



Change Management And Its Obstacles In Light Of "ADKAR Model" Dimensions From Female Teachers Perspective In Secondary Schools In Dammam In Saudi Arabia

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Abstract: This research aimed to identify the change management practice degree by the female secondary school leaders in public education in Dammam in light of the ADKAR Model from the points of view of female teachers and identify the most prominent obstacles. To fulfill the research objectives, the descriptive analytical approach was adopted, and the questionnaire was used as the data collection tool. A questionnaire was applied to a sample of (288) secondary school female teachers, and the collected data were processed using the SPSS program. The findings of the results indicated that the change management practice degree in the public secondary schools in Dammam city considering the ADKAR Model reached a (high) degree, whereas the awareness dimension came at the first rank, followed by the ability dimension, the desire dimension, then knowledge, and finally the reinforcement dimension in the last rank. The results also revealed that the obstacles of change management among the leaders the public secondary schools in Dammam city in light of the ADKAR Model reached a (moderate) degree, and the most important obstacles were the lack of financial resources required for making a change in the school, the exaggerated satisfaction with the current school situation, and the weak support provided by General Directorate of Education for the change initiatives at the school level.

Keywords: Change Management; ADKAR Model and Secondary Schools.

The Research Background

Change has now become one of the fundamental pillars formed as a result of the rapid changes around us, to the point where change has become the norm rather than the exception. Organizations must perform change in line with models with certain dimensions to reach their desired goals, as these models serve as a compass guiding various change processes. Only qualified leadership with the ability to practice change rapidly and effectively could do this.

The ADKAR Model is a common approach for introducing change in educational institutions, and it could be considered one of the most important models in the field of organizational change at the individual level, as it consists of a series of interconnected dimensions through which the leader moves orderly from one element to the next until change is successfully implemented. Based on this model, effective change management necessitates the achievement of five main objectives related to individuals, which form

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the main elements of this model and its name (ADKAR), which refers to the initials of these elements, namely: *Awareness* of the need for change, *Desire* for participation and supporting change, *Knowledge* of how change could be made, *Ability* to implement change, and *Reinforcement* to maintain change (Hiatt, 2006).

The significance of this approach in bringing about change in educational institutions is confirmed simultaneously by the Kingdom of Saudi Arabia's strategic objectives in the field of human resource development, notably in the education sector, as laid forth in its Vision (2030), as it included objectives for improving the educational system and focusing on educational leaders by providing them with knowledge, skills, and experience to help them contribute more to various areas of development, as well as enabling them to carry out their responsibilities in accordance with professional professionalism and equal opportunity standards and competencies (Ministry of Education, 1440AH).

In the Kingdom of Saudi Arabia, secondary education is at the pinnacle of the educational hierarchy of public schools. The importance and status of this stage necessitate quick action in dealing with renewable variables, as well as the introduction of educational and fundamental amendments in secondary school management, at the level of goals and plans, in addition to programs, practices, and means, to direct them toward preparing the knowledge manager, the researcher director, and the digital director (Al-Mutairi, 2020). Thus, the successful change at this stage becomes a model to be emulated from the lower stages of the general educational ladder.

Number of studies have confirmed the importance of change management in educational institutions, such as Al-Zahrani's study (2008), which emphasized the importance of planning for administrative change in accordance with an appropriate strategy and vision, as well as specific and realistic change goals. He also underlined the importance of creating administrative change models that aid in bringing about and establishing the necessary changes. Al-Subaie (2009) believes that in light of changing institutional conditions, the need has emerged to confront the problems resulting from issues of change in educational institutions. Also, according to Erian (2018), a successful change process requires real management that senses the need for change, and the others working with it feel its importance, and through this, it seeks to find the solutions.

Change Management Concept:

Boua'lak (2014) described change management as an organizational device directed by institutions to keep up with rapid environmental changes on the one hand and refine the organization's culture on the other. It is an endeavor to link human and material operations within a well-thought-out plan of action that comprises conventional administrative procedures that dominate change and determine its direction and extent.

Barbach (2011) defines change management in educational institutions as "management that keeps pace with change and develops school management for the better by developing the performance of school employees to achieve the intended goals with the least amount of effort and cost" (p. 97). Salim (2019) considers educational change management as: "Managing planned, organized and purposeful efforts to bring about adjustments in the current situation of the institution, by investing the available material and human capabilities; developing workers and

influencing their values, skills, and behaviors; building a common culture supportive of change; developing technology and organizational structures; and directing, supervising, following-up and evaluating these efforts, to achieve a better future situation for the educational institution” (p. 167).

