largely overlooked in the various reform movements of the past two decades (Darling-Hammond, 2009, p4).

Leaders need to be better listeners, more humble and creative. To be a better listener, they need to display an open mind, participate in active listening, and ask people about what they think of something. Display confidence but a willingness to give a chance to other people’s ideas. Think hard of what can be done. Think outside the box, even on daily routines. Be innovative and creative. On a daily basis ask, “What can make us fail?” Find techniques to lower stress. A leader needs to be respected but not liked. Be spontaneous. You make the future. Brainstorm for input. Generate conflict for creativity, and keep in mind that all ideas have the same importance (Strike, 2011, p 25).

"The leader is the one who listens carefully, helps others frame the issue, brings a sense of urgency, and creates confidence about the next step." (Conant & Norgaard, 2011).
In order to meet the challenges associated with national and state expectations, principals must focus on teaching and learning, especially in terms of measurable student progress. As a result, today's principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. (Richard, 2008, p 4).

Leaders are born was a thought inherited by many for a period of time. Characteristics of effective leaders were the main focus of researchers in their studies. In 1960s views on best styles of effective leaders were focused. Hersey and Blanchard (1993) believed in leaders' abilities to adapt to the head of the followers (Aitken & Higgs, 2010).

"Careful attention needs to be paid to who will be involved both leaders and followers. Providing directions, motivating followers to exert the effort necessary to achieve organizational objectives, supporting or enabling such efforts are the role of the leaders. Both Managing and leading are embodied in the change leader. Change leadership often require the articulation of a future vision. It is also about setting the stage, making convincing arguments, developing a reasonable details. In other words, it is about applying the proposed change framework. A change leader doesn't only know what needs to be done, but also how to do it. It is the inspiration and perspiration of the leader that will motivate followers to support and work on behalf of change." (Herold & Fedor, 2008).

Organizational effectiveness depended greatly on leadership. Interest in educational leadership has increased over recent decades. Leadership has long been
seen as a key factor in organizational effectiveness, and the interest in educational leadership has increased over recent decades. This is for a number of reasons:

Changes to the education system, such as the growth of school-based management in many countries over the past two decades, which has meant more influence for the school and therefore a greater role for the school manager, as powers and responsibilities have been delegated or even devolved from national, regional, or local levels to the school. School leadership is very crucial for all phases of the school development process and is held responsible for keeping the school as a whole in mind and for adequately coordinating the individual activities during the improvement processes (Huber, Bhavan & Hader-Popp, 2010).

"Good leadership requires us to recognize the challenges and where possible have an option that will help us address the situation so we get the outcome we want as painlessly and positively as possible."(O'Sullivan, 2009).

"Effective change leaders work on changing the context and conditions under which people operate" (Fullan, 2004).

The context in which leadership occurs is very crucial for the practice of leadership. Also, the nature of leadership is creative and for this the personal factor is important too (Morse, 2007).

Another dimension of a leader of change is community involvement. Principals must provide training and information to help families understand their children's development and how to support the changes they undergo. They reach out to families with information about school programs and student progress. Willing to establish bridges with community leaders will create flexible schedule to enable more parents to participate and by working to match the talents and interests of parents to
the needs of students, teachers, and administrators. Principals encourage their teacher to train family member to help them assist their children at home. Parents are given roles that are meaningful in the school decision. Principals also can help families and community groups provide services such as recycling programs and food pantries (Lunenberg & Irby, 2006).

**Change demands distinguished leadership**

Organization transformation depends greatly on the role of leaders. They overcome transformation challenges by adjusting the environment (Kotnour, 2010). Change maintains competition on individual and national levels. Organization must consider change. Effective principals leadership encourage vision building, set the tone of the school, and shape in many ways, the conditions in which teachers work (Bosher & Hazlewood, 2009).

One of the most important tasks as a leader is to inspire excellence, which cannot be inspired by modeling mediocrity. The people at school must see your hard work and that your seriousness about making your school better is visible and notable. They must your regular advancing daily, not just on some days, to achieve progress. Your attitudes must reflect your words. You also communicate it by your actions. They don’t just do some of the things that are necessary to achieve success. They do everything (Thompson, 2010, p 31).

Successful principals for change communicate a vision of reform goals throughout the school. They encourage experimentation and allow faculty to fail from time to time. They also recognize success in others rather than claiming it to themselves. These principals share teachers the responsibility for student success.
This helps in rapidly multiplying reform efforts by engaging many faculty members throughout the school to contribute effectively and creatively in leading change.

Also, change leaders successfully engage community support from parent, business and other community resources to make change more enduring. Leaders of change understand the requirements of change, so they provide training in specific curricular improvements and assistance with problem solving during the phase of implementation. Successful change leaders request additional resources during school improvement efforts. They remove barriers by making policies flexible, finding creative ways to circumvent barriers imposed from the outside (Lunenburg & Irby, 2006 p. 249).

Successful Professional Learning Communities (PLCs) require a shift in the traditional leadership role from a leader-centered (top-down) to shared leadership. Educational leaders must be willing to do this, and buy in this process, in order for the school to be successful as an academic organization. Often, a top-down leader creates the vision statement; staff members are then encouraged to adhere to the goals outlined in the statement (Melvin, 2011.p62).

In order to meet the challenges associated with national and state expectations, principals must focus on teaching and learning—especially in terms of measurable student progress—to a greater degree than heretofore. Consequently, today’s principals concentrate on building a vision for their schools, sharing leadership with teachers, and influencing schools to operate as learning communities. Accomplishing these essential school improvement efforts requires gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed (Richard, 2008. p 4).
The Consolidation of Change

O'Sullivan (2009) suggested that when implementing change leaders and managers are either making or responding to events that require change and adjustments to work practice and the management of the setting. Change leaders must understand how to lead change and harness, focus and orchestrate others so they are moving positively towards the common purpose which is the change they want to see happen. All organizations should seek ability to respond to change in order to remain competitive. Those leading organization will know what it feels like to have to react, reform and renew themselves in order to respond quickly and successfully to frequent political, social and economic upheavals that can affect their funding and support but also the requirements for skills and talent. All this is very unsettling for staff and requires the leader to keep the organization running smoothly despite the changes.

"Leadership is described as firm and purposeful, sharing leadership responsibilities, providing decisive and goal-oriented participation of others in leadership tasks, so that there is a real empowerment in terms of true delegation of leadership power (distributed leadership) and that there is a dedicated interest in and knowledge about what happens during lessons in the classroom."

(Huber, Bhavan & Hader-Popp, 2010).

According to O'Sullivan (2009) Gandhi stated that you are the change and if you want to see it a leader needs to be able to communicate that change.

"Productive leadership depends heavily on its fit with the social and organizational context in which it is exercised. So as times change, what works for leaders changes too. Transformational leadership for example is a sensible point of departure for better understanding changing leadership for changing times. Leaders invent patterns of practice that appear to make most sense. To them in response to the
challenges they are addressing. Truly productive leadership depends not only on engaging in commonly helpful practices, it also depends on recognizing and responding to the unique challenges and features presented by particular types of organizational contexts and each school also has its own unique challenges.” (Leithwood, Jantzi & Steinbach, 1999).

Leadership depends for its existence on shared responsibility and accountability. Significantly, leadership becomes much more focused on coaching for improvement and succession planning to ensure sustainability is built into the system (Collarbone, 2009).

There seems to be an assumption that once aims, objectives and means of assessment have been clarified and placed in a plan all that has to be done is to follow rationally a series of steps. Leaders should possess the necessary qualities and skills (Day, Hall & Whitaker, 1998).

Purposeful leadership of the staff by the head teacher considered to be one of the most important characteristics of effective schools in both academic and social areas. This occurred where the school's needs were understood, when the head was actively involved in the school and was good at sharing power with the staff. He or she didn't exert total control over teachers but consulted them regularly or when needed in decision making such as spending plans and curriculum guidelines.

Outstanding leadership can be characterized as 1) vigorous selection and replacement of teachers.2) frequent, personal monitoring of school activity and sense-making.3) high expenditure of time and energy for school improvement actions.4) support for teachers.5) acquisition of resources.6) Superior instructional leadership.7) Availability and effective utilization of instructional support personnel (Reynolds et al, 1996).
Both leadership and management are necessary for a school to be effective. Each must be present, but they are quite spate in their meaning. Leadership is the ability to move the school forward. An effective head teacher needs to be both a leader and a manager (Dunford, Fawcett & Bennett, 2000).

When leaders understand that organizations are living, dynamic agencies, they reconceived leadership in a new perspective. They can be leaders (managers, controllers, directors) when dealing with things. But dealing with human beings calls for facilitators: helpers, aides, assistants, ministers to a process. This requires educational leaders to wear two hats, as managers and facilitators. They also must know when each role is appropriate. Whatever their role, educators constantly seek “right” methods for dealing with problems. When they confront a problem, most teachers or administrators first ask, “How can I? What should I do?” These questions are holdovers from the manipulation-of-forces concept of working with things (Combs; Miser & Whitaker, 1999).

**Distinguished Characteristics for leaders of Change:**

The leadership role is key to successful change management and in order to lead and manage the change cycle effectively the leader needs be able to adapt to the change positively, and understand the process. This means being very informed and sensitive to those people affected by the change (no matter how limited the effect is). Leaders need to understand how change affects staff and how this in turn can impact on the running of the setting. Leaders have to find a way to maintain a sense of purpose so that the staff feel safe and know where they are being lead. Leading change can be an art rather than a science and so responses are not predictable. Therefore it is useful to have some sense of the patterns that help make changes
successful while also keeping a balance and responding to the actual situation. Ultimately, leaders need to motivate staff to accept the change and then to actually want it! (O'Sullivan, 2009).

Using the Kennedy Space Center (KSC) experience, we define six roles a leader plays in a transformation:

1. Involve the team in strategy.
2. Provide a vision for the organization.
3. Chart a course for the future and pick the right change approach.
4. Implement rational decisions and actions.
5. Create an environment for strategy.

"You will find mostly all successful leaders possess the same qualities when it comes to the basic principles of leadership practice. Building vision, setting directions, understanding and developing people, redesigning the organization, managing teaching and learning program" (Huber, Bhavan & Hader-Popp, 2010).

According to Jones (2004) there are certain characteristics that form effective leadership. One must fully know and understand the overall structures of managing and leading. Some of these traits are: Focuses on performance; responding to things correctly; create own style of achieving things; develops personal knowledge; have systems of knowledge; chooses effectively from alternative courses of action; does not depend on standard and pre-determined solutions; monitors own decisions; develops self-awareness; learns from experience; makes personal sense out of what is happening; looks at old problems in a new way; fully understands how the work fits with all other aspects of personal and professional life.
"These characteristics are the strength of an organization. The leader must recognize that this will be powerful from the wealth of talent that is obtain from this position. Such traits are of integrity, humility, magnanimity and fairness become a required strength for the leader at the top." (Bosher & Hazlewood, 2009).

"As a whole, successful leaders must blend these understanding to make them unique. These different views are making a change" (Herold & Fedor, 2008).

"Managers need a new way to think about managing change in today's knowledge organization. Managers need to think in terms of overseeing a dynamic. Managers must connect and balance all pieces of the change effort. Managing change is like balancing a mobile. It means managing conversation between the people leading the change effort and those who are expected to implement the new strategies, creating and organizational context in which change can occur."(Duck, Collins & Porras, 1998).

**Change Agents: The Change Care Takers.**

For successful implementation of change leaders and managers respond to incidents that require immediate change and adjustments in workplace and management of the setting. Change can be a stimulus for new ideas, enthusiasm and commitment (O'Sullivan, 2009, p.39).

