

The Degree of the Change Management Practice from the Leaders of Public Education Schools Point View in the Governorate Jeddah - Field Study

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Objectives: Revealing the degree of change management practice from the point of view of the leaders of public education schools in Jeddah, and identifying the strengths and opportunities for improvement. The impact of each of the variables (scientific qualification, experience in education, number of training courses in the field of leadership) in the reality of the practice of change management from the point of view of the leaders of public schools in Jeddah. **The study methods:** In order to achieve the objectives of the study, the researcher used the descriptive approach. The current study population consists of the leaders of the public schools of public education in the governorate of Jeddah, who numbered (510) leaders. After studying the educational literature and previous studies on the topics of change management, the researcher built and developed a questionnaire to identify the degree of leadership of the school leaders to manage change from the point of view of the leaders of public schools in Jeddah. **The main results:** The practice of the leaders of public education schools in Jeddah to manage change came at (very high) from their point of view. There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah in favor of the responses of school leaders who have a scientific qualification (BA). **Study Recommendations:** - Support senior management of change to achieve internal and external beneficiary satisfaction. - Raising the level of change management for school leaders. - To spread the culture of change management and improve its level in general education schools. - Provide an effective incentive system to contribute to the achievement of the goals of the school and linking it to the performance of employees.

Key words: *Change Management Practice, Leadership, Public Education*



Introduction

The change and transformation from state to another is the life norm the, the drive for change and development is an urgent need to meet the challenges of schools and in response to meet the needs of the education system towards change Here it is worth each leader to determine the path of change and control through the so-called management of change, which contributes effectively to the guidance and setting goals And the selection and follow-up of means of implementation.

The change is becoming a reality in the life of educational institutions. The century in which we live is the depth of social, intellectual, economic and technological changes, and is filled with rapid changes in all spheres of life. There is an urgent need for change in organizational structures and operational methods so that they are in a position to Exercise its activities and perform its roles more efficiently and effectively.

Through the above, we find that the process of developing public education is an urgent necessity to enhance the confidence of the community in the school as a social educational institution established for the service of this society and reflected in the implementation of its standards of development for all elements of the educational process and raise the level of efficiency and effectiveness of schools in Saudi Arabia.

The study Problem:

Al-Muneef (2006: 21) stated that it is no longer possible to ignore the planned change, the waiting and the futile hesitation because it is an escape from reality, and thus there is no room for facing the global challenges except by reducing costs and increasing productivity. This will never happen except by changing change and managing its affairs. Difficult and psychological conflict confronts managers and leads to problems and pitfalls and obstacles, being a change that leads to a full state of alert because educational institutions cannot remain immune to the next global economic tide, which requires the response and courage of managers in dealing positively with the start of change organization Comprehensive.

Al-Hilali (2008) adds the importance of identifying the variables that are related to the important workforce in the work environment surrounding the schools. Some individuals may face this process by adhering strongly to common cushions, and they refuse to change. Here, schools find themselves before overcoming this conflict of change there must be consensus among educational institutions that change is necessary and desirable.

In the view of Rashid (2013) that today's school faces challenges not known by yesterday's school, which is the most important educational institution in the achievement of educational goals, and the basic corner of the school: the leader and teachers: The school leader is the

captain of the ship and the supervisor of educational resident, teachers are those who make the success We are required to change and manage it and to develop programs, methods, means, buildings and equipment, all of which are necessary and will not dispense with any one of them.

Despite Saudi Arabia's efforts to develop education, allocating about 25% of the country's total public budget expenditure, the expected return from this expenditure has not met the required level. Saudi education output is still below the expected level (Al-Otaibi, 2016, p. 5).

The researcher hopes that this study will contribute to supporting research on change management in public education in the Kingdom of Saudi Arabia using modern methods and strategies that provide scientific foundations for the development of school performance in all its aspects.