Based on the foregoing, the importance of change management in educational institutions emerges, allowing leaders to positively interact with change and take the initiative to adopt the scientific method to manage its activities, using modern models that are compatible with the educational environment's goals and capabilities, such as the ADKAR model for managing change at the individual level.

ADKAR Model in organizational change management (OCM):

The ADKAR Model is one of the models of change at the level of individuals. It is made up of five elements or goals that must be achieved by individuals because the use of this model is dependent on humans, and these elements are the fundamental building blocks for a successful change process. It is from these elements that the model derives its name, as it is an abbreviation for the first letter of each element, which is explained as follows:

1. **Awareness:** It depicts people's understanding of the nature of change, its causes, and the consequences associated with a lack of change. It also contains details on the internal and external factors that contributed to the desire for change, as well as the advantages of change for individuals (Hiatt, 2006).
2. **Desire:** Individuals' desire to support and engage in change is critical to this step's success. According to the ADKAR Model, desire is a personal choice and a subjective desire that arises from the workers themselves and is influenced by their personality and motivation.
3. **Knowledge:** It's a process that describes the process of learning and training on how change happens. It also contains information on the behaviors, processes, tools, systems, skills, job positions, and approaches required for change implementation.
4. **Ability:** It represents the degree to which the needed change has been achieved or implemented. It converts information into action. When an individual or a group demonstrates a clear ability to implement change at the appropriate level of performance, they have achieved the ability. When employees are challenged to improve their ability to change, they are expected to act differently or work in a different manner.
5. **Reinforcement:** It is the final element of the ADKAR Model, and it is regarded as one of the most critical administrative talents that a school leader must possess and apply in order for change to be successful. The material or moral motive that helps to steer the behavior of workers towards reaching the intended objective is known as motivational skills (Hassan, 2010).

Based on the findings of previous studies, the researchers stress the need for more support and strength in terms of the effectiveness of the practice of change management among school leaders. According to Al-Salami's study (2018), secondary school leaders should be encouraged to practice change management in their schools by giving them more authority and sharpening their change management skills. Al-Zahrani (2016) emphasized the importance of developing a mechanism for implementing

change management in schools, emphasizing the importance of incorporating the annual change plan into the work of principals and training them to prepare it, as well as establishing a mechanism to involve female teachers in business planning and management.

Aoun et al. (2018) emphasized that creating the regulatory environment in the Kingdom of Saudi Arabia came as the lowest dimension for the directors of educational zones to practice change skills. Al-Subaie (2009) found that one of the impediments to leaders practicing change management efficiently and effectively is the existence of constraints on the disbursement of incentives and prizes for great performers, as this was the case in the first place. It supports Abawi's (2007) assertion that linking change to salaries and incentives, as well as supporting training and skill development for leaders and workers, is critical (p. 82).

The practice of change management in the light of directed models is a way to reach efficiency in implementing change processes in educational institutions, such as building awareness of change among individuals, creating desire, providing the required knowledge, ensuring the necessary capacity, and strengthening to ensure continuity in achieving the desired change goals. Abdulaziz (2017), found that using the "ADKAR" model to overcome public education teachers' resistance to change has become an unavoidable necessity, as it is one of the most important models in change management, and to distinguish it from other models of change by providing clear and integrated mechanisms through its five stages to deal with the idea of resistance, which is a characteristic of any change, especially fundamental changes in the culture of the school and its staff, such as the application of quality assurance and accreditation.

In light of the dimensions of the ADKAR Model and the most significant obstacles that limit it, it is important to investigate the degree of change management practice for school leaders in public secondary schools in Dammam.

Research Problem

The vision of the Kingdom of Saudi Arabia 2030 seeks to support and develop human resources, by raising the achievement index in the field of educational leadership development; providing school leaders with advanced knowledge and skills necessary to deal with local and global changes; and improving their performance to achieve their effectiveness as leaders of change in professional societies, according to Professional Standards for Educational Leaders.

In view of this, and despite the efforts of the Saudi Arabian Ministry of Education, the necessity of recognizing the degree of change management practice for school leaders has emerged to ensure the quality of education and its outcomes; as the reality of the situation indicates, more support and strength with regard to the effectiveness of the practice is required.

Al-Thubaiti (2018) stated that change models are among the basic and important issues when implementing the transformation plan towards the desired change in educational institutions. The model is a simplified reconstruction of the real situation that decreases the amount of complexity so that it can be properly understood and change goals may be met.

Based on the foregoing, the objective of this paper was to determine the extent to which leaders implement change management in light of the ADKAR Model, which

consists of five dimensions: awareness, desire, knowledge, ability, and reinforcement, as well as to identify the most significant obstacles that limit such practices from the perspective of secondary school female teachers in public education in Dammam.