Burns (2004) defines change agents as “The people responsible for directing, organizing and facilitating change in organizations”. "Doyle (2001) voices concern for change agents operating in an environment of high velocity and discontinuous change ranging from: Appropriateness of change agent; skill capability; individual motivational reasons for taking on a change initiative; sanctioning or non-sanctioning of change initiatives; management coercion of
employees; getting the right level of management control; volume of change projects; and personal pressure on individuals to undertake change." (Massey, Williams, 2006)

Richard & Catano.2008. also asserted that in order to meet the challenges and expectations of the education district, leaders must focus on the processes of teaching and learning—especially in terms of measurable student progress. Consequently, today's principals focus on building a shared vision, shared leadership with teachers, and influencing schools to perform as learning communities. These essential school improvement efforts require gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed.

**Visionary leadership and Leadership Performance**

"Forms of leadership and their importance for schools Concepts of leadership and ideas about leadership in general are comprehensively documented (Schein, 1985; Leithwood et al., 2000). A list of different forms of leadership derived from this tradition might include: • authoritarian • charismatic • collaborative • contingent • cultural • ethical • moral • participative • servant • situational • transactional • transformational • visionary. This listing provides a sample of some of the descriptors of leadership. Some, for example authoritarian, charismatic and collaborative may be seen as self-explanatory" (Jim, Daniel & Janet, 2008.p.15).

Shamir and Howell assert that: The charismatic leader’s vision often brings to potential followers’ attention the existence of opportunities for change, infuses them with hope and faith regarding that change, and mobilizes their energies to devote themselves to the vision (p. 264). Thus, a leader’s ability to powerfully articulate a
compelling and viable vision is critical for initiating organizational change by enhancing followers' openness toward change, collective efficacy to radically transform the status quo, and trust in the leader's vision. In short, the effectiveness of a leader's visionary behavior may be viewed, in part, as the magnitude of organizational changes that are facilitated in the organization.

William Glasser (1998) indicated successful leading, requires four essential elements: Workers are engaged in a discussion to bring progress to the work quality by their leaders. Workers are also allowed to show and explain their own input. The leader is aware of fitting the job to the skills and needs of his workers. The job is modeled by the leader in order to clarify what is expected from the workers. Workers are encouraged to self-evaluate their work in seek for quality. The leaders facilitate whatever possible for workers and provide them with resources that might help them perform their jobs (William Glasser, 1998).

"Hakala (2008) identified several leadership traits are: Excellent communication skills, to be able to communicate the organization's vision in terms that members of the organization are convinced by. Disciplined to work towards the vision single-handed as well as encouraging the members of the organization to contribute towards it. Integrity in combining the outer organization actions with its inner values, both as a corporate body and as an individual. Finally, honesty and dedication to complete the task. Creativity, the ability to think differently. Fairness, the act of dealing with others consistently and justly. Assertiveness, all leaders must be this in order to get things done without any misunderstanding of what is required. A sense of humor to relieve tension, prevent boredom and defuse hostility. Added to these traits, two more should be considered for inclusion. The traits of courage and
risk taking are often mentioned as being possessed by good leaders" (Bosher & Hazelwood 2009, p.84)

### Previous Studies

The No Child Left Behind Act (2001), resulted in great focus on student accountability and standards, which changed the environment of education (Rammer, 2007). For school reform to be effective and sustained there is a need for effective and sustained leadership. In 2010, Valenti and Strobert studied (Leadership responsibilities associated with student academic achievement: A study of the perspectives of national distinguished elementary school principals in an era of high stakes accountability). They conducted a self-administered survey instrument to collect quantitative data about the level to which elementary school leaders agreed on the responsibilities that have the most significant impact on student achievement when guiding complex change. The data suggested that all 11 behaviors identified by Waters, Marzano, and McNulty (2003) were considered important. However, the three most important leadership responsibilities, when guiding complex change and improving student achievement, were, (1) establishing strong lines of communication with and among teachers and students communication; (2) monitoring the effectiveness of school practices and their impact on student learning (Monitoring/Evaluating); and (3) fostering shared beliefs and a sense of community and cooperation (Culture).

Principals way of communication in the school with staff and students is important to enhance and encourage students achievements.
Educators, business persons and concerned citizens widely discussed the issue of change in schools. In a descriptive study of (The Skills and Attributes of Principals Who Have Become Effective Change Agent). Katz, Melvin B in 2004 discussed what are the skills and attributes principals need to enable them to generate positive change? The purpose of the study was to determine what types of specific skills and attributes previewed by successful principals are associated with creating positive change in their school communities. Factors may include but not be limited to: personal attributes, educational background, experience, political skills, ability to navigate the system, personal and impersonal relationships, philosophies, vision, and ability to plan a well conceived course of action to implement a new design. The researcher concluded that such skills are gained through environmental experience and training. The significance of the study was to provide superintendents and school boards with a realistic profile of skills and attributes needed by candidates for principal in their districts. Findings reflected 9 skills as important to being a successful change agent are: Identify and Analyze Problems; Make Decisions; Communicate Orally; Generate a clear vision; Motivate Others; Generate Trust; Interpersonal Skills; Monitor Progress and Evaluate Progress. Respondent principals deemed that there were three critical areas of skills necessary to be successful. This is consistent with the literature when the change process begins with a clear understanding of the proposed change, and ends with the need for principals to build the capacity of their staff to implement staff needs and to appropriate staff development opportunities(Covey,1998).

Principals agreed upon a number of skills necessary to implement change in their organizations.
Analysis of Kristen Ninni in his study (Building Level Principals As Change Agents in A Response to Intervention Reform Initiative) 2010, shown that the principals demonstrated perceptions of themselves that were representative of having knowledge of change, self-efficacy of change, and skills of change. The content analysis of the interviews and observations with the members showed that the members had very similar perceptions of the principals' knowledge, self-efficacy and skills of change as the principals had of themselves. The findings suggest principals generally perceive the most challenging parts of reform lie in the development of staff, and generally rely on data to support decision making. Findings demonstrate a desire on the part of the principals to remain focused on the changes as they occur and respond appropriately to current situations, exemplifying knowledge of change.

Additionally, all of the principals reported considering the use of data very important to decision-making, which supports the idea that the principals had a true understanding of what it takes to implement reform in a school.

Leading change requires true awareness and commitment about the nature of change that is wished to be implemented.

(Principals as change agents) is a multiple-case study carried out by Peterkin and Tolbert in 1997 of three urban middle school principals engaged in systemic school reform offers an analytical and interpretive perspective of how principals understand their responsibilities as educational leaders. Data were gathered from interviews with teachers, the principals in the study, and the administrative staff at each school. Additional data were obtained by following the principal around the school; sitting in on conferences; listening to conversations he/she had with parents, teachers, and students; and attending, with the principal, events and functions away from the school. Documents from the schools, participating universities, and central
offices were also collected and analyzed. The study found that understanding responsibilities as educational leaders who functioned as change agents in their schools were derived from their personal vision rather than from their professional training. One of the implications of the study was that school districts need to focus more on the role of the principal in the change process. This study indicates that school-based reforms are unlikely to happen without the full commitment and involvement of the principal.

School leaders need to be more conscious about change requirements. Personal vision and self-commitment are valued to be very necessary and important in leading change.

Naseer Ahmad Salfi, Division of Education from the University of Education in Lahore, Pakistan, conducted *(Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan)* a descriptive study to identify the successful leadership practices of head teachers for school improvement at secondary level in Pakistan. The findings of the study revealed that the majority of the head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They empowered others to lead and distributed leadership responsibilities throughout the school; involved different stakeholders in the process of decision making; developed and maintained good relationships among different personnel of school community. They emphasized the professional development of teachers as well as themselves, and involved parents and community in the process of school improvement.

Interpersonal communication skills, collaboration and shared responsibility play vital roles in leading school successfully.
In 2010 Maćewicz, Sophia Marsh. Published Doctor of Education dissertation, employed a study (School Principals: Illuminating the Behaviors and Practices of Effective School Principals in Challenging Public School Contexts) to reveal the behaviors and practices of effective school principals in challenging public school contexts. The results of the study illuminated the behaviors and practices of effective school principals in challenging public school contexts. The paradigm data analysis process assisted the researcher in digging deeper into the properties and dimensions of the organizing concepts. As a result, the consequences (outcomes) of the principals’ behaviors, practices, and sense-making revealed a fundamental influence of a servant leader, the phenomenon of effective school principals in challenging public school contexts.

Committed leaders act as servant leader in directing their organizations.

Jordan, Debbie; Kowalski and Kasimir study in 2009 (An investigation of leadership practices that promote academic achievement and success of schools in the upstate regions of South Carolina) investigated leadership practices that promote academic achievement in schools located in the Upstate region of South Carolina. A secondary purpose was to examine specific identifiable leadership practices which may differ among elementary, middle, and high school leaders. Questions for the survey were developed from effective leadership characteristics, skills and practices of principals in the literature. Each principal received a letter explaining the nature, purpose and importance of the study. The results of the study indicated teachers tend to agree that the identified practices of effective leadership were important in promoting academic achievement.
Implementation strategies for effective change: A handbook for instructional leaders) is another study that aimed at research, develop, and validate a handbook of effective strategies that an instructional leader can implement and that are more likely to bring about and sustain a successful change process. The study was conducted by Shelley A. Aistrop in 1982. The findings of the study were: (1) the role of the principal has changed from that of a manager to an instructional leader who possesses a broad base of pedagogical and content knowledge and who understands how to lead a staff through a complicated change process; (2) a handbook that provides guidance and support for principals leading a change process focused on the improvement of instruction to raise student achievement would be a useful resource; (3) development of a comprehensive handbook or guide that blends theory, research, and practice for instructional leaders would be a beneficial resource; (4) the study produced a comprehensive guide to assist instructional leaders who are leading a change process focused on the improvement of instruction to raise student achievement, and (5) the strategies included in the handbook allow principals to adjust and adapt according to their schools' unique situation and needs.

Roles of principals have changed to focus on instructional leaders. A handbook that includes strategies will help principals to acquire practices and skills necessary for leading schools successfully.

In 2011 Sewell, Glenn http://search.proquest.com.ezproxy.uae.ac.ae/docview.lateralsearchlink:lateralsearchch/sng/author/Machi, +Lawrence/$N?site=pqdtft&t:ac=896959216/abstract/135347BB04F564FF08E/3&t:cp=maintain/resultcitationblocks from the University of La Verne studied (Leadership strategies in facilitating organizational change: A case study of a school district unification). School district leaders continue to manage
organizational changes and conflicts brought on by pressures to reorganize and consolidate districts. The purpose of this ethnographic case study was to identify and describe principles used by school district leaders in dealing with structural, cultural, resource-related, and people-related forces causing, and resulting from one form of organizational change: school district unification. Internal participants included school board members, administrators, certificated, classified, and confidential employees from both districts involved. External participants included county office board members and administrators, community members, professionals, and business owners. Findings from qualitative data revealed 12 effective principles used in leading a successful school district unification. Some of the mentioned leadership principles included (a) communication is thorough and public; (b) public meetings provide avenues for community feedback and input; (c) transparent communication regarding the impact on educational services is necessary; (d) community readiness is a determinant; (d) educational services are improved by reducing administrative bureaucracy. Experienced and knowledgeable leadership was the most important component in this successful unification.

Organizational change depends to some extent to personality dimensions. The greater the personality traits, the more successful leading change in organizations will be.