Through the personal experience of the researcher, he noted that there is a need to reveal the degree of effective practices of change management to contribute effectively to the achievement of sustainable development and to meet the local and global challenges. Therefore, the present study aims to improve the performance of the school in order to help it implement the role assigned to it, Develop and determine their requirements and try to remove the difficulties that may face the schools when applied, and specifically the study will try to answer the following main question:

- What is the degree of change management practice from the point of view of the leaders of public education schools in Jeddah

Several sub-questions arise from this question:

Study Questions:

- 1- Are there any statistically significant differences in the degree of practicing change management from the point of view of the leaders of general education schools in Jeddah due to the variable of scientific qualification?
- 2- Are there any statistically significant differences in the degree of change management practice from the point of view of the leaders of general education schools in Jeddah due to the variable of experience in education?
- 3- Are there any statistically significant differences in the degree of change management practice from the point of view of the leaders of general education schools in Jeddah due to the variable number of training courses in the field of leadership?

Objectives of the study:

The current study will aim at:

- 1) Revealing the degree of change management practice from the point of view of the leaders of public education schools in Jeddah, and identifying the strengths and opportunities for improvement.
- 2) The impact of each of the variables (scientific qualification, experience in education, number of training courses in the field of leadership) in the reality of the practice of change management from the point of view of the leaders of public schools in Jeddah.

The importance of studying:

The importance of the current study is to address a topic that is closely related to public education, which is central to building the community values system on the one hand, and from the role of the school in educating students about life skills through the development and improvement of the outcomes of the educational process. Schools to identify the reality of change management in schools and it is hoped that the current studies contribute to the following:

- 1) Help school administrators and school leaders to practice change in an organized scientific manner, helping to control change management to achieve its vision and mission more effectively.
- 2) The present study adds to the Arab administrative thought and the Arab and international libraries in the field of change management.

Study limits

The limits of this study are limited to the following

Objective limits: The current study was limited to revealing the degree of practice of the degree of change management practice from the point of view of the leaders of public education schools in Jeddah.

Human limits: This study was limited to the leaders of public education schools in the governorate of Jeddah.

Spatial limits: This study was applied to general public education schools in Jeddah governorate.

Time Limits: This study was applied during the second semester of the academic year (1439 AH - 1440 AH)



Terminology of study:

The following terms are defined as follows

Change:

Linguistically meant to switch which made the thing is not what it was in the term meant to change the thing from the situation that it was before and replace it with others (Filet and Abdel Majid, 2009, p. 360)

Change Management Educational Accreditation for School

The quality of performance of high school principals to achieve the goals of the educational process in light of the available resources (Bani Hamdan, 2018, p. 5).

The researcher knows change management procedurally as:

Systematic and continuous efforts to achieve the efficiency and effectiveness of the school through processes (planning, organization, direction, control, decision making, evaluation) in order to achieve the desired change and achieve its objectives.

Public education

Education offered to students from the beginning of the educational ladder to the beginning of university education" (Al-Hamed et al., 2007, p. 83).

Theoretical framework

The researcher dealt with the theoretical framework

The causes of change, change strategies, the stages of change, the factors of change, the reasons behind the development and change, the concept and definition of resistance to change, the reasons for resisting change, resistance to change and ways to address it, The advantages of change resistance, change management requirements and organizational development.

Previous studies

Algaradat (2013) conducted a study entitled "Managing Change in High School Principals in Hail Educational Region". The aim of the research was to identify the role of the secondary school director in the management of change in the Hail educational area and to find out if there are differences between the members of the research sample.

The sample of the study consisted of (1036) individuals and distributed a questionnaire related to the management of change, which consisted of (49) paragraphs divided into (5) areas: planning, organization, guidance and control, decision making, for data analysis they are: average sensitivity J, and percentages, analysis of variance, and Pearson correlation coefficient.

The results revealed that the overall degree of secondary school principals for managing change was high. The most practiced areas were the evaluation and the least organized. The results also indicated that there were no statistically significant differences in the principals' practice of change management according to the variable of academic qualification.

And the existence of statistically significant differences according to the variable of career status in the field of organization between supervisors and mentors. The trend of the differences was for the benefit of educational supervisors, and one of the main recommendations of the research was organizing and holding training courses to increase the effectiveness of school principals in managing change within the school.