Research Questions

Our research seeks to answer the following questions:

1. To what extent do the female leaders of public secondary schools in Dammam practice change management in light of the "ADKAR Model" from female teachers' perspective?
2. What are the most important obstacles hindering the practice of change management among female leaders of public secondary schools in Dammam in light of the "ADKAR Model" dimensions from female teachers' perspective?

Research Significance:

The importance of the research appears in its attempt to enrich the educational scientific content about the subject of change management for school leaders, in light of the the "ADKAR Model", which comes in response to the directions of the Kingdom of Saudi Arabia's Vision 2030, which includes important trends in the interest of educational leaders, and what it seeks in order to achieve their continuous development.

It is also hoped that the research findings will assist decision-makers and stakeholders in the Ministry of Education in shedding light on the importance of improving developmental measures and planning training programs that enhance change management practices for school leaders in the educational field, as well as developing mechanisms and programs to overcome the most prominent obstacles confronting school leaders in change management in light of the dimensions of the "ADKAR Model" in public secondary schools in the Kingdom of Saudi Arabia.

Research Methodology and Procedures:

Research Methodology: Based on the research problem and its questions; the descriptive survey method was adopted, due to its suitability to the nature and objective of the research.

Research community and sample: The original research community consisted of all female public secondary school teachers in Dammam, who were (1149) female teachers during the application of the research. A simple random sample of (288) female teachers was tested. The study tool was distributed to them, and responses were obtained, and the final sample number was (178) female teachers by (62%) of the basic community.

Research Instrument: In order to fulfill the research objectives and answer its questions, a questionnaire was used as a data collection tool, and it consisted of two parts as follows:

- **Part one:** Primary data: It represents the general demographic data about the members of the research sample, and it covers the following: academic qualification, service years in education.

- **Part Two:** The dimensions of the questionnaire's axes, which are represented in two axes:
 - *The first axis:* A measure of the degree to which the school leader practices change management in the light of the following dimensions of the ADKAR Model: (awareness, desire, knowledge, ability, reinforcement).
 - *The second axis:* A measure of the degree to which there are obstacles to the practice of change management in the light of the dimensions of the ADKAR Model.

Validity of the research instrument:

The research tool was validated according to the following methods:

1. Face Validity:

The questionnaire, in its initial form, was presented to a number of arbitrators and experts in the field of educational administration, their number was (12) arbitrators. In light of the arbitrators' directions and views, the questionnaire was modified to become in its final form, either by deletion, addition, or modification, in addition, the suitability and affiliation of the statements with the dimension under which they fall, the integrity of their linguistic formulation, and their achievement of the goal for which they were set were confirmed.

2. Internal consistency validity

The questionnaire was applied to a pilot sample of (40) female public secondary school teachers in Dammam, to identify the extent of internal consistency of the questionnaire statements. The Pearson correlation coefficient was calculated for each statement of the questionnaire dimensions with the overall degree of the dimension itself, as follows:

Table 1: Pearson Correlation Coefficients for ADKAR Model Dimension Statements and Obstacles and the overall degree (Pilot Sample: N=40)

Awareness of the need for change		The desire for supporting the female teacher to participate in change		Knowledge of how change could be made	
Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient
1	.825**	1	.809**	1	.841**
2	.851**	2	.921**	2	.888**
3	.924**	3	.904**	3	.879**
4	.764**	4	.863**	4	.866**
5	.895**			5	.869**
The ability to implement change activities		Reinforcement for maintaining change continuity		Obstacles hindering the practice of change management	
Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient	Statement No.	Correlation Coefficient

1	.968**	1	.906**	1	.465**
2	.883**	2	.804**	2	.827**
3	.909**	3	.909**	3	.841**
4	.919**	4	.880**	4	.773**
		5	.920**	5	.740**
				6	.825**
				7	.564**
				8	.837**
				9	.778**
				10	.803**

** Statistically significant at (0.01) level

Table (1) shows that the statements had a high consistency, which is a strong indicator of the instrument's validity, the dependability of its results, and its capacity to measure what it was designed to assess.

3. Construct Validity:

The construct validity was confirmed by measuring the correlation coefficient between each dimension and the scale's overall degree. These findings are explained as follows:

Table 2: Pearson correlation coefficients between each dimension and the scale's overall degree (Pilot Sample: N=40).