In 1992 (Leadership Characteristics that Facilitate School Change) Morse and Sylvia presented accurate and essential characteristics for individuals leading change in their organizations. The data regarding the characteristics of leaders of educational change may be used as a guideline for self evaluation or for the selection of individuals who will lead or participate in implementing school change. The paper provided an increased focus on the type of individuals that lead educational change.
These information can be used in: 1) providing a guide for identifying in oneself and companions the characteristics that are facilitating the innovations implementation. 2) Determine which leadership characteristics are most essential for their unique situation. 3) Plan professional development activities that would foster and encourage the acquisition of these characteristics. 4) Design learning activities and experiences that foster, promote, encourage and enhance the formation of these characteristics in education.

Morse and Sylvia's study can be used as a guideline for implementing change. It is also a great source for designing activities and encouraging characteristics in instructional leadership.

Some school leaders are committed to implementing needed changes. Goodvin, Sharon in 1981 studied (School leaders' readiness for systemic change in Kansas schools). This study examines the perceptions of school leaders who continue to be involved in systemic change initiatives in the state of Kansas. The focus of this study was to determine the characteristics, activities, and behaviors that prepared them to accept their change leadership role and take action for change. The conclusions of the study were presented in the form of a model describing leaders learning to change. The model emphasized that in order for change to occur leadership and learning were required. The title of the model was (Leaders Learning to Change).

Both learning and leading are essential for change to occur in any organization.

(A qualitative study of the administrative roles of school principals and how they may adversely affect a principal's role as a successful instructional
Utilizing a series of interviews, the administrative roles of school leaders and the impact these roles have on leaders as key figures of instructional success in schools are discussed. Providing an historical overview of the administrative roles of principals as learners, boundary scanners, managers, and leaders of accountability measures, the research also addresses principals as instructional leaders employing teacher leaders and meaningful teacher evaluations as major components of successful instructional leadership. Due to the administrative roles of school leaders that may negatively impact the leader’s roles as an instructional leader, this study 1. Identified school leaders as being both principals and teachers actively involved in instruction to meet the federal, state, and local mandates related to student achievement. 2. Evaluated whether small schools or schools within schools may impact principals management responsibilities that adversely affect the role as instructional leaders. 3. Identified effective evaluation tools used to select and maintain the most effective teachers to assist school leaders in implementing the vision of instructional leaders. The research identified experiences and perceptions of school leader’s time spent on management issues, personnel, scheduling, evaluations, discipline, budgets, safety issues and district mandates and how these experiences and perceptions impact the principal’s role as an instructional leader. Although the roles of school leaders have become more complex over the years, school leaders are finding ways to perform all duties and responsibilities associated with the job. Principals interviewed discussed long days, bus duty, building managing, discipline problems and meeting with parents and teachers as tasks that impact the job on a daily basis. The principals also were concerned with the amount of paperwork associated with the job. Several principals cited AYP, FTE, school
beautification and other reports as examples of paperwork that consumes a great deal of a principal’s time daily.

This study explains that the changing roles and responsibilities are behind seeking ways and styles for leading and managing daily duties.

(The changing roles and responsibilities of the high school principal) is another study that was conducted to explore the changing roles and responsibilities of the high school principal. The study was conducted by Darrell L. Markley in 2008. This study examined the individual and group perceptions of various high school principals as to whether or not their current role has been evolving to include additional daily activities. These additional activities are mainly of a managerial nature and require high school principals to deviate from their role as an instructional leader for their building. A survey was developed and sent to high school principals who lead buildings with high school students only. A random sample stratified by county in the state of Pennsylvania was used to select high school principals from counties with more than five high schools that met the criteria. Counties with five or less high school principals that met the research requirements were automatically included in the research. The survey examined the perceptions of the respondents regarding the current constraints placed on high school principals as they relate to the important items in their daily routine. Stress related to the items listed was also examined. Principals were also asked to select three items from a list of ten that they would remove from their daily activities if they could. They survey also explored the realm of leadership responsibility and the length of time that current principals have been working on specific areas. The results of the survey were examined statistically to determine the specific managerial and instructional areas having the most effect on the high school principal’s role and responsibilities. Data from the survey were also
correlated with background information of the individual who responded to the survey.

What is clear that systemic change needs to occur in our educational system, but what is not clear is how these changes will affect the roles, relationships, and responsibilities of the principal. The purpose of this qualitative case study (*The effects of implementing systemic change on principal's roles, responsibilities, and relationship*) was to focus on the impact that a systemic reform initiative has on a principal's roles, responsibilities, and relationships, as well as the school's power structure. This study focused on Milbury and Granite Middle schools. Study findings suggest that within the current framing of accountability, a principal is expected to simultaneously master managerial roles (discipline, budgets, evaluating staff) and transformational leadership roles such as facilitator, inquirer, and bridger. All of these roles must be fulfilled by the principal in order to keep the school running on a day-to-day basis as well as to facilitate the change process. However, if a goal of systemic reform is to create truly democratic schools, all of these roles must be shared by all stakeholders. Therefore, for successful systemic change to occur, accountability must be shared by all stakeholders. No longer should principals be evaluated on issues of efficiency such as student test scores and market driven factors. Rather, principals should be held accountable for issues of efficacy such as creating structures that embed into the school's culture self evaluation and renewal, ongoing data gathering and analysis, and authentic, collaborative decision making where all stakeholders participate.

The researcher suggests successful systemic change demands principals' accountability that differs from student evaluation. To implement change new policies of evaluation must be adapted.
Leading change: The role of the principal leading school improvement through implementation of the Iowa Professional Development Model in 2008 by Pamela Armstrong-Vogel is a qualitative case study. The purpose of this case study was to discover and understand the behaviors and practices of one school principal in a high implementation school as he worked with a staff using the Model. Understanding how a principal led staff as the Model was implemented should help to inform others regarding the development of capacity and new knowledge and skills that are needed by those in schools. Data were collected that related to the behaviors and practices demonstrated by the principal during implementation of the Model. Data included observations of professional development sessions, leadership team meetings, principal interviews, document analysis, and field notes. This study found there were 16 specific practices and key factors enacted by the leader which contributed to the teachers' implementation of research-based practices and professional development. A principal needs to be able to help colleagues understand how school improvement can be integrated into the building and provide the supports necessary.

Principals should be make sure that all stakeholders understand what are the demands of improvement and how it can be achieved in their organizations.

In 2008, Sudsberry, Marilyn from Indiana State University initiated a study entitled (The role of the principal in leading school improvement). The purposes of this study were to (1) determine the role the principal plays in leading school improvement, and (2) examine the relationship between change implemented and student achievement. Three high-performing, high-needs Title I schools and four low-performing, high-needs. Title I schools were identified through Indiana Department of Education data. The high-performing schools met Adequate Yearly
Progress in 2006, whereas the low-performing schools did not and were in at least year two of the school improvement cycle. Structured interviews were conducted with the principal and with teams of teachers. The interviews, along with field observations and analysis of the school improvement plan, were performed to determine the role the principal played in leading school improvement and to identify the types of changes implemented at each of the schools.

Principals of high-performing, high-needs schools are active in the role of leading school improvement. They hold teachers accountable for instructional practice. The principals work within an environment of shared leadership, with teachers actively participating in leading peers in the study and implementation of instructional practices. The environments are collaborative and reflective with staff and students jointly sharing the responsibility for success for all students.

Relationships are important and the principals are attuned to the wants and needs of the staff. The principal is aware of setting the tone for the building. The culture is one of high expectations for staff and students. Changes in high-performing, high-needs schools focus on changes in attitude and altering instructional practices. Student data is analyzed to determine what the teachers need to change about their practice. Staff development is planned accordingly. Time on task is seen as essential. Instruction and learning are at the forefront of everything said and done in the building.

Shared responsibility of students achievement and shared leadership are the most important characteristics in any school for the success of implementing change.

The roles and responsibilities of the school principal have changed throughout the years, and, with that, the face of the principal-ship has changed, too. This is what Keith Westman the studied in his dissertation "Roles And Responsibilities Of
The Principal As Perceived By Illinois K-8 Principals Who Belong To Generation X) in 2008. In this study he found that the average age of principals in the United States is 57 with a significant portion of those individuals retiring within the next ten years. As these principals retire, the qualities and characteristics of the next generation of principals must be identified. However, it may not be as easy to fill these vacancies as it once was. This study investigated the roles and responsibilities of the principal-ship as perceived by Illinois public elementary and middle school principals who belong to Generation X. Responses to this study indicated that Generation X principals are motivated by observing personal growth within members of the school community and challenged by the time required to complete the many tasks required of the public school principal.

As those studies reflected, change requirements are almost same in all schools. To successfully initiate change, school leaders must acquire a number of skills, practices and strategies. Collaboration, shared vision and decision making are also very critical in leading schools toward improvement.

Effective School Leaders:

(Effective Leadership Qualities and Characteristics Of Urban School Principals) by Chele R. Holly 2009 is a narrative case study of several principals in the Pittsburgh Public Schools examined effective leadership styles in urban school districts. This research intended to prove that there were different qualities and characteristics necessary to promote change within an urban school setting. Data from a survey, school observations, and interviews were analyzed using qualitative research methods. The interviews consisted of questioning on leadership, management styles, effectiveness of strategies and qualities and characteristics that are imperative in relation to the role as an urban school administrator. The responses were measured
against the existing data presented by various theorists on leadership in an extensive literature review. Observations entailed interactions between the administrator (subject) and students, and administrator (subject) and staff. The study determined that the establishment of school wide norms, a positive relationship with students and staff, visibility, and trust play an integral role in the success of an urban school.

Aligned with the literature review, the subjects stated that in comparison to other school districts in which they were employed, the urban setting has a higher rate of mental illness, staff and student absenteeism, and environmental issues. The results showed that the administrative subjects first established functional leadership teams comprised of various staff members allowing them to facilitate and take leadership roles in the development of the team. The administrative subjects stated concluded that their success is due to their ability to establish relationships. The non administrative subjects expect administrators to provide clear expectations, provide opportunities for shared decision making and an administrator that is consistent and models the behaviors that they expect. The data collected from this dissertation study is intended to serve as a resource for current urban practitioners as well as those that have an interest in pursuing the urban leadership.

This study suggests that establishing relationships, providing expectations and guidance, enabling shared decision making are factors that enhance urban leadership.

**Joshua Zola in 1997 studied (The Role Of Leadership Responsibilities in the Implementation of A School- Wide Response to Intervention Model In High-Minority And High-Poverty Elementary Schools: Comparing Teachers And Principals Perceptions).** The purpose of this study was to explore the relationship between school leadership and implementation of school-wide reforms. He sought two sets of data. First, he wanted to obtain data about the school principals'
leadership. For this purpose, he sought both the principals’ and their teachers’ perceptions of the principals’ leadership. By using multiple sources, he was able to compensate for some limitations of self-reported data. He was also able to evaluate the extent to which their perceptions aligned or diverged. He hypothesized that if teachers and principals shared perceptions, that those perceptions are both more likely to be accurate and more likely to predict effective implementation of school-wide reform. Similarly, he hypothesized that if teachers’ and principals’ views diverged significantly, implementation could be more challenging and less effective.

The focus upon emphasis rather than skills was rooted in the premise that school reform implementation required leaders to emphasize particular ones among their many responsibilities. For this purpose, he used McRel’s articulation of 21 leadership responsibilities. In addition to data about school leadership, he needed data about the extent to which a school reform model was implemented over time. He gathered baseline data as the year began, and then at the conclusion of the first year of implementation. Comparing these two data sets established the degree of implementation during that year. The findings of this study showed that within elementary schools with high poverty and high minority populations, a significant inverse correlation between the teachers’ perceptions and the school principal’s self-perception of how his or her leadership responsibilities influence the implementation of the school-wide Response to Intervention (RTI) model and the success of its implementation was detected. As the number of significant differences between the principal’s and teachers’ perceptions of the principal’s emphasis of his particular leadership responsibilities increase, the successful implementation of the school-wide RTI model decreases. In the same respect, as the number of significant differences between the principal’s and teachers’ perceptions of the principal’s emphasis of his
leadership responsibilities decrease, the successful implementation of the school-wide RTI model increase.