Al-Sherif (2016) conducted a study under the title "The degree of the principals of secondary education schools in the management of Tabuk educational to the requirements of management change from the perspective of their teachers and administrators." The study aimed to identify the degree of exercise principals of secondary schools in the administration of Tabuk with these schools, The teacher's view and the detection of the differences function in the sample of the study sample of the reality of the principals of secondary education schools in Tabuk educational administration to the requirements of change management, which may be attributed to the variable of experience, nationality, gender and nature of work. Secondary School of Education The educational administration of Tabuk is practicing the requirements of change management to a great extent, where the axis of: (Systems and administrative policies ranked first) with an average of 6626 and the development of teachers on the second rank with an average of (6621) (6621) and the axis (organizational structure) on the third rank with an arithmetic mean (6642) and the axis of conditions and variables of the environment on the fourth rank with an average of (6642). The study also showed no statistically significant differences due to the variable nationality, Sex, nature of work, while there are differences a statistic attributed to the variable (experience.)

Study of the Jawarneh (2008) entitled

"The degree of difficulty of practicing change management among the administrative leaders in the directorates of education in the Northern Region in Jordan" This study aimed at identifying the degree of difficulty in practicing change management among the administrative leaders in the directorates of education of the Northern Region in Jordan, (66) sections, divided into six areas and after the verification of the procedures of honesty and consistency were

applied to a sample of (192) educational leaders and concluded the study results of the most important:

- The sample estimates ranged from high and medium to high. The field of curriculum and textbooks was ranked first with an average of (3,26). The field of preparation and training of teachers ranked last with an average of 2.99.
- There are statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members attributed to the variable of scientific qualification for the holders of bachelor's and master's degrees in the field of objectives, policies and strategies and the field of teacher preparation and training and the field of educational management and the difficulty as a whole.

The study recommended the participation of administrators in the process of setting and planning change goals. It also aims at holding training courses to enhance the culture of change management among employees in the directorates of education and linking it to an incentive system. The administrative leaders should deepen partnership relations between the educational institutions and the local community to achieve the goals of the desired change.

Alamaira (2015) conducted a study entitled "The degree of the practice of managing change in the principals of public schools from the point of view of teachers." The study aimed at revealing the reality of change management among public school principals from the point of view of teachers. The study sample consisted of (283) teachers.

The results showed that the mean of the level of change management was 3.19 and the mean was. The study also revealed statistically significant differences between the average of the sample's estimates on the field of implementation and the tool as a whole, and the absence of statistical differences Due to specialization variable only in the field of the differences in favor of literature and the tool as a whole were attributed to variable years of experience. Differences were in favor of experience (10) years and more. The study reached recommendations such as the necessity of the director's attention to the principles of change management, especially in administrative follow-up procedures and evaluation procedures. Scientific disciplines have less experience in applying these principles and conduct studies to identify the obstacles that high school principals face in applying change management.

Beni Hamdan (2018), entitled "Change Management Strategies in Secondary Schools and Their Relation to Performance from Teachers 'Perspective," aims to identify the strategies of change management in secondary schools and their relation to performance from teachers' point of view. The study sample consisted of 365 teachers and a teacher from Jerash from the community of (1462) teachers and teachers.

To achieve the objectives of the study, the researcher developed two questionnaires: the first to measure the level of change strategies, the second to measure the level of performance and



to extract the sincere and firm practitioners. And the existence of a statistically significant positive relationship between change management strategies and the level of job performance.

Foreign Studies

Kuhn (2012), entitled "Possible Differences in School Leadership for the Process of Change from Teachers' Perspective," aimed at revealing the perceptions of school principals and teachers about change. The researcher used a survey on a sample of teachers and applied a questionnaire consisting of two parts: The results of the study were: The existence of a large gap between the assessment of the leadership of teachers and teachers to change, and the similarity between leadership responsibilities among the generations studied.

Nini (2010), "The role of the manager in changing systems using response as an input to change".

The study aimed to examine the reform efforts such as responding to the intervention from the point of view of the principals and teachers. The researcher used the analysis of content, interviews and observations to reach the results of his study, the most important of which are: the existence of five dimensions Providing vision and appropriate behavior models, maintaining global aspirations, promoting commitment to goals and personal support, providing individual vision and support, individual support, and showing that the three schools' changing attributes of self-efficacy and knowledge Change and Correlation of Change, and recommended that the study identify the skills and attributes of change and used in changing systems.