Dimension	Awareness of the need for change	The desire for supporting the female teacher to participate in change	Knowledge of how change could be made	The ability to implement change activities	Reinforcement for maintaining change continuity	Overall Degree
Awareness of the need for change	1	.708**	.665**	.701**	.497**	.807**
The desire for supporting the female teacher to participate in change		1	.754**	.772**	.683**	.879**
Knowledge of how change could be made			1	.830**	.797**	.924**
The ability to implement change activities				1	.774**	.923**
Reinforcement for					1	.865**

maintaining change continuity						
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** Statistically significant at (0.01) level

As shown in Table 2, the correlation coefficients between the dimensions and the overall degree are clearly strong and they were all statistically significant at a level less than (0.01), indicating that the scale has high construct validity.

Reliability of the Research Instrument:

To ensure the reliability of the research tool, the reliability coefficient was calculated according to Cronbach's Alpha coefficient, based on the data of the pilot sample at the level of each dimension and the level of each axis, and the results showed high reliability, as shown in Table 3.

Table 3: Cronbach's alpha coefficient for measuring the tool reliability.

Dimension	Cronbach's Alpha
Awareness of the need for change	0.905
The desire for supporting the female teacher to participate in change	0.896
Knowledge of how change could be made	0.915
The ability to implement change activities	0.940
Reinforcement for maintaining change continuity	0.929
Overall Degree	0.969
Obstacles hindering the practice of change management	0.911

Research Results

The answer to the first question: To what extent do the female leaders of public secondary schools in Dammam practice change management in light of the "ADKAR Model" from female teachers' perspective?

To answer this question, the arithmetic means and standard deviations were calculated for the change management practice degree among female leaders in light of the dimensions of the ADKAR Model, which are: (awareness, desire, knowledge, ability, and reinforcement), as indicated in Table 4.

Table 4: The arithmetic means and standard deviations of the female teachers' responses about the change management practice degree in light of the ADKAR Model

Dimension	Arithmetic mean	Standard deviation	Rank	Agreement degree
Awareness of the need for change	3.80	0.98	1	High
The desire for supporting	3.53	1.13	3	High

the female teacher to participate in change				
Knowledge of how change could be made	3.53	1.16	4	High
The ability to implement change activities	3.61	1.05	2	High
Reinforcement for maintaining change continuity	3.48	1.08	5	High
Overall degree	3.59	1.00		High

As indicated in table 4, the overall degree of practicing change management among female leaders working in public secondary school Dammam city, in light of the dimensions of ADKAR Model, which are: (awareness, desire, knowledge, ability, and reinforcement), from the points of view of female teachers, was high with an arithmetic mean of (3.59) and a standard deviation of (1.00). This means that change management is practiced to a high degree among female leaders working in public secondary schools in Dammam city in light of these dimensions, from the points of view of female teachers, which could be attributed to the awareness of female leaders working in public secondary schools of the importance of practicing change management due to the continuous change in roles and duties, side by side with the necessity of keeping pace with the persistent developments emerging at secondary school level, which in turn motivates female leaders for following up all the recent updates in the educational field, through spreading awareness among female teachers towards introducing the targeted change and stimulating desire in this regard, while recognizing and examining the details of such change, in order to gain the ability to implement such change and encourage female teachers supporting change process to ensure the success and continuity of such change.

The results of the axis (change management practice level among female leaders in light of the dimensions of ADKAR Model), indicated the descending order of the dimensions in accordance with their arithmetic means and based on their importance, from the points of view of the research sample members. The overall mean of the awareness dimension attained the first rank with the arithmetic mean of (3.80) and the standard deviation of (0.98), followed by the ability to implement change activities in the second rank with the arithmetic mean of (3.61) and the standard deviation of (1.05), then the desire for supporting the female teachers to participate in change in the third rank with the arithmetic mean of (3.53) and the standard deviation of (1.13), then the dimension of knowledge of how change could be made in the fourth rank with the arithmetic mean of (3.53) and the standard deviation of (1.16), and finally, the dimension of reinforcement for maintaining change continuity in the fifth rank with the arithmetic mean of (3.48) and the standard deviation of (1.08).

The research results related to the dimensions of the ADKAR Model, which are: (awareness, desire, knowledge, ability, and reinforcement), are represented below:

The first dimension: Awareness of the need for change

Table 5: The arithmetic means and standard deviations of the female teachers' responses about the dimension: awareness of the need for change.