(Perceptions of the Roles, Professional Development, Challenges, and Frustrations of High School Principals) by Stephen J. Knobl, Jr. (2010) The purpose of this study was to investigate perceptions of high school principals regarding their perceived roles, professional development experiences that impacted their careers, and the challenges and frustrations they face when enacting their roles as high school leaders. This is a qualitative addressed three research questions: (1) What are the perceptions of high school principals regarding their role as school leaders? (2) What professional development experiences do high school principals report are most important in impacting their careers? (3) What do high school principals perceive are their greatest challenges and frustrations? The roles and responsibilities that were identified with the greatest importance were: providing a safe learning environment, ensuring quality teachers and quality instruction, high accountability expectations for all and mandates, and leadership within the school and system. Professional development opportunities and personalized support systems were perceived to be necessary to the success of the high school principal. Principals in the study reported that both formal and informal professional development experiences were useful for their improvement as school leaders. The principals perceived that created relationships with mentors and established strong networks; they improved the likelihood of sustained support and success. High school principals perceived the greatest challenges were management of time, balancing leadership and management of the school, and navigating the legislative mandates and accountability requirements. High school principals agreed that the greatest frustrations were issues related to time and legislative mandates dictated to them by the local, state, and
federal systems. They faced pressures that could be directly connected to student achievement and accountability measures. High school principals need to be prepared to assume various roles.

This study reflects the importance of professional development for school leaders in order to make them able to face challenges and frustrations and also to make them successful in creating balance between leadership and school management.

Robin L. Moore from Rowan University, conducted a study in 2008 (Trusting Leadership: Developing Effective Schools) which was an action research plan that focused on her leadership ability building trusting relationships in a school organization. During the research process, she delved into her own leadership characteristics and found that her leadership derived from democratic, transformational, and feminist leadership styles. Four action plan cycles were implemented and engaged her school organization into the four areas of Senge's (1999) organizational learning cycle. The organizational learning cycle changed the way in which information was shared. As a democratic and transformational leader, she enacted change and shared leadership through various school-wide projects which resulted in the development and enhancement of trusting relationships within the organization. This study investigated whether building trusting relationships between leaders and teachers led to an effective school. Although there are many factors involved in determining the effectiveness of schools, building trusting relationships is one important factor. Study findings reveal that trust is a factor to the implementation of effective school programs, initiative, and building collaboration within an organization.
(How leaders influence employees' innovative behavior) is a study by Jeroen P.J. de Jong and Deanne N. Den Hartog conducted in 2007. The purpose of this study was to provide an inventory of leader behaviors seem to enhance employees' innovative behavior, including idea generation and application behavior. Based on a combination of literature research and in-depth and interviews, the paper explores leadership behaviors that stimulate employees' idea generation and application behavior. The study was carried out in knowledge-intensive service firms (e.g. consultants, researchers, engineers). It was found that there were 13 relevant leadership behaviors. Although innovative behavior is crucial in such firms, it has received very little attention from researchers. Leaders influence employees' innovative behavior both through their deliberate actions aiming to stimulate idea generation and application as well as by their more general, daily behavior.

The previous two studies assert that moral behavior and trust are main in school improvement. Principals and teachers should be bound in collaborative relationships to achieve the district's and school's goals.

(Visionary leadership, and organizational change) by Kevin S. Groves from College of Business and Economics, California State University, Los Angeles, California, USA The purpose of this study set out to empirically investigate the direct effects of leader emotional expressivity on visionary leadership, as well as the moderating effect of leader emotional expressivity on the relationship between visionary leadership and organizational change magnitude. Leaders completed measures of emotional expressivity and organizational change magnitude, while followers provided ratings of visionary leadership, leadership effectiveness, and organizational change magnitude. Findings were consistent with expectations. leader emotional expressivity was strongly related to visionary leadership, while leader
emotional expressivity moderated the relationship between visionary leadership and organizational change magnitude. Visionary leaders with high emotional expressivity skills facilitated the greatest organizational changes in their respective organizations.

Visionary leaders are crucial for making change possible in their organizations.

Procek, Cara. Northeastern University 2012 (Leading for Change: How Leadership Style Impacts Teachers' Experience). This study explores how one middle school in a suburban New Hampshire town translates existing models of leadership into practice and how teachers experience these differences in practice. The research examined how school leaders balance formal and cultural models of leadership to affect change on day to day level. In addition, the research explored how a particular context, including climate and culture, of a district affects the implementation of a leadership model. Finally, it examined how teachers perceive and experience cultural and formal models of leadership and the change process they generate. This research followed a single site case study of one middle school and included embedded cases studying various groups and stakeholders within the school.

Finally, we can sum up by saying that leadership that can carry out change and face challenges is the one that holds within a number of characteristics. Leaders should be highly prepared and own skills and features of communication and building productive relationships with their staff.

Below is a table classifying resources that mentioned (vision, planning change process, change management and leading process of teaching and learning, local
community participation and leading human resources). These titles are the six clusters which the researcher included in her questionnaire.

<table>
<thead>
<tr>
<th>Cluster Number</th>
<th>Cluster Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building and Disseminating School Vision About Change</td>
<td>1- Aitken &amp; Higs 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Fullan 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Beer et al. 1990</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4- Burnham 1997</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5- Whitaker 1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6- Herold and Fedor 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7- Bosher and Hazelwood 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8- Huber, Bhavan and Hader 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9- Katz, Melvin 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10- Naseer Salfi 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11- Morse and Sylvia 1999</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12- Frances and Dixon 2005</td>
</tr>
<tr>
<td>2</td>
<td>Planning the Process of Change</td>
<td>1- Morrison 1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Herold and Fedor 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Collins and Porras 1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4- Collarbone 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5- Pamela Armstrong 2008</td>
</tr>
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<td>3</td>
<td>Leading the Change Process</td>
<td>1- O'Sullivan 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Mack Gilchrist, Myers and Reed 1997</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Duke 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4- Thompson 2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5- Strike 2011</td>
</tr>
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<td></td>
<td></td>
<td>6- Combs, Miser and Whitaker 1999</td>
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<tr>
<td></td>
<td></td>
<td>7- Duck, Collins and Porras 1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8- Perekin and Tolbert 1997</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9- Frances B. Dixon 2005</td>
</tr>
<tr>
<td>4</td>
<td>Change Management and Leading the Process of Teaching and Learning.</td>
<td>1- Cawford, Kydd and Riches 1997</td>
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<tr>
<td></td>
<td></td>
<td>2- Fullan 2001</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Richard 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4- Reynolds et al. 1996</td>
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<tr>
<td></td>
<td></td>
<td>5- Valenti and Storbert 2010</td>
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<td></td>
<td></td>
<td>6- Jordan, Debbi, Kowalski and Kasimir 2009</td>
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<td>5</td>
<td>Leading Human Resources</td>
<td>1- Duke 2004</td>
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<td></td>
<td></td>
<td>2- Herold and Fedor 2008</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Bennett et al 1992</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4- Fullan 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5- Jeroen P.J and Deanne N.D 2007</td>
</tr>
<tr>
<td>6</td>
<td>Local Community Participation in Supporting Change</td>
<td>1- Lunenberg and Irby 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Melvin 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3- Sewell, Glenn 2011</td>
</tr>
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</table>
CHAPTER III

Research Design and Methodology

The purpose of this chapter is to describe methodology and procedures followed to collect and analyze the required data in this study. The chapter opens with a description about the study and the instrument used for collecting data. The second part of this chapter describes the population and sample. The third part of this chapter introduces a sum up description about data analysis. The chapter ends with procedures that were followed in the study.

Design of Study

This study based on quantitative research. A five point scale consisting of 47 items questionnaire was built for the quantitative method in order to collect data from secondary school teachers about the requirements of change management in light of New School Model. The survey also included on open-ended questions that addresses teachers' suggestions regarding requirements necessary for NSM principals.

Instrument

The instrument consisted of 48 questions. The questionnaire is divided into three sections. The first part included the demographic data of the participants; the specialization, gender, qualification and years of experience. The second part aims at identifying school principals practices toward change management in educational leadership. This part is classified into six clusters are: 1) building and deploying of school vision (11 questions), 2) planning for change(9 questions), 3) Leading change(8 questions), 4) Change management and leading education and learning process(7 questions), 5) leading human resources in the school(7questions), and
finally the sixth cluster community participation to serve change processes(5 questions).

The third part is the open-ended question. It consists of one question that targets the requirements necessary for leading change management and teachers suggestions to enrich principals management.

The questions is: What are the most important features that you deem necessary for the school principals to make them able to lead the processes of change in light of the New School Model?

**The Instrument Validity**

In order to build an instrument that can measure what it is built for, the researcher extensively reviewed relevant literature. The researcher found that change requires school leaders to be aware of:

- Building and disseminating school vision about change.
- Planning the change process
- Leading the change process
- Change management and leading the process of teaching and learning
- Leading Human Resources in the school
- Local Community participation in supporting change

These match with the requirements of ADEC school leaders who are leading NSM. After constructing the questionnaire based on these six elements, the draft questionnaire was shared with a panel of university professors to determine face-validity of the tool.
The Instrument Reliability

The reliability analysis was calculated using Chronbach's Alpha to ensure that the survey score is reliable and consistent with the content and purpose of the tool. The scale score had a very level of reliability at 0.777 as shown in the table below.

Table 2

Reliability of Chronbach's Alpha

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>.777</td>
</tr>
<tr>
<td>Cronbach's Alpha Based on Standardized Items</td>
</tr>
<tr>
<td>.971</td>
</tr>
<tr>
<td>N of Items</td>
</tr>
<tr>
<td>47</td>
</tr>
</tbody>
</table>

Population and Sample

A population is all the individuals who have in common a particular trait that causes them to be recognized as group (Charles, 1988). The study population of this study includes both sexes of male and female from teachers in secondary schools in the Emirate of Abu Dhabi. According to Abu Dhabi Educational Council (ADEC) statistics of the year 2012-2013, the number of cycle III schools in Abu Dhabi is 31 and in Al Ain 41 school. The population comprises 1692 teachers. A sample is all the individuals who have in common a particular trait that causes them to be recognized as a group (p.158). The sample was selected based on the 2011-2012 school statistics. “Cluster sampling” (Ary, Jacobs & Razavieh, p.167, 2002) method was used to survey teachers. 1080 questionnaire were sent to secondary schools from which only 764 questionnaires were returned. This represents 70.7% from the population (1692 teachers).
Data Analysis

For quantitative data analysis, the data was entered into SPSS program (Statistical Package for the Social Sciences) to calculate the central tendencies of the data. Frequency, means, percentage, and standard deviation were utilized.

Study Procedures

The study procedures can be briefly summarized as:

1- Extensive review of literature relevant to requirements of change management that are needed for leading New School Model in Abu Dhabi and Al Ain.

2- Examining documents and handbooks related to the New School Model to clearly explain what this model or approach requires for successful leading form school principals.

3- Creating new data by means of open and closed type of questionnaire.

4- Insuring the validity and reliability of the questionnaire.

5- Data was collected and then analyzed. requirements were identified.