Methodology:

In order to achieve the objectives of the study, the researcher used the descriptive approach, which is defined by Assaf (2006, p. 191) as: "This kind of research is done by questioning all members of the research community or a large sample of them. Without going beyond that to study the relationship or to infer the reasons. " Through the descriptive approach, the degree of practice of change management has been identified among the leaders of the general education schools in Jeddah from their point of view.

Second: Society and Study Sample:

The current study population consists of the leaders of the public schools of public education in the governorate of Jeddah, who numbered (510) leaders.

Characteristics of Study Sample Members:

The frequencies and percentages of the study sample were calculated according to the variables (scientific qualification, years of experience in education, training courses in the field of leadership). The following table (3.2)

Table (3.2) Duplicates and percentages of the members of the research sample distributed according to personal variables

Serial	Variable	Level	Frequency	Percentage %
1	Qualification	BA Postgraduate	241	%88
		Postgraduate	33	%12
2	Years of experience in education	Less than 10 years	35	%12.8
		10 years and over	239	%87.2
3	Training courses in leadership	Three courses and less	32	%11.7
		From 4 to 6 sessions	55	%20.1
		More than 6 sessions	187	%68.2
Total			274	%100

It is clear from Table 3.2 that most of the leaders of the public schools in Jeddah were members of the study sample (88%). The leaders who qualified for the postgraduate studies were 12% studying.

As for the variable of years of experience in education, it is clear that most of the sample of the heads of public schools in Jeddah have years of experience in education (10 years and over) by 87.2%, and leaders with years of experience (less than 10 years) 12.8% of the total sample.

As for the variable training courses in the field of leadership, it is clear that most of the sample of the leaders of public schools in Jeddah received more than 6 courses by 68.2%, followed by leaders who obtained (4-6 courses) by 20.1% The lowest percentage of leaders (3 courses and less) was (11.7%) of the total sample.

Fourth: The study tool (questionnaire)

After studying the educational literature and previous studies on the topics of change management, the researcher built and developed a questionnaire to identify the degree of leadership of the school leaders to manage change from the point of view of the leaders of public schools in Jeddah. The researcher relied on building the questionnaire on a number of



previous studies Such as the study of Algaradat (2013) and the study of al-Nuaimi (2011). The questionnaire contained in its final form two main parts:

The first part is the personal data of the members of the study sample and they are represented in: (scientific qualification, years of experience in education, training courses in the field of leadership)

Part II: The Degree of Leadership of School Leadership for Change Management consists of 51 words divided into five dimensions as follows:

- The first dimension: Planning, consisting of (12) words, with serial numbers (1 to 12)
- The second dimension: The organizing, consisting of (10) phrases, with serial numbers (13 to 22)
- The third dimension: Guidance and control, consisting of (10) phrases, with serial numbers (23 to 32)
- The fourth dimension: Decision-making, consisting of (9) phrases, with serial numbers (33 to 41.)
- The fifth dimension: The evaluation, consisting of (10) phrases, with serial numbers (from 42 to 51)

-Valid of study tool:

In order to verify the veracity of the questionnaire, the researcher used the following methods:

1) Virtual honesty:

The questionnaire was presented in its preliminary form to a group of arbitrators with the expertise and experience of university faculty members to ascertain the extent to which each paragraph relates to the axis to which it belongs, the clarity of each paragraph and the correctness of its language formulation and its suitability to achieve the objective for which it was established. To improve them by deleting, adding, reformulating or otherwise stating what they deem appropriate.

The questionnaire became final after verifying its veracity, consisting of 51 words divided into five dimensions.