Statement No.	Statements The female leader should:	Arithmetic mean	Standard deviation	Rank	Agreement degree
1	Clarify the change goals for the school's female teachers.	3.79	1.10	2	High
2	Clarify the change reasons for the school's female teachers.	3.62	1.10	5	High
3	Guide change towards supporting the school's future vision.	3.76	1.06	4	High
4	Use the various communication channels (including meetings circulars, etc.) to reinforce the awareness messages regarding change necessity for school female teachers.	4.07	1.08	1	High
5	Provide continuous feedback to enhance awareness of the change process in the school.	3.78	1.16	3	High
	Overall degree	3.80	0.98		High

As indicated in table 5, the overall degree of change management practice among female leaders working in public secondary schools considering the dimension (awareness of the need for change) was **high** with a total mean of (3.80) and a standard deviation of (0.98). The results also indicated that there is a significant variation in the points of view of the female teachers regarding this dimension, which indicates high standard deviation values of the dimension statements, as the standard deviation of all statements exceeded the value (1).

Statement (4), which states that the "**Use the various communication channels (including meetings circulars, etc.) to reinforce the awareness messages regarding change necessity for school female teachers**" attained the **first rank**, with the arithmetic mean of (4.07) and the standard deviation of (1.08). This result is partially in line with the results of Al-Mashali (2012) aimed at identifying the reality of the application of change management among principals of the public secondary schools in Riyadh city, in the presence of communication channels and dialogue with various employees in the school, which achieved a very high response degree. On the other hand, this result contrasts with the

research of Al-Shehri (2010) which concluded that the school leadership adoption of the various communication systems to persuade female personnel of the change process in secondary schools in the General Directorate of Education in Asir Region, achieved a medium degree.

- Statement No. (2), which states "**Clarify the change reasons for the school female teachers**" attained the **last rank**, which despite that achieved a high degree, with the arithmetic mean of (3.62) and the standard deviation of (1.10). This result is in line with Al-Harot (2018), who concluded that the school principal explanation of the justifications of the common vision, from the points of view of the teachers working in the public secondary schools in Madaba Governorate, came at a high degree. This is also in line with Al-Rababaa (2020) who concluded that the director concentration on the defects and weaknesses in the school performance, which cause the school weakness and deterioration from the points of view of Jordanian teachers, achieved a high degree.
- **The second dimension: the desire for supporting the female teacher to participate in change**
- Table 6: The arithmetic means and standard deviations of the female teachers' responses about the dimension: the desire for supporting the female teacher to participate in change.

Statement No.	Statements The school female leader should:	Arithmetic mean	Standard deviation	Rank	Agreement degree
1	Encourage female teachers to participate positively in the implementation of change activities in the school.	3.84	1.07	1	High
2	Hold effective panel discussions on the importance of change at the school level.	3.52	1.25	2	High
3	Address the change-related problems in a participatory manner.	3.46	1.31	3	High
4	Design innovative methods aimed at handling the risks resulting from change activities at the school.	3.29	1.27	4	Moderate
	Overall degree	3.52	1.25		High

As indicated in table 6, the overall degree of practicing change management among female school leaders working in public secondary schools, in light of the

dimension (the desire for supporting the female teacher to participate in change), was **high** with the arithmetic mean of (3.53), and the standard deviation of (1.13). The results indicate that there is a high variation in the views of the female teachers about this dimension, which is supported by the high values of the standard deviation of the statement, as the total standard deviation of all statements exceeded the value (1).

- Statement (1), which states (**Encourage female teachers to participate positively in the implementation of change activities in the school**) attained **the first rank** with a high degree, and with the arithmetic mean of (3.84) and the standard deviation of (1.07). This result is in line with Al-Rababaa (2020), who concluded that there is a high degree of practicing change management skills among private and public elementary school principals in Jordan, upon developing the school plans targeting change achievement, based on the points of view of experienced persons. However, the result contrasts with Al-Ghamdi (2017) who concluded that the change management practice degree among female school principals in Al-Baha, in terms of encouraging the school female principals, attained a moderate degree.
- statement (4), which states (**Design innovative methods aimed at handling the risks resulting from change activities at the school**) attained the **last rank** with a moderate degree with the arithmetic mean of (3.29) and the standard deviation of (1.27). Al-Shaqifi (2016), concluded that obstacles hindering the participation of change management among school principals in Al Qunfudhah governorate achieved a high degree, including the excess of burdens and duties assigned to the school principal, which achieved a very high degree, side by side with the inadequate practice of change management by the school leaders in a systematic manner. This result is in line with Maashi (2017), who revealed the reality of the leadership role practiced by the female secondary school leaders in Jazan region in light of change management achieved a moderate response degree, through the development of alternative plans by the female school principal for handling the unexpected problems emerging with relation to the implementation of change plans, and enhancing the innovative ideas supporting change.