6- Setting the features and recommendations for designing PD programs that target school leaders.
CHAPTER IV

Findings

Overview

The purpose of this research is to investigate the main requirements of change management necessary for leaders of New School Model in the Emirate of Abu Dhabi; the reality of change management and New School Model requirements; and how, the inculcation of change management requirements into Abu Dhabi Emirate Secondary School leaders, can be achieved. The chapter is divided into sections. The first one addresses the three research questions. Then for each research question, data is organized and written in essays and tables. The next section includes a summary that sums up the main results and discusses them in terms of other related studies to clarify the entire picture. These results are organized and displayed in tables in order to address the three research questions:

Findings for Question One: The first research question is “What are the main requirements of change management necessary for leaders of New School Models in Abu Dhabi Emirate as affected by Degree of a school vision about the change and its dissemination, planning for the process of change, leading the change process, change management and leading teaching and learning, leading human resources, and local community participation in supporting change?"

This question has been answered in the theoretical research review.

Findings for Question 2: The second research question about the reality of change management and New School Model requirements was answered by the six clusters of the questionnaire. The data was collected via the questionnaire and organized in 6 tables. Tables 1 to 6 answer the second research question.
### Table 3

**Degree of Agreement for building and disseminating a school vision about the change**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The principal</strong></td>
<td>SA</td>
<td>A</td>
<td>NS</td>
</tr>
<tr>
<td>Confirms that the function of the school is to accept change and make a</td>
<td>47.5%</td>
<td>42%</td>
<td>7.8%</td>
</tr>
<tr>
<td>difference in society.</td>
<td>352</td>
<td>312</td>
<td>58</td>
</tr>
<tr>
<td>Has a clear vision of the objectives of the change that is looking to</td>
<td>43.5%</td>
<td>44.5%</td>
<td>9%</td>
</tr>
<tr>
<td>achieve for the school.</td>
<td>324</td>
<td>331</td>
<td>67</td>
</tr>
<tr>
<td>Is committed to adopt the values change.</td>
<td>44.16%</td>
<td>42%</td>
<td>10%</td>
</tr>
<tr>
<td>Encourages the participation of members of the family to contribute to</td>
<td>44%</td>
<td>38.2%</td>
<td>12.9%</td>
</tr>
<tr>
<td>the school plans of change.</td>
<td>329</td>
<td>285</td>
<td>96</td>
</tr>
<tr>
<td>possesses the necessary skills to spread his vision of change among</td>
<td>42%</td>
<td>40.5%</td>
<td>14.6%</td>
</tr>
<tr>
<td>others.</td>
<td>313</td>
<td>301</td>
<td>109</td>
</tr>
<tr>
<td>Presents a model of faith and practice change.</td>
<td>43.7%</td>
<td>39.1%</td>
<td>13.2%</td>
</tr>
<tr>
<td>Shows the compatibility between the values and beliefs about change and</td>
<td>40.1%</td>
<td>42.9%</td>
<td>12.8%</td>
</tr>
<tr>
<td>see the school in this area.</td>
<td>300</td>
<td>321</td>
<td>96</td>
</tr>
<tr>
<td>Conveys the content of the vision in a manner that motivates employees</td>
<td>38.2%</td>
<td>46%</td>
<td>10.7%</td>
</tr>
<tr>
<td>to work on accepting change.</td>
<td>286</td>
<td>345</td>
<td>80</td>
</tr>
<tr>
<td>Is keen on identifying the views of interested parties about the</td>
<td>39.2%</td>
<td>40.9%</td>
<td>15%</td>
</tr>
<tr>
<td>processes of change required.</td>
<td>290</td>
<td>302</td>
<td>111</td>
</tr>
<tr>
<td>Convinces others around him to adopt the values of change.</td>
<td>36.2%</td>
<td>45.3%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Assigns faculty members to search for the most important results of the</td>
<td>34.6%</td>
<td>38.8%</td>
<td>19.0%</td>
</tr>
<tr>
<td>studies and research related to the change in the operations of schools.</td>
<td>258</td>
<td>289</td>
<td>142</td>
</tr>
</tbody>
</table>
From table 3 it is evident that about 83% of the participants who are mainly teachers strongly agreed and agreed that the main requirements of change management necessary for leaders of New School Model in Abu Dhabi Emirate are building school vision about the change and disseminating it.

In all the eleven items shown in Table 1, above 83% of the participants either strongly agreed or agreed that school principals in Abu Dhabi convey the content of the vision in a manner that motivates employees to work on accepting change, having a clear vision of the objectives of the change that is looking to achieve for the school, identifying the views of interested parties about the processes of change requirement, encouraging the participation of members of the school family to contribute to the school plans of change, spreading vision of change, among others, committed to adopt the values of change, convincing others to adopt the values of change, assigning faculty members to search for the most important results of the studies and research related to change in the operations of school and showing the compatibility between the values and beliefs about change and see the school in this area. The percentage of agreement and strong agreement ranged between 79% to 89% for all the statement in this first axis. Besides, the mean of all the eleven items is higher than 4 (Agree) and it ranges between 4 and 4.28. It is also slightly higher than the first axis that deals with building vision of change.
## Table 4

### Degree of Agreement for making plans for the process of change

<table>
<thead>
<tr>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal</td>
<td>SA</td>
<td>A</td>
<td>NS</td>
</tr>
<tr>
<td>Cares about educating school family about policies and procedures of change.</td>
<td>48.3%</td>
<td>39.1%</td>
<td>9.5%</td>
</tr>
<tr>
<td></td>
<td>360</td>
<td>292</td>
<td>71</td>
</tr>
<tr>
<td>Plans to change in line with the objectives of the educational process and business objectives.</td>
<td>43.5%</td>
<td>44.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td></td>
<td>321</td>
<td>327</td>
<td>76</td>
</tr>
<tr>
<td>Involves members of the school community in the process of developing plans for change operations.</td>
<td>47.4%</td>
<td>37.7%</td>
<td>11.0%</td>
</tr>
<tr>
<td></td>
<td>352</td>
<td>280</td>
<td>82</td>
</tr>
<tr>
<td>Develops specific and workable plans.</td>
<td>43.6%</td>
<td>41.2%</td>
<td>12.8%</td>
</tr>
<tr>
<td></td>
<td>326</td>
<td>308</td>
<td>96</td>
</tr>
<tr>
<td>Puts plans linked to the professional development of employees to serve the requirements of change process.</td>
<td>41.8%</td>
<td>44.8%</td>
<td>10.7%</td>
</tr>
<tr>
<td></td>
<td>309</td>
<td>331</td>
<td>79</td>
</tr>
<tr>
<td>Has sufficient insight to develop plans for change.</td>
<td>43.6%</td>
<td>40.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td>325</td>
<td>300</td>
<td>87</td>
</tr>
<tr>
<td>Has the ability to identify problems associated with change and analyze it.</td>
<td>42%</td>
<td>40.4%</td>
<td>13.2%</td>
</tr>
<tr>
<td></td>
<td>312</td>
<td>300</td>
<td>98</td>
</tr>
<tr>
<td>Determining change goals precisely.</td>
<td>41.1%</td>
<td>40.2%</td>
<td>15.3%</td>
</tr>
<tr>
<td></td>
<td>301</td>
<td>294</td>
<td>112</td>
</tr>
<tr>
<td>Develops a plan to involve parents in the change</td>
<td>38.4%</td>
<td>43%</td>
<td>14.7%</td>
</tr>
<tr>
<td></td>
<td>285</td>
<td>319</td>
<td>109</td>
</tr>
</tbody>
</table>
Table 4 also showed that about 85% of the participants strongly agreed and agreed for this axis. The percentage of the nine items ranged from 81% to 87%; they included having sufficient insight to develop plans for change, involving school members in the process of developing plans for change operations, cares about educating school family about policies and change procedures, determining change goals precisely, putting plans linked to the professional development of employees to serve the process of change, involving parents in the change, plans to change in line with the objectives of the educational process and business objectives, having the ability to identify problems associated with change, and developing specific workable plans.

It could be concluded that most participants (83%) had positive responses towards the school principals who have the main requirements of change management necessary for leaders of New School Model in Abu Dhabi Emirate. The mean score for all the responses of making plans for the process of change was very high and ranges between 4.19 and 4.32.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Mean</th>
<th>Median</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works on the formation of team works to lead the processes of change.</td>
<td>47.6% 41.3% 8.1% 2.4% 0.5%</td>
<td>4</td>
<td>4</td>
<td>.76</td>
</tr>
<tr>
<td>Published a culture of change and development among members of the school community.</td>
<td>45.1% 43.4% 9.6% 1.5% 0.4%</td>
<td>4</td>
<td>4</td>
<td>.73</td>
</tr>
<tr>
<td>Works to achieve the requirements of change through the adoption of the best available options.</td>
<td>45.1% 42.3% 10.3% 1.9% 0.4%</td>
<td>4</td>
<td>4</td>
<td>.75</td>
</tr>
<tr>
<td>Is keen on building bridges of effective communication between members of the school community for the conduct of the process of change.</td>
<td>45.9% 37.10% 13.0% 2.6% 0.5%</td>
<td>4</td>
<td>4</td>
<td>.81</td>
</tr>
<tr>
<td>Is keen to take advantage of feedback from members of the school community to promote the path of change processes.</td>
<td>40.5% 42.5% 13.6% 2.10% 0.4%</td>
<td>4</td>
<td>4</td>
<td>.80</td>
</tr>
<tr>
<td>Invests competencies and skills of every member of the school staff to serve the processes of change.</td>
<td>44.4% 37.1% 12.1% 4.8% 1.6%</td>
<td>4</td>
<td>4</td>
<td>.93</td>
</tr>
<tr>
<td>Confirms the ability of individuals to understand the processes of change and its causes and the method used in the implementation.</td>
<td>35.5% 45.1% 15.7% 3.4% 0.4%</td>
<td>4</td>
<td>4</td>
<td>.81</td>
</tr>
<tr>
<td>Is interested in preserving the incentive system and encourages talented teachers to lead the process of change.</td>
<td>36.10% 38.3% 14.8% 7.1% 2.9%</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 5 shows positive responses since 83% of participants agreed and strongly agreed for all the items mentioned.

About 88% of the participants indicated that principals work to achieve the requirements of change through the adoption of the best available options, work on the formation of work teams to lead the processes of change and publishing culture of change among members of the school community. In addition to that a round 81% of the participants agree that the principals confirm individual's ability to understand the processes of change, its causes and the method used in the implementation; build bridges of effective communication between members of the school community for the conduct of the process of change; invest competencies and skills enjoyed by every member of the school staff to serve the processes of change; and benefit from feedback of members of the school community to promote the change processes.

The mean score is also high and ranges between 4 and 4.30 and it is between "agree" and "strongly Agree"
## Table 6

<table>
<thead>
<tr>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal</td>
<td>SA 5</td>
<td>A 4</td>
<td>NS 3</td>
</tr>
<tr>
<td>Works to consolidate the values of work to keep the spirit of change and development such as: responsibility and cooperation.</td>
<td>52.3% 388</td>
<td>39.4% 292</td>
<td>7.1% 53</td>
</tr>
<tr>
<td>Directs and helps teachers with regard to improve teaching methods</td>
<td>48.6% 359</td>
<td>42.4% 313</td>
<td>6.9% 51</td>
</tr>
<tr>
<td>Supports educational practices through the provision of constructive remarks</td>
<td>48.10% 359</td>
<td>39.10% 293</td>
<td>9.7% 71</td>
</tr>
<tr>
<td>Provides an opportunity for outstanding teachers to be role models for students.</td>
<td>49.9% 370</td>
<td>36.2% 268</td>
<td>10.8% 80</td>
</tr>
<tr>
<td>Have the skills to be capable of managing educational programs that serve the processes of change.</td>
<td>47.1% 349</td>
<td>37.8% 280</td>
<td>13.5% 100</td>
</tr>
<tr>
<td>Assesses the quality of education provided in order to develop training and professional development programs for teachers.</td>
<td>45.0% 334</td>
<td>42.2% 313</td>
<td>10.6% 79</td>
</tr>
<tr>
<td>Meets the educational needs of all students to serve the process of change.</td>
<td>42.8% 315</td>
<td>44.4% 327</td>
<td>10.1% 74</td>
</tr>
</tbody>
</table>

Table 6 also shows the reality of the change requirement and completes the answer of the second research question. Table 4 shows that 86% of the participants...
indicated positive responses about the change management and leading teaching and learning. The highest response was 90% for directing and helping teachers with regard to improve teaching methods followed by (87%) supporting educational practices through the provision of constructive remarks; and assessing the quality of education provided in order to develop training and professional development programs for teachers. In addition, Table 4 also displayed high positive responses ranging 86% to 84% respectively towards meeting the educational needs of all students to serve the process of change, providing an opportunity for outstanding teachers to be role models for students and having the skills to be capable of managing educational programs that serve the processes of change.