2) Internal consistency honesty:

The validity of the internal consistency was calculated by calculating the Pearson correlation coefficient between the scores of each statement and the total score of the dimension to which the term belongs, as shown in Table 3.3 below:

Table (3-3). Pearson correlation coefficients between the scores of each statement and the total score of the dimension to which the phrase belongs

The first dimension Planning		The second dimension Organizing		The third dimension Guidance and control		The fourth dimension Make decision		The fifth dimension Evaluation	
S	Coefficient of correlation	S	Coefficient of correlation	S	Coefficient of correlation	S	Coefficient of correlation	S	Coefficient of correlation
1	**0.852	13	**0.810	23	**0.716	33	**0.832	42	**0.755
2	**0.789	14	**0.746	24	**0.728	34	**0.751	43	**0.764
3	**0.814	15	**0.769	25	**0.789	35	**0.809	44	**0.811
4	**0.794	16	**0.750	26	**0.817	36	**0.809	45	**0.830
5	**0.826	17	**0.830	27	**0.730	37	**0.828	46	**0.771
6	**0.802	18	**0.680	28	**0.863	38	**0.706	47	**0.753
7	**0.726	19	**0.771	29	**0.741	39	**0.749	48	**0.775
8	**0.653	20	**0.857	30	**0.791	40	**0.750	49	**0.810
9	**0.814	21	**0.738	31	**0.770	41	**0.777	50	**0.752
10	**0.843	22	**0.803	32	**0.729			51	**0.839
11	**0.843								
12	**0.758								

**statistically indicative at the level of significance (0.01)

Table 3-3 shows that the values of the correlation coefficients between the terms and the dimensions were high. The first dimension ranged between (0.653 - 0.852). In the second dimension, the correlation ranged from 0.680 to 0.857. (0.762 - 0.863), and for the fourth dimension: the decision was between (0.706 - 0.832) and for the fifth dimension: the evaluation ranged between (0.752 - 0.839). All of these were statistically significant at (0.01) Highly credible internal consistency of all dimensions of the resolution.

3) Structural honesty:

The validity of the construction of the questionnaire was ascertained. Pearson correlation coefficient was calculated for each dimension as a subdivision and the total score of the questionnaire.

Table (3-4) Correlation coefficients between the degrees of each dimension and the total score of the questionnaire

S	Dimension	Coefficient of correlation
1	First Dimension: Planning	**0.817
2	Second dimension: Organizing	**0.841
3	Third dimension: Guidance and control	**0.918
4	Fourth dimension: Decision making	**0.877
5	Fifth Dimension: Evaluation	**0.928

**statistically indicative at the level of significance (0.01)

It is clear from Table (3-4) that the correlation coefficients of the five dimensions of the questionnaire in the total number were high (0.817 - 0.928), all of which were statistically significant (0.01). Indicating a high degree of structural honesty of the questionnaire.

Stability of the study tool :

The consistency of the questionnaire was determined by calculating the consistency of the expressions in terms of the Alpha Kronbach equation. The results are shown in Table (3-5)

Table (3-5) Coefficients of alpha-kronbach stability to resolution dimensions, and resolution as a whole

S	Dimension	Number of Phrases	Stability coefficient
1	First Dimension: Planning	12	0.95
2	Second dimension: Organizing	10	0.92
3	Third dimension: Guidance and control	10	0.92
4	Fourth dimension: Decision making	9	0.92
5	Fifth Dimension: Evaluation	10	0.93
Grand total (degree of practice of school leaders for change management)		51	0.98

The previous table (3-5) shows that all values of stability coefficients for the resolution dimensions were high. The stability coefficient values for the dimensions ranged from 0.92 to 0.95 and the total stability coefficient of the questionnaire was 0.98. These high values indicate stability validity of the application and the reliability its results.

Fourth: Statistical Methods Used:

Based on the nature of the study and the objectives it sought to achieve, the data were analyzed using the statistical package for social sciences (SPSS) and the results were obtained according to the following statistical methods:

1-Duplicates and percentages: to identify the characteristics of the study sample members according to personal data.

2-The arithmetic averages and the standard deviations: to calculate the mean of the questionnaire expressions as well as the total scores and sub - grades of the questionnaire based on the responses of the sample members of the study. And the extent to which the responses of the sample members of the sample differ from their average.

3-Pearson correlation coefficient: To calculate internal consistency.