The third dimension: Knowledge of how change could be made

Table 7: The arithmetic means and standard deviations of the female teachers' responses about the dimension: Knowledge of how change could be made

State ment No.	Statements The female leader should:	Arithme tic mean	Standard deviation	Rank	Agreeme nt degree
1	Organize training programs on change activities based on the training requirements of female teachers in the	3.60	1.15	2	High

	school.				
2	Encourage distinguished female teachers to participate in the development of their colleagues' competencies, to support the success of change management.	3.84	1.09	1	High
3	Apply individual procedures that are commensurate with each female teacher in order to enable her to implement change.	3.36	1.33	5	Moderate
4	Format specialized committees at the school level to manage the change process.	3.48	1.27	3	High
5	Seeking the consultation of change experts in the school, in order to enable teachers to implement the targeted change processes.	3.37	1.31	4	Moderate
	Overall degree	3.53	1.16		High

As indicated in table 7, the overall degree of practicing change management among female school leaders working in public secondary schools, in light of the dimension (Knowledge of how change could be made), was **high** with the total mean of (3.53), and the standard deviation of (1.16). The results indicated that there is a significant variation in the points of view of the female teachers regarding this dimension, which is supported by the high deviation values of the statements, as the standard deviation values of all statements exceeded the value (1).

- statement (2) which states "**Encourage distinguished female teachers to participate in the development of their colleagues' competencies, to support the success of change management**" attained the **first rank** with a high degree, and with the arithmetic mean of (3.84) and the standard deviation of (1.09). This result is in line with the research of Al-Salami (2018), which concluded that there is a high degree of change management practice among secondary school leaders in Makkah Al-Mukarramah, through creating opportunities for cooperation among the school workers.
- Both statements (5) and (3), which states "**Seeking the consultation of change experts in the school, in order to enable teachers to implement the targeted change processes**" and "**Apply individual procedures that**

commensurate with each female teacher in order to enable her to implement change" attained the **fourth** and the **fifth ranks** respectively, which were the lowest ranks with moderate degrees, and with the arithmetic means of (3.37) and (3.36), and the standard deviations of (1.31) and (1.33), respectively. These results are partially in line with Al-Shaqifi (2016), who concluded that among the main challenges hindering the practice of change management among school principals in Al-Qunfudhah governorate with relation to teachers, are change requirements exceeding teacher capabilities and skills, as they achieved a high degree, which highlights the importance of the role of the female leader in providing teachers with the aspects necessary for the change process. The results also are partially in contrast with Al-Tanbour (2018), who concluded that the school principals seek the consultation of expertise from outside the school in the training programs to a high degree, this could be an effective proposal for minimizing the pressures assumed by the school female teachers.

The third dimension: The ability to implement change activities

Table 8: The arithmetic means and standard deviations of the female teachers' responses about the dimension: The ability to implement change activities.

Statement No.	Statements The female leader should:	Arithmetic mean	Standard deviation	Rank	Agreement degree
1	Communicate constantly with female teachers to make sure the practical application of change practices at the school.	3.66	1.18	1	High
2	Distribute tasks among female teachers based on their competencies in achieving change goals.	3.57	1.20	4	High
3	Develop programs dedicated to monitoring performance at the school level.	3.58	1.17	3	High
4	Transfer directly the required information related to change.	3.62	1.10	2	High
	Overall degree	3.61	1.05		High

- As indicated in table 8, the overall degree of practicing change management among female school leaders working in public secondary schools, considering the dimension (The ability to implement change activities), was **high** with the

total mean of (3.61) and the standard deviation of (1.05). The results indicated that there is a significant variation in the points of view of the female teachers regarding this dimension, which is supported by the high deviation values of the statements, as the standard deviation values of all statements exceeded the value (1).

- Statement 1, which states "**Communicate constantly with female teachers to make sure the practical application of change practices at the school**" attained the **first** rank with a high degree, and with the arithmetic mean of (3.66) and the standard deviation of (1.18). This result is in line with the research of Al-Zoubi (2019), which concluded that secondary school principals in Irbid Governorate in Jordan follow up the course of action of change plan to a high degree. The results contrast with Al-Ghamdi (2017), who concluded that there is a moderate degree of ongoing follow-up of change implementation results. However, the variation of the results could be attributed to the time dimension.
- Both statements (3) and (2), stating that "**Develop programs dedicated to monitoring performance at the school level**" and "**Distribute tasks among female teachers based on their competencies in achieving change goals**" attained the **third** and the **fourth** ranks respectively, which achieved high availability degrees despite being the lowest responses, with the arithmetic means of (3.58) and (3.57), and the standard deviations of (1.17) and (1.20), respectively. These results are in line with Al-Mashali (2012), who concluded that there is an agreement on the development of a system for monitoring and evaluating the change course of action in the school, side by side with the redistribution of competencies to the school interest. The results also are in contrast to the research of Al-Ghamdi (2017), which concluded that the regular review and evaluation of change plans and the distribution of the tasks among workers according to their specialization and competence required for change, are applied to a moderate degree, noting that this contradiction of the results could be attributed to the variation of the research sample members, as the Al-Mashali research was applied to the female school principals and female school administration supervisors, while the sample of Al-Ghamdi research constituted of female teachers.