It could be concluded that the respondents were very positive and agreed with high percentage of 85% about the reality of change management and New School Model requirements. In fact the percentage is very high. The mean score of this group or cluster is also higher than all other responses ranges between 4.27 and 4.43 and it is between "agree" and "strongly Agree".
Table 7 exhibits that about 85% of the participants responded very highly to the following seven issues that help in making change management inculcated in schools and new school model. Believes that the school staff are to make a real engine, communicates effectively with others in order to strengthen the processes of change, provides a working environment appropriate to meet the needs of the processes of change and human resources and other resources, invests the capabilities and potential members of the school community and Strengthening the management team to serve the processes of change required. The mean score of this group that is related mainly to leading the human resources, is the highest than all other responses and ranges between 4.29 and 4.47 and it is between "agree" and "strongly Agree"
Table 8 answered the second part of the third research question including the external factors to supporting change management inculcated in schools and The New School Model. About 89% of the participants claimed that the school principal works to promote effective communication between the school and the local community to serve the processes of change according to The New School Model.

Also 92% believed that the principal has always emphasized the necessity of activating the modern communication methods to devote change thought with the school and local community. In addition, 84% thought that the principal invites parents and community members to discuss issues of education to serve the processes of change necessary to ensure the functioning of New School Model. Besides 82%
principals work to provide outreach programs to parents of students so as to help in promoting a culture of change and 79% honor those actively involved in the dissemination of the process of change. The mean score of this group that is related mainly to leading the local community, is still high and ranging between 4.20 and 4.42 and it is between "agree" and "strongly Agree."

To conclude, the participants indicated very high responses towards the main requirements of change management necessary for leaders of New School Models in Abu Dhabi Emirate; the reality of change management and New School Model requirements; and how, the inculcation of change management requirements into Abu Dhabi Emirate secondary school leaders can be achieved. In fact, the agreement level is very positive and high. It ranges between 83% to 85% of the participants who responded saying "Agree and strongly agree". The mean score of all the 47 statements is also very high and positive ranging between 4. and 4.47 and it is between "agree" and "strongly Agree.".

Thus, the degree of agreement is very high and this is encouraging about the school leaders' and principals' performance regarding The New School Model.

**Findings for Question Three**

The third research question is how, the inculcation of change management requirements into Abu Dhabi Emirate Secondary School leaders, can be achieved. The answer for this question was collected through the open question.

In fact, the respondents for the open questions were 418 out of 764 questionnaires who provided some ideas about the requirements of the change. These suggestions that were collected by fifth of the participants have been coded and classified as follows:
Many respondents believed of the importance of professional development programs in all levels and departments in order to facilitate the change process. They also agreed that courage and capability were necessary to implement change. Respondents also suggested that team and co-operative work can help the leader to carry out the different processes of change. Collective and collaborative leadership, commitment, shared decision making based on data collection, sense of responsibility, and urgency in dealing with challenges are some of the most important requirements of change management which principals must consider when implementing change. School principals should be proactive leaders who support, guide and engage all the staff in the process of change according to their abilities and skills. As a change leaders they must be knowledgeable of their team members’ potentials and their talents so as to invest them properly in the process of change. School leaders should also have authority and responsibility that enable them in decision tailing and making.

A school principal who leads change process should be aware of their schools' students learning, psychological and social needs, and aware of their different learning styles and intelligences. Principals should also be conscious about the teaching staff needs. They are expected to provide enough resources and prepare the safe and reinforcing environment that help in easing the process of teaching and learning.

Another important capabilities of a school leaders is being able to communicate effectively with the local community. For example: opening connections lines between school and different stakeholders in the community, flexibility and listening to all points of views, honoring actively involved in implementing change at school from both inside and outside the school.
Leading a school in an era of change requires a principal to be knowledgeable of ICT and English language that supports him in search for knowledge. The school leader should also seek skills such as Flexibility, equality and fairness, punctuality, group orientation, and care for others. Besides, a successful change leader must adapt an effective strategies that enable of exchanging roles, responsibilities, experience and expertise.

It seems that most of the suggestions about the requirements match with the six areas mentioned in the survey that are: Building a school vision about change and its dissemination, planning for the process of change, leading the change process, change management and leading the process of teaching and learning, leading human resources, and local community participation in supporting change.

It seems that most of the suggestions about the requirements match with the six areas mentioned in the survey that are: Building a school vision about change and its dissemination, planning for the process of change, leading the change process, change management and leading the process of teaching and learning, leading human resources, and local community participation in supporting change.
Findings for question 4:

The fourth research question: To what extent years of experience and gender can affect teachers’ perception towards change practices on part of school principals?

Table 9

Mean score of the effect of years of experience on supporting change

<table>
<thead>
<tr>
<th>Experience</th>
<th>Mean</th>
<th>Std. Error</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>1-4</td>
<td>205.864a</td>
<td>1.747</td>
<td>202.433</td>
</tr>
<tr>
<td>5-10</td>
<td>196.071a</td>
<td>2.192</td>
<td>191.767</td>
</tr>
<tr>
<td>11-14</td>
<td>195.520</td>
<td>6.788</td>
<td>182.188</td>
</tr>
<tr>
<td>15-</td>
<td>199.790</td>
<td>5.990</td>
<td>188.025</td>
</tr>
<tr>
<td>5</td>
<td>180.106a</td>
<td>19.629</td>
<td>141.555</td>
</tr>
</tbody>
</table>
Table 10

*Mean Score of Gender Effect on supporting change*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All statements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>320</td>
<td>207.61</td>
<td>23.017</td>
<td>1.287</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>194.96</td>
<td>33.188</td>
<td>1.952</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>191.09</td>
<td>16.114</td>
<td>7.206</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>614</td>
<td>201.52</td>
<td>28.904</td>
<td>1.166</td>
</tr>
<tr>
<td><strong>A Group Building a school vision about the change and dissemination it</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>353</td>
<td>44.10</td>
<td>5.456</td>
<td>0.290</td>
</tr>
<tr>
<td>Female</td>
<td>324</td>
<td>11.13</td>
<td>7.798</td>
<td>0.433</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>36.36</td>
<td>2.646</td>
<td>1.183</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>29.27</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>684</td>
<td>42.59</td>
<td>6.865</td>
<td>0.262</td>
</tr>
<tr>
<td><strong>B Group Planning the process of change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>347</td>
<td>35.48</td>
<td>4.485</td>
<td>0.241</td>
</tr>
<tr>
<td>Female</td>
<td>328</td>
<td>33.31</td>
<td>6.245</td>
<td>0.345</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>33.84</td>
<td>4.160</td>
<td>1.860</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>680</td>
<td>34.51</td>
<td>6.865</td>
<td>0.262</td>
</tr>
<tr>
<td><strong>C Group Leading the Change Process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>361</td>
<td>31.06</td>
<td>3.988</td>
<td>0.210</td>
</tr>
<tr>
<td>Female</td>
<td>336</td>
<td>28.79</td>
<td>5.798</td>
<td>0.316</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>28.73</td>
<td>1.786</td>
<td>0.799</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>26.50</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>704</td>
<td>29.95</td>
<td>5.050</td>
<td>0.190</td>
</tr>
<tr>
<td><strong>D Group Change management and leading teaching and learning process</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>357</td>
<td>23.13</td>
<td>2.651</td>
<td>0.140</td>
</tr>
<tr>
<td>Female</td>
<td>331</td>
<td>21.75</td>
<td>3.715</td>
<td>0.204</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>22.77</td>
<td>2.800</td>
<td>1.252</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>17.67</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>695</td>
<td>22.45</td>
<td>3.280</td>
<td>0.124</td>
</tr>
<tr>
<td><strong>E Group Leading Human Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>363</td>
<td>27.51</td>
<td>3.157</td>
<td>0.166</td>
</tr>
<tr>
<td>Female</td>
<td>328</td>
<td>25.79</td>
<td>4.853</td>
<td>0.268</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>25.34</td>
<td>2.215</td>
<td>0.990</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>22.57</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>698</td>
<td>26.67</td>
<td>4.129</td>
<td>0.156</td>
</tr>
<tr>
<td><strong>F Group Local Community Participation in supporting Change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>369</td>
<td>18.47</td>
<td>2.393</td>
<td>0.125</td>
</tr>
<tr>
<td>Female</td>
<td>337</td>
<td>17.82</td>
<td>2.973</td>
<td>0.162</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>18.64</td>
<td>1.851</td>
<td>0.828</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>14.60</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>Total</td>
<td>713</td>
<td>18.15</td>
<td>2.701</td>
<td>0.101</td>
</tr>
</tbody>
</table>
Regarding the second part of the question about the effect of gender, male teachers showed higher responses in all the six clusters. In fact there are significant differences between males and females in favor of males. The mean scores are respectively for male 353, 347, 361, 357, 363; 369; whereas, the mean score of female teachers are 324, 328, 336, 331, 328, 377. Thus the male teachers' average mean score (20.7) is higher than the female teachers' average mean score (19.4).

It could be concluded that male teachers are more supportive to the reforms of education and the process of change than female teachers. In addition, the new teachers whose experience were between 1-4 years or above 15 years are more supportive to the process of change.
CHAPTER V

Summary, Conclusion and Recommendations

Summary

This chapter is divided into two sections: the first section reviews and summarizes the findings. The second section presents conclusions and recommendations.

Discussion

Research question 1 and 2

Both questions 1 and 2 deal with the requirements of change management. The only difference between them is that one deals with the issue in general and the other seeks requirements of change management according to ADEC's New School Model. So, since results shown similar change requirements, and to avoid excessive repetition, the researcher merged discussion of these two questions as they both share similar answers.

What are the requirements of change management necessary for secondary school leaders in the emirate of Abu Dhabi in light of New School Model? Close inspection of tables (1,2,3,4,5,6), it is evident that all change management requirement areas were needed and highly needed.

All six clusters shown high percentages that ranged from 83% to 89%. 83% of participants agreed that their school principals build shared school vision and work on disseminating it. "It is very important to have change vision. A vision that is communicated to all. People's support and their motivation is very essential to make change successful." (Herold & Fedor, 2008) and "The ability to manage continuous
change requires a consciously practiced discipline- is closely linked to the ability to develop a vision". (Collins & Porras, 1998).