4-Alpha Kronbach: To calculate the stability of the terms of resolution

5-Range equation,: To describe the arithmetic mean of the responses on each *statement and after, as follows:*

The response score is set to give a very high response (5), high (4), high (3), medium (2), weak, and (1), very weak, depending on the following categories:

- From 1 to less than 1.8 represents the degree of approval (very weak)
- From 1.8 to less than 2.6 represents the degree of approval (weak)
- From 2.6 to 3.4 represents the approval score (average.)
- From 3.4 to less than 4.2 represents the degree of approval (high)
- 4.2 to 5 represents the degree of approval (very high.)

6-To test two independent variables to identify the differences between the mathematical averages of the responses of the sample members according to the variables (scientific qualification, years of experience in education)

7-One way ANOVA test to identify the differences between the arithmetic averages of the responses of the sample members according to the variable (training courses in the field of leadership.)

Results and discussion of the study

Main question: "What is the degree of change management practice from the point of view of the leaders of general education schools in Jeddah"?

To answer this question, the arithmetical mean and the standard deviation of the responses of the leaders of general education schools in Jeddah were calculated on the dimensions of the questionnaire of the researcher in five dimensions, Table (4.1:)

Table (4.1) The standard averages and standard deviations of the responses of leaders of general education schools in Jeddah on dimensions of the questionnaire (degree of change management practice), descending order

Dimension No	Dimension	SMA	standard deviation	Dimension order	Degree of practice
2	Organizing	4.52	0.529	1	Very high
4	Decision making	4.46	0.558	2	Very high
5	Evaluation	4.44	0.578	3	Very high
3	Guidance and control	4.39	0.578	4	Very high
1	Planning	4.16	0.734	5	High
Grand total (degree of change management practice among leaders of public education schools in Jeddah governorate)		4.38	4.38	---	Very high

It is clear from Table (4-1) that the practice of leaders of general education schools in Jeddah to manage change came at a very high level from their point of view. The general arithmetic mean of the total score of the practice of change management among leaders of general education schools in Jeddah was 4.38., With a standard deviation of (0.524). The standard deviations of the five dimensions of change management ranged between (0.529 - 0.734), which is low. This indicates the homogeneity of the responses of leaders of public education schools in Jeddah regarding their practice of managing change.

The researcher explains that the leaders of the general education schools in Jeddah governorate of change management are very (very high) in their view to support the senior management of the concepts and practices of change management in schools

As shown in Table (4-1) above, the practice of the leaders of public education schools in Jeddah to manage change in the dimension (organization) came in the first order with an average of (4.52), followed in the second ranking by the leaders of general education schools in Jeddah to manage change in the distance (4.46). In the third order, the practice of managing the change



in the post (calendar) period was an average of (4.44). In the fourth order, (Very high), and in the last ranking came the practice of leaders of public education schools in Jeddah To manage change in dimension (planning) with an arithmetic mean (4.16), a degree of exercise (high)

For more detail, the researcher calculated the arithmetical averages and the standard deviations of the responses of the sample members of the study sample from the leaders of general education schools in Jeddah on the extent of their practice of managing change in each dimension of the questionnaire.

Answer: "Are there any statistically significant differences in the degree of change management practice from the point of view of the leaders of general education schools in Jeddah due to the variable of scientific qualification"?

The T-test of two independent samples was used to identify the differences between the responses of the leaders of the general education schools in Jeddah regarding the degree of their practice of change management, which is due to the different qualifications.

Table (4-7) T-test results for two independent samples to identify the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their practice of managing change

Variables	Qualification	No	SMA	standard deviation	T	Level of significance
First dimension: Planning	BA	241	4.23	0.744	5.572	0.000**
	Postgraduate	33	3.71	0.453		
Second dimension: Organizing	BA	241	4.57	0.515	4.428	0.000**
	Postgraduate	33	4.15	0.483		
third dimension: Guidance and control	BA	241	4.44	0.546	3.648	0.001**
	Postgraduate	33	4.00	0.664		
Fourth dimension: Make decision	BA	241	4.49	0.558	2.859	0.005**
	Postgraduate	33	4.20	0.489		
Fifth dimension: Evaluation	BA	241	4.49	0.554	4.580	0.000**
	Postgraduate	33	4.02	0.585		
total summation The degree of practice of leaders of public education schools in Jeddah governorate for change management	BA	241	4.44	0.514	4.631	0.000**
	Postgraduate	33	4.00	0.432		