The third dimension: Reinforcement for maintaining change continuity

Table 9: The arithmetic means and standard deviations of the female teachers' responses about the dimension: Reinforcement for maintaining change continuity.

State ment No.	Statements The female leader should:	Arithme tic mean	Standard deviation	Rank	Agreeme nt degree
1	Creating an attractive work environment helping female school teachers to be engaged in the change process.	3.29	1.26	5	Moderate

2	Evaluate change programs at the school level consistently.	3.50	1.11	3	High
3	Encourage initiatives contributing to change achievement at the school levels.	3.64	1.13	2	High
4	Provide the required initiatives to encourage female teachers to successfully support the change activities.	3.31	1.31	4	Moderate
5	Constantly praise the achievements supporting the desired change.	3.67	1.13	1	High
Overall degree		3.48	1.08		High

- As indicated in table 9, the overall degree of practicing change management among female school leaders working in public secondary schools, in light of the dimension (Reinforcement for maintaining change continuity), was high with the total mean of (3.48) and the standard deviation of (1.08). The results indicated that there is a significant variation in the points of view of the female teachers regarding this dimension, which is supported by the high deviation values of the statements, as the standard deviation values of all statements exceeded the value (1).
- Statement (5), stating that "**Constantly praise the achievements supporting the desired change**" attained the **first** rank with a high degree, and with the arithmetic mean of (3.67) and the standard deviation of (1.13). This result is in line with the research of Al-Zoubi (2019), which concluded that secondary school principals in Irbid Governorate in Jordan do their best to motivate teachers towards change constantly and to a high degree. Nonetheless, the results contrast with the research of Al-Nuaimi (2011), which concluded that the school principal express his appreciation to the employee in light of their change-related achievements to a moderate degree.
- Statements (1), which states that "**Creating an attractive work environment helping female school teachers to be engaged in the change process**" attained the **last** rank with a moderate degree, with the arithmetic mean of (3.29) and the standard deviations of (1.26). This result is in line with Al-Dhafiri (2019), who concluded that the school principal provides the proper educational environment supporting change achievement to a moderate degree and Al-Harot (2018), who indicated that there is a moderate of leaders' devotion to the development of school climate supporting change. However, This result contrasts with Al-Zoubi (2019), who indicated that the school principal seeks the development of the school climate supporting change and development to a high degree.

The answer to the second question: What are the most important obstacles hindering the practice of change management among female leaders of public secondary schools in Dammam in light of the "ADKAR Model" dimensions from female teachers' perspective?

The arithmetic means and standard deviations were calculated for the female teacher response degrees to the statements related to the most important obstacles hindering the practice of change management among female school leaders working in public secondary schools in light of the dimensions of "ADKAR Model", as illustrated in the following table:

Table 10: The arithmetic means and standard deviations of female teachers' responses about the most important obstacles hindering the practice of change management among female secondary school leaders in light of the dimensions of "ADKAR Model".

Statement No.	The important obstacles hindering the practice of change management among female secondary school leaders in light of the dimensions of the "ADKAR Model"	Arithmetic mean	Standard deviation	Rank	Agreement degree
1	The excessive satisfaction with the current situation of the school.	2.98	1.12	2	Moderate
2	Lack of a clear vision about the change process in the school.	2.62	1.18	4	Moderate
3	The limited ability of the school management to maintain the continuity of the desired change.	2.49	1.17	6	Low
4	Lack of cooperation between the school management and the female teachers, required to produce the desired change.	2.49	1.32	7	Low
5	The resistance of some school female teachers to the change process in the school.	2.61	1.30	5	Moderate
6	Lack of school management awareness of the potential risks in case of failure to achieve the desired change.	2.41	1.26	9	Low
7	Lack of the available material resources required to introduce change in the school.	3.07	1.37	1	Moderate
8	Lack of the school leadership experience to manage change in	2.36	1.34	10	Low

	the school.				
9	The inadequate training provided to female teachers to practice change activities in the school.	2.49	1.31	8	Low
10	The limited support provided by the General Directorate of Education to change initiatives at the school level.	2.79	1.38	3	Moderate
	Overall degree	2.63	0.96		Moderate