Planning the process of change got 85% of responses which is a very high percent. This might be due to the school principals awareness of the importance of planning in dealing with processes. Wise planning help in avoiding errors in managing and leading an organization. "Dynamic change enhances development and growth processes continuously in response to the organization's needs. It is the result of external or internal forces. "All parts of the organization are involved to implement change and realign existing values and outcomes". (Morrison, 1998). "Rapid change requires flexible and easy going organizations that are run by qualified staff who are willingly adapting change." (Collarbone, 2009)

Percentage of responses related to leading change process also were high enough and reached 88% . This shows that school principals are adequately qualified to successfully carry out and lead change processes. "Future principals must be aware of the big picture, has the ability for conceptual thinking, and leading transformation process of the organization through people and teams. (Fullan, 2001).

Believing that educational change's main target is teaching and learning, it seems that school principals devote much of planning and hard work to increase teachers abilities and students learning. 86% of respondents agree that school principals are able to manage and lead teaching and learning processes. This can be justified in light of Abu Dhabi Educational Council's (ADEC) demands, which focuses at students achievement and local community participation. As mentioned in Together Newsletter's 8th issue "Principals support teachers in adopting “student-centered” approaches in their classrooms, as the NSM concentrates on learning, not
solely on examination results”. Principal seek effective school because they believe
schools are where children learn. It is a responsibility to all in the community, and the
society as a whole (Lunenburg & Irby). In my point of view, students learning must
be the priority of any educational change process. "School principal is responsible
for providing leadership and direction, enabling a shared vision for the school, and
ensuring that it is managed and organized to reach its aims and goals. To achieve this
success a principal has to establish high quality education by effectively managing
teaching and learning to realize the potential of all staff and students. Principals must
establish a culture that promotes excellence, equality and high expectations of all staff
and students". (Richard, 2008, p 4). Also, ADEC believes that "To gain this success a
principal must establish high quality education by effectively managing teaching
and learning to realise the potential of all staff and students. Principals must establish
a culture that promotes excellence, equality and high expectations of all staff and
students." As mentioned in ADEC’s handbook of professional standards for
principals.

As the previous axis, the fifth axis also had a very good percentage of 85% of
teachers who agreed that school principals lead the human resources in their schools
as a requirement of change management. In fact its one of the most important
dimensions to take in consideration when adapting change. Human capital is the main
influencing and influenced part in change process. "Leaders act as movers or shapers;
set the pace for others to follow; hold others accountable for accomplishing allocated
tasks and achieving expected goals; and they also control what gets done in
implementing the change." (Aitken & Higs, 2010). "School leaders are willing to
encourage people to implement the changes and provide whatever assistance and
guidance are necessary. They support those who are expected to implement change,
they also take it upon themselves to protect individuals from continuous demands of change. Responders see their role as making schools run smoothly while others take the lead in the implementation of change. They are concerned that everyone has a voice in the change process, a tendency that reflects their desire to please others." (Duke, 2004)

Participation with local community is another basic professional standard for principals leading ADEC school. 89% of school principals initiate and build bridges with local community as requirements of change management.

To sum up, we can say that all percentages of the six clusters were very high and more specifically axis (4- Change management and leading process of teaching and learning) and (6- local community participation in supporting change) were the highest among all the other clusters. This can be justified in light of Abu Dhabi Educational Council's (ADEC) demands, which focuses at students achievement and local community participation. As mentioned in Together Newsletter's 8th issue "Principals support teachers in adopting "student-centered” approaches in their classrooms, as the NSM concentrates on learning, not solely on examination results.".

Besides, ADEC encourages parents and partners involvement in their children's education. In NSM schools, parents are welcomed to experience the NSM first-hand through school visits, parent meetings, and workshops.

Parents are provided with a chance to express concerns, and be informed about the significant changes in teaching and learning. Principals have reported that a stronger home-school link is emerging as a result of parents’ presence in the school and chances to see regular samples of their children’s school work.

Planning the process of change and leading human resources came second in most important requirements with a mean score of (85).
Research question 3:

What are the most important features that you deem necessary for the school principal to make it able to lead the processes of change in the light of the requirements of the new school model? The responses to this question is evident from the findings regarding the last open-ended question. Analyzed responses highlighted the different suggestions that can be classified according the six clusters of the questionnaire. Most of the respondents believed that school principals should be qualified enough to carry change process. They mentioned ongoing professional development courses, high academic qualifications, adequate years of experience and strong personality.

Respondents also suggested collaboration and team work in building school vision. In Kotter's Leading Change, he suggested eight processes for initiating coalition (1996,P.21). "The processes are: 1) To stablish a sense of emergency. 2) To create a guiding coalition3) To develop a vision and strategy 4) To communicate change vision 5) To empower Broad-Based Action. 6) To generate short term wins. 7) To consolidate gains and producing more change. 8) To anchor new approaches in the culture." (Fullan, 2002) clarity of goals and change processes, wise planning and shared decision making, encourage all to accept change and direct them to be knowledgeable about recent studies results regarding change to mention but a few.

Also school teachers responses revealed that school leaders must address the needs of all working and learning at school and should cater for providing a positive and encouraging environment that help in implementing change.

Research question 4:

To what extent years of experience and gender can affect teachers' perception towards change practices on part of school principals? Results shown that male
teachers are more supportive to the reforms of education and the process of change than female teachers. This can be related to the fact that males are more flexible toward change and its process than females who are cautious and resistant to change. So males' responses were more positive towards change process. Questioning a number of teachers in my own school, they justified this by saying it might be due to the nature of both genders. They related that women are more hesitant toward change because of their awareness of challenges that come along with change, and which will require more responsibilities and skills that might not be available. Also, they related negativity of females toward change for reason like: home responsibilities, considerations related to culture that hinder them from developing professionally. Whereas males are more enthusiastic toward change and this is consistent with their attitudes. For example, males have better opportunities in developing themselves professionally, and this enables them to be ready to handle change challenges.

Findings regarding the newly joined teachers whose experience are between 1-4 years or above 15 years and that they are more supportive towards the process of change. Also years of experience variable impacted teachers responses clearly. Newly joined teachers and those who have been teaching for more than fifteen years shown positive attitude toward change process. This can be explained as the following: newly joined teachers are more exposed to recent studies and trends in educational leadership and thus they support change and reform in education. Also new in the field always are more enthusiastic toward change and reform. Also teachers who have more than 15 years of experience share the same point of view due to awareness of the challenges that make change a necessity and not an option.
Conclusions

Reviewing literature indicates that school leaders are in demand for regular adaptation of change and that any educational change has its requirements which school leaders must be aware of.

Based on the findings, the study has to focus on particular points that were consistent with several previous studies.

First, School principals need to develop a common and shared school vision and promote a culture of collaboration, support and trust. School leaders should look with consideration to potential teachers and encourage them to lead and distribute leadership responsibilities throughout the school and involve other stakeholders in decision making processes.

Second, establishing strong lines of communication with and among teachers and students, monitoring the effectiveness of school practices and their impact on student learning and fostering shared beliefs and a sense of community and cooperation. School leaders need to understand their roles as change facilitators and encourage others through being a good example of change agents.

Third, one of the most important issues during the phase of change would be that ADEC should focus more on the role of the principal in the change process and design learning activities and experiences that foster, promote, encourage and enhance the formation of essential leadership characteristics in education.

Fourth, school leaders need to be more focused on challenges of change as they occur and respond appropriately to different situation, exemplifying knowledge
of change. Also, this can be achieved in one way through the development of staff, and rely on data to support decision making.

Fifth, school management process should be designed in a more flexible, creative and open to continuous improvement. School leaders must be concerned with: personal and interpersonal behavior, focus on the future vision and purposes, change and development, achievement and success, personal effectiveness and the quality of outcomes.
Recommendations

As discussed, research results shown positive responses and high percentages about secondary school principals from their school teachers perspectives. So, the researcher agrees that although positive and high responses efforts must be drawn for more and better improvement in school principals roles and management towards change. Based on literature and investigation of the research topic through review of literature and field study the researcher recommends the following:

1- When selecting school principals, ADEC should ensure that the principal is committed to change and have strong belief and dedication to implement the required change in the school.

2-ADEC should also communicate its vision of change flexibly to school principals who in turns should transfer it to their staff in the school.

3- ADEC is suggested to serve courses and sessions for school leaders to make them acknowledged about the nature of NSM, its goals and best strategies to implement change.

4-ADEC should address some training sessions for school principals focusing on building trust, respect, collaboration, positivity, stress management, seriousness and dedication are some of the skills that any change leader should have when dealing with school and society in which change is sought.

5-ADEC should reconsider the mechanism used in the selection of school principals for leading the New School Model so that the assigned principals are willingly encourage reform and change.
6-Field visits are also invited to get benefit from the experiences of different leaders and exchanging their experiences with each other. This will allow leaders to focus on the strength and weakness points of leadership styles and provide them with options from which they can choose what suits best change process in their own schools.

7-ADEC is required to provide P.D programs relating to change and leadership to enable school principal to be in contact with the latest and fashionable trends in change managements.

8- ADEC as the host of New School Model show serve excessive courses and sessions for school leaders to make them acknowledged about the nature of this approach, its goals and best strategies to implement change.
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Indiana State University.


Appendix A
(Survey – English Version)

United Arab Emirates University
Faculty of Education
Master Program
Leadership In Education

Greetings,

The researcher set up a field study under the title: "Change Management Requirements for Secondary School Principals in the Emirate of Abu Dhabi in light of New School Model." This complements the requirements for obtaining a master's degree in Education (educational leadership).

The study aims to find out the requirements for change management needed by managers and headmistress in the Emirate of Abu Dhabi under the new school model. The target group are teachers and teachers in the schools of Episode III in Abu Dhabi educational, including the city of Al Ain.

Given your experience in the field of education and educational, please kindly answered all paragraphs of the resolution objectively, taking care to be the answer for every paragraph objectively and accurately. Note that the information will be obtained will be surrounded completely confidential and will only be used for the purposes of the study.

Thank You

Researcher: Fatima Al Ka'abi

Leadership in Education
What is The New School Model?


Based on that the student is the focus of the educational process, and focuses on bilingual education for students through the use of a variety of teaching tools for students and teachers alike.

The model also depends on the provision of facilities and excellent school facilities for students in accordance with the best international standards, and to provide the educational environment with the most modern technology and make all the necessary preparations to ensure health and safety for all students and provide them with all types of care.

With regard to the nerve process instruction namely teachers, the new school model provides programs training and professional development for teachers for the purpose of sophisticated rehabilitation to follow students' performance on an ongoing basis, as well as promote technological use and which has become an integral part of the students' learning process and experience and the performance of the tasks, duties and educational presentations prepared by the teachers.

Principals support is required for teachers in order to adopt the methods «student-centered education» in the classroom, and focuses on new ways of teaching and learning. It also encourages school administrators to invite parents and involve them in the process of teaching students.

General definition of Leadership of Change:

The administrative process is the process of leadership in the first place. The educational administration at the same time is the practice of moral abide by a set of values and virtues that cannot be dispensed with. Any educational administration, in essence, is the process of leadership in the first place, and the ability to influence and motivate others to accomplish the goals of the educational institution, priorities and constant quest for improvement. The ability to change the essence of leadership development process management with its various dimensions, leadership of change means: « Planned leadership and organized effort to reach and achieve the desired objectives for change through proper scientific recruitment of human resources and material and technical capabilities available to the institution.

The leadership of change focuses on how to manage and direct this efforts in the right direction, which achieves the desired goals of change.

In short leadership of change emphasizes on participatory decision-making, and relies on a different type of force. It is not imposed from the top or from above, but protrudes through teamwork with others, help them find more meaningful and deeper aims for their work, and it is the wise investment of individual potentials in order to reach better problem solving and cooperative school.
The Questionnaire

First: Demographic Information

1- Specialization

2- Genders: Male ( ) Female ( )

3- Qualifications:
   ( ) Diploma.
   ( ) Bachelor
   ( ) Master
   ( ) PHD

4- Years of experience as a teacher:
   - 1-5
   - 6-10
   - 11-15
   - 16-20

Second: Survey questions

The new school model requires

Since the application of the new school model requires managers and leaders of educational change and believes exercising the different processes of change. This survey with the six axes tries to investigate the availability of the items that are required for successful leading of the New School Model (NSM).

Please answer the following questions put checkmark in the space provided her with a note that the degree of approval of an item as follows:

1- Strongly Agree  2- Agree  3- Not Sure  4- Disagree  5- Strongly Disagree.
### 1-Building School Vision About Change And Its Dissemination

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school principal.....</strong></td>
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<tr>
<td>1- Conveys the content of the vision in a manner that motivates employees to work on accepting change.</td>
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<td>2- Has a clear vision of the objectives of the change that is looking to achieve for the school.</td>
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<td>3- Confirms that the function of the school to accept change and make a difference in society.</td>
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<td>4- Is keen on identifying the views of interested parties about the processes of change required.</td>
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<td>5- Encourages the participation of members of the family to contribute to the school plans of change</td>
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<td>6- Possesses the necessary skills to spread his vision of change among others.</td>
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<td>7- Is committed to adopt the values of change.</td>
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<td>8- Convinces others around him to adopt the values of change.</td>
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<td>9- Assigns school members to search for the most important results of the studies and research related to the change in the operations of school.</td>
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<td>10- Presents a model of faith and practice of change.</td>
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<td>11- Shows the compatibility between the values and beliefs about change and see the school in this area.</td>
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<td></td>
<td>2-Planning The Process of Change</td>
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<tr>
<td>12</td>
<td>Have sufficient insight to develop plans for change.</td>
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<tr>
<td>13</td>
<td>Involves members of the school community in the process of developing plans for change operations.</td>
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<tr>
<td>14</td>
<td>Cares about educating school family about the policies and procedures of change.</td>
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<td>15</td>
<td>Determines change goals precisely.</td>
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<td>16</td>
<td>Puts plans liked to the professional development of employees to serve the requirements of change process.</td>
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<tr>
<td>17</td>
<td>Develops a plan to involve parents in the change.</td>
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<td>18</td>
<td>Plans to change in line with the objectives of the educational process and objectives of work.</td>
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<tr>
<td>19</td>
<td>Have the ability to identify problems associated with change and analyze it.</td>
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<tr>
<td>20</td>
<td>Develops specific and workable plans.</td>
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**3-Leading the change process**

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<tbody>
<tr>
<td>21</td>
<td>Works to achieve the requirements of change through the adoption of the best available options.</td>
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<tr>
<td>22</td>
<td>Confirms the ability of individuals to understand the processes of change and its causes and the method used in the implementation.</td>
</tr>
<tr>
<td>23</td>
<td>Works on the formation of team works to lead the processes of change.</td>
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<tr>
<td>24-</td>
<td>Is keen on building bridges of effective communication between members of the school community for the conduct of the process of change.</td>
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<tr>
<td>25-</td>
<td>Is interested in preserving the incentives system and encourages talented teachers to lead the process of change.</td>
</tr>
<tr>
<td>26-</td>
<td>Invests competencies and skills enjoyed by every member of the school staff to serve the processes of change.</td>
</tr>
<tr>
<td>27-</td>
<td>Is keen on taking advantages of feedback from members of the school community to promote the path of change processes.</td>
</tr>
<tr>
<td>28-</td>
<td>Publishes culture of change and development among members of the school community.</td>
</tr>
<tr>
<td>29-</td>
<td>Have the skills to be capable of managing educational programs that serve the process of change.</td>
</tr>
<tr>
<td>30-</td>
<td>Meet the educational needs of all students to serve the process of change.</td>
</tr>
<tr>
<td>31-</td>
<td>Work to consolidate the values of work that keeps the spirit of the change and developments such as: responsibility, cooperation and, honesty... etc.</td>
</tr>
<tr>
<td>32-</td>
<td>Directs and helps teachers with regard to improving teaching methods</td>
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<td>33-</td>
<td>Supports educational practices through the</td>
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<tr>
<td>34-</td>
<td>Assesses the quality of education provided in order to develop training programs and professional development for teachers.</td>
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<td>35-</td>
<td>Provides an opportunity for outstanding teachers to be role models for students.</td>
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### 5-Leading human resources

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<tr>
<td>36-</td>
<td>Believes that the school staff are to make a real engine.</td>
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<tr>
<td>37-</td>
<td>Communicates effectively with others in order to strengthen the processes of change.</td>
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<td>38-</td>
<td>Provides a working environment appropriate to meet the needs of the processes of change.</td>
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<tr>
<td>39-</td>
<td>Providing the school by human resources to achieve the change processes.</td>
</tr>
<tr>
<td>40-</td>
<td>Is keen on providing the school the resources to achieve the change processes.</td>
</tr>
<tr>
<td>41-</td>
<td>Invests the capabilities and potential members of the school community for the purpose of activating the processes</td>
</tr>
<tr>
<td>42-</td>
<td>Strengthens the management team to serve the processes of change required.</td>
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### 6-Local community participation in supporting change

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<tbody>
<tr>
<td>43-</td>
<td>Works to promote effective communication between the school and the local community to serve the presences of change according to the New School Model.</td>
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<tr>
<td>44- Has always emphasized the necessity of activating the modern communication methods to devote thought change with the school and local community.</td>
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<tr>
<td>45- Invites parents and community members to discuss the issues of education to serve the processes of change necessary to ensure the functioning New School Model.</td>
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<tr>
<td>46- Works to provide outreach programs to parents of students so as to help promote a culture of change.</td>
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<td>47- Honors those actively involved in the dissemination of the process of change.</td>
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What are the most important features that you deem necessary for the school principal to make it able to lead the processes of change in the light of the requirements of the new school model?
Appendix B

Survey Arabic Version
جامعة الإمارات العربية المتحدة
كلية التربية
برنامج الماجستير/ القيادة التربوية

المعلمة / المعلم الفاضل،

تحية طيبة وبعد،

تقوم الباحثة بإعداد دراسة ميدانية تحت عنوان: "متطلبات إدارة التغيير اللازمة لمديري المدارس الثانوية بإمارة أبوظبي في ظل النموذج المدرسي الجديد". وهذا استكمالاً للمرحلتي الحصول على درجة الماجستير في التربية تخصص (قيادة تربوية).

ويهدف الدراسة إلى معرفة المتطلبات اللازمة لإدارة التغيير التي يحتاجها مديرو ومديرات المدارس الثانوية في إمارة أبوظبي في ظل النموذج المدرسي الجديد. والفئة المستهدفة هم المعلمون والمعلمات في مدارس الحلقة الثالثة بمنطقة أبوظبي التعليمية بما فيها مدينة العين.

ونظراً لخبرتك في الميدان التربوي والتعليمي، نرجو منك التفضل بالإجابة على كل فقرات الاستبانة بموضوعية مع الحرص على أن تكون الإجابة عن كل فقرة بحرص ودقة. علماً بأن المعلومات التي سيتم الحصول ستحاط بالسرية التامة ولن نستخدم إلا لأغراض الدراسة.

شكرًا لكم حسن تعاونكم
ولكم وافر التقدير والاحترام

الباحثة: فاطمة الكعبي
ماجستير القيادة التربوية
الأستبيان

الجزء الأول : البيانات العامة:

1 - الإسم (اختياري) ..................................................
2 - التخصص : ..............................................
3 - الجنس : ذكر ( ) أنثى ( )

4 - المؤهلات العلمية :
   - دبلوم ما قبل الجامعه ( )
   - بكالوريوس ( )
   - ماجستير ( )
   - دكتوراه ( )

5 - عدد سنوات الخبرة :
   - 1 - 5 ( )
   - 10 - 16 ( )

الجزء الثاني : بنود الاستبيان :

ملاحظة : بما أن تطبيق النموذج المدرسلي الجديد يتطلب مدراء وقيادات تربوية تؤمن بالتغيير وتمارس عمليات التغيير، فإن هذه الاستبانة تمحاورها تستهدف أن تستقصي مدى توافر عناصر إدارة التغيير ومتطلباتها في هذه القيادات التربوية.
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<th>연</th>
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<td>أحمد علي</td>
<td>ذكر</td>
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<td>نورا محمد</td>
<td>أنثى</td>
<td>35</td>
<td>شفط</td>
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<tr>
<td>5</td>
<td>محمد علي</td>
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البيانات الحسابية المتعلقة بشفطات الغددية الكبدية:
- عدد المصابين: 36
- نسبة العينات: 50%
٤٩ - ما أهم الملامح التي ترونها ضرورية لمدير المدرسة لتجعله قادراً على قيادة عمليات
التغيير في ظل متطلبات النموذج المدرسي الجديد؟
Appendix C

UAEU Letter to ADRC SEEKING Permission

البضايف المحدودة

2012/10/04

مدير وحدة البحوث والتخطيط وقياس الإدارات

مجلس أبو ظبي للتعليم – أبو ظبي

تحية طيبة، وبعد...

بدايةً بطيب لنا أن نتقدم لكم بأطيب تحياتنا متميزة لكم ومجلس أبو ظبي للتعليم كل التوفيق والنجاح في الارتباط بالعملية التعليمية العملية، هذا وفي إطار التعاون بين مجلس أبو ظبي للتعليم وكلية التربية بجامعة الإمارات العربية المتحدة، نود إقناعكم علمًا بأن المطالبة/ فاتحة مصيب

غماً الكعبي، مسحلة في برنامج الماجستير تخصص "قيادة التربية"، تقوم بإعداد بحث عنوان:

"مثاببات إدارة التغيير اللازمة لمدارس المدارس الثانوية في إمارة أبو ظبي في ظل التموذج المدرسي الجديد" من ضمن مطلبات الماجستير. لذا نرجو التكرم بالموافقة على تسجيل مهتمتها البحثية.

شكراً وتقديرًا ومقدرين حسن تعاونكم.

وفقًا لأعضاء برنامج الماجستير

أ.د. محمد أحمد عبد الدائم

Tel: 971 3 713 6261 - 713 6221 - Fax: 971 3 713 6930
P.o.Box: 17551 U.A.E
http://www.fedu.uaeu.ac.ae/graduateprogram
الموضوع: تسهيل مهمةباحث

لنبي لنا أن نهديكم أطيب التحيات.

في إطار دعم مجلس أبوظبي للتعليم للبحث والباحثين، فإنه سعدنا إعلامكم بموافقة المجلس على موضوع الدراسة التي سيجريها الباحث/ فاطمة سالم مصباح غنام الكعبي بعنوان: مقارنة بين متطلبات إدارة التغيير اللازمة لمدراء المدارس الثانوية بإمارة أبوظبي في ظل النموذج المدرسي الجديد.

لذا يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة ومتابعة التزامه بتطبيق أدوات الدراسة المرفقة.

شكرًا حسن تعاونكم.

محمد سالم محمد الظهري
مدير تنفيذي لقطاع العمليات المدرسية

المرفقات

1. نسخة من أدوات الدراسة.
جامعة الإمارات العربية المتحدة
كلية التربية
قسم أصول التربية
برنامج الماجستير في التربية

عنوان الرسالة:

متطلبات إدارة التغيير اللازمة لمدراء المدارس الثانوية في إمارة أبوظبي في ظل النموذج المدارسي الجدید

اسم الطالبة:

فاطمة سالم مصبح الكعبي

لجنة المناقشة:

1 - د. محمد عبدالدايم مشرف ورئيس
2 - د. علي سعيد الكعبي عضوًا
3 - د. عبدالله بن النعيمي عضوًا