**statistically indicative at the level of significance (0.01)

The following table (4-7) shows the following:

- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the difference in the academic qualification., Which is a statistical function at the level of significance (0.01). These differences were in favor of the responses of school leaders with a scientific qualification (BA)
- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah governorate on the degree of their practice of managing change in all dimensions of change management (planning, organization, direction, supervision, decision making, and evaluation). The



values of these dimensions ranged between (2.859 - 5.572). These values were statistically significant at the level of (0.01). These differences were in favor of the responses of school leaders with a scientific qualification.

The researcher attributed this finding to the fact that leaders with postgraduate studies may evaluate themselves on more precise criteria, and that leaders with a bachelor's degree may be over-evaluating their practice of managing change.

Answer: "Are there any statistically significant differences in the degree of change management practice from the point of view of the leaders of general education schools in Jeddah due to the variable years of experience in education"?

The T-test of two independent samples was used to identify the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their practice of managing change, which is due to different years of experience in education.

Table (4-8) T-test results for two independent samples to identify the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their practice of managing change, which is due to different years of experience in education

Variables	Years of experience in education	No	SMA	standard deviation	T	Level of significance
First dimension: Planning	Less than 10 years	35	4.07	0.689	-0.782	0.435
	10 years and over	239	4.18	0.741		
Second dimension: Organizing	Less than 10 years	35	4.31	0.634	-2.467	0.014*
	10 years and over	239	4.55	0.506		
third dimension: Guidance and control	Less than 10 years	35	4.16	0.644	-2.517	0.012*
	10 years and over	239	4.42	0.562		
Fourth dimension: Make decision	Less than 10 years	35	4.25	0.728	-2.385	0.018*
	10 years and over	239	4.49	0.523		
Fifth dimension: Evaluation	Less than 10 years	35	4.20	0.692	-2.233	0.031*
	10 years and over	239	4.47	0.553		
total summation The degree of practice of leaders of public education schools in Jeddah governorate for change management	Less than 10 years	35	4.19	0.619	-2.308	0.022*
	10 years and over	239	4.41	0.504		

*statistically indicative at significance level (0.05)

The following table (4-8) shows the following:

- There were statistically significant differences at the level of (0.05) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the different years of experience in education. (-2.308), which is statistically significant (0.05). These differences were in favor of the responses of school leaders with years of experience (10+ years)
- There are statistically significant differences at the level of (0.05) between the average responses of the leaders of general education schools in Jeddah on the degree of their practice of managing change in each of the dimensions of change management (organization - direction and control - decision making - assessment) due to different years of experience in education, The values of these dimensions ranged between (2.233 - 2.517), which are statistically significant at (0.05). These differences were in favor of the responses of school leaders with years of experience (10 years or more.)
- There were no statistically significant differences at the level of (0.05) between the average responses of the leaders of general education schools in Jeddah on the degree of their practice of managing the change in the distance (planning) due to the different years of experience in education.), A value that is not statistically significant at the significance level (0.05)

Question 3: "Are there any statistically significant differences in the degree of change management practice from the point of view of the leaders of public education schools in Jeddah due to the variable access to training courses in the field of leadership"?

The results of the one-way analysis of variance analysis were used to identify the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their practice of managing change, which is due to the different access to training courses in the field of leadership. Next one:

Table (4-9) Results of a one-way variance analysis test to identify the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the different access to leadership training courses

Variables	Contrast sources	Total of squares	Degrees of freedom	Average of squares	F	Statistical significance
First dimension: Planning	Between groups	5.47	2	2.73	5.230	0.006**
	Within groups	141.69	271	0.52		
	Total	147.16	273			
Second dimension: Organizing	Between groups	3.86	2	1.93	7.219	0.001**
	Within groups	72.43	271	0.27		
	Total	76.29	273			
third dimension: Guidance and control	Between groups	1.85	2	0.93	2.801	0.062
	Within groups	89.50	271	0.33		
	Total	91.36	273			
Fourth dimension: Make decision	Between groups	2.76	2	1.38	4.556	0.009**
	Within groups	82.17	271	0.30		
	Total	84.93	273			
Fifth dimension: Evaluation	Between groups	3.04	2	1.52	4.667	0.009**
	Within groups	88.19	271	0.33		
	Total	91.23	273			
Grand total (degree of practice of leaders of public education schools in Jeddah to manage change	Between groups	3.35	2	1.67	6.329	0.002**
	Within groups	71.62	271	0.26		
	Total	74.96	273			

**statistically indicative at the level of significance (0.01)

The following table (4-9) shows the following:

- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the difference in obtaining training courses in the field of leadership. (6.329), which is statistically significant (0.01)

- There were statistically significant differences at the level of (0.01) among the average responses of leaders of public education schools in Jeddah on the degree of their practice of managing change in each dimension of change management (planning, organizing, decision making, and evaluation). The values of (P) of these dimensions ranged between (4.556 - 7.219), which are statistically significant at the level of (0.01)
- There were no statistically significant differences at the level of (0.05) between the average responses of the leaders of the public education schools in Jeddah regarding the degree of their practice of managing the change in the distance (guidance and supervision) due to the different access to training courses in the field of leadership. The dimension (2.801), which is not statistically significant at the level of significance (0.05)

In order to identify the direction of the differences in the dimensions and the total sum of the general leadership level of the leaders of general education schools in Jeddah governorate for change management, the LSD test was used for the following comparisons and its results show the following table (4-10)

Table (4-10) The results of the LSD test for distance comparisons to determine the direction of the differences between the responses of the leaders of general education schools in Jeddah regarding the degree of their management of change due to the different access to training courses in the field of leadership

Variables	Training courses in leadership	No	SMA	Three courses and less	From 4 to 6 sessions	More than 6 sessions
First dimension: Planning	Three courses and less	32	3.78	---		
	From 4 to 6 sessions	55	4.22	0.44**	---	
	More than 6 sessions	187	4.22	0.44**		---
Second dimension: Organizing	Three courses and less	32	4.19	---		
	From 4 to 6 sessions	55	4.54	0.34**	---	
	More than 6 sessions	187	4.57	0.37**		---
Fourth dimension: Make decision	Three courses and less	32	4.18	---		
	From 4 to 6 sessions	55	4.51	0.33**	---	
	More than 6 sessions	187	4.49	0.31**		---
Fifth dimension: Evaluation	Three courses and less	32	4.15	---		
	From 4 to 6 sessions	55	4.49	0.34**	---	
	More than 6 sessions	187	4.47	0.32**		---
Grand total (degree of practice of leaders of general education schools in Jeddah governorate for change management)	Three courses and less	32	4.08	---		
	From 4 to 6 sessions	55	4.43	0.35**	---	
	More than 6 sessions	187	4.42	0.34**		---

**statistically indicative at the level of significance (0.01)

The following table (4-10) shows the following:

- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the different access to training courses in the field of leadership. These differences were in favor of the responses of leaders with leadership training courses (from 4 to 6 sessions) and (more than 6 courses) versus leaders' responses (three courses or less)
- There were statistically significant differences at the level of (0.01) among the average responses of leaders of public education schools in Jeddah on the degree of their practice of managing change in each dimension of change management (planning, organizing, decision making, and evaluation). Leadership. These differences were in favor of the responses of leaders with leadership training courses (4 to 6 sessions) and (more than 6 courses) versus leaders' responses (three courses or less)

Summary of findings and recommendations

Summary of Results:

This is the presentation of the main findings of the study in terms of answering its questions and achieving its objectives, as follows:

1. Summary of results related to the answer to the main question:

- The practice of the leaders of public education schools in Jeddah to manage change came at (very high) from their point of view.
- The practice of the leaders of public education schools in Jeddah to manage change after the (organization) came in the first order, followed in the second order the practice of leaders of public education schools in Jeddah to manage change in the dimension (decision-making), and in the third arrangement was the practice of managing change in the dimension (Ranking), and in the fourth order came the practice of managing the change in the distance (guidance and control) and all of the degree of practice (very high), and in the last ranking was the practice of