- As indicated in table 10, the total mean of the most important obstacles hindering the practice of change management among female secondary schools in light of the dimensions of "ADKAR Model", attained a moderate degree, as the total arithmetic mean reached (2.63) with the standard deviation of (0.96).
- The statement "**Lack of the available material resources required to introduce change in the school**" attained the **first** rank with a moderate significance degree, and with the arithmetic mean of (3.07), and the standard deviation of (1.37), which could be attributed to the budget allocated to each school and directed to covering the main school requirements, which accordingly lead to the limited spending on other fields supporting the change process in the school. This result is partially in line with Al-Mutairi (2020), who indicated that the obstacles hindering the application of organizational change management in secondary schools of Kuwait, in light of the contemporary variables, with regard to financial capabilities, ranked first in a low degree. However, this result contrasts with Al-Shaqifi (2016) and Al-Shehri (2010), who indicated that the obstacles hindering the practice of change management among school principals, including lack of financial provisions required for the implementation of the change process, achieved a high and very high degree.
- The statement "**Lack of the school leadership experience to manage change in the school**" ranked the **last** with a low significance degree, and with the arithmetic mean of (2.36), and the standard deviation of (1.34), which could be attributed to high experience enjoyed by female leaders in practicing change management at their schools, and such high experience could have been gained through the occupational training provided to school leaders in light of the circular No. (4200029906) announced by the Ministry of Education on 13/11/1442 A.H with regard to "The Summer Vocational Educational Development Project" in an active partnership between educational department and universities in four levels, with the purpose of developing administrative practices in the field of educational leadership (Ministry of Education, 1442 AH). In this regard, the most prominent result concluded by the research of Argon and Dilekci (2016) indicated that there is a positive relationship between the change management behaviors adopted by principals and their experience levels from teachers' perspectives. This result contrasts with Al-Shaqifi (2016), who concluded that the obstacles of change management practice among school principals in Al Qunfudhah Governorate are represented in: the limited practice

of school management by school leaders and the institutional transformation through a systematic manner, which attained a high degree.

In general, the moderate degree attained by the axis (the most important obstacles hindering the practice of change management among female secondary school leaders in Dammam, in light of the dimensions of "ADKAR Model"), indicates that female school leaders face several difficulties while practicing change management, although such difficulties are achieved to a moderate degree. In contrast, they practice change management to a high degree, which could be attributed to the efforts exerted by the kingdom of Saudi Arabia towards administrative change management, through the adoption of the King Abdullah Public Education Development Program (TATWEER), which aims, among its main objectives, to enable educational leaders to produce and effectively manage the desired change to enhance the efficiency of administrative work, develop leaders knowledge and skills, and train them through establishing a national center for the development of educational leaders (TATWEER, 1434 A.H).

Furthermore, the National Center for Professional and Educational Development created the School Leadership Program in the Jeddah and Al-Sharqiya areas, with the goal of raising the indicator of performance in the field of producing school leaders. Among its programs in the fourth phase was the "School Leadership Practitioner" project, which aims to equip leaders with the knowledge, skills, and positive attitudes toward effective school leadership so that they can contribute to ensuring educational quality and leading the process of change in their school within the community environment (Ministry of Education, 1441AH).

These previous efforts came simultaneously with the strategic goals set by the Kingdom of Saudi Arabia through its vision (2030), in the field of human resource development, specifically in the education sector, as it included goals to develop the educational system and focus on educational leaders, by providing them with knowledge, skills, and experience to increase its contribution in the various fields of development (Ministry of Education, 1440 AH).

Research Recommendations

Based on the results, the following recommendations were presented:

1. Reducing administrative responsibilities and tasks assigned to school leaders, allowing them to be creative and inventive when completing jobs and addressing problems.
2. Continuous upgrading of leadership positions as a consequence of ongoing developments in the educational sector and the requirements of the Saudi Vision 2030, in line with the organizational and procedural guidance for school leadership in public education schools.
3. Creating a framework that allows leaders to seek the support of change management specialists, such as establishing local relationships with faculties of education and recognized training institutions to conduct programs and training courses aimed at improving school leaders and instructors.
4. Providing adequate material and human resources to enable leaders to establish an appealing work environment for change processes and to give incentives for exceptional teachers in executing change activities.

5. Forming a team specialized in change management at the level of each educational department, and its tasks are as follows: supporting change processes and initiatives in general education schools and training leaders on change management models, such as the ADKAR Model, during the weeks, the members of the administrative body returned to the schools, in addition to the team participation in the personal interviews committee to nominate school leaders.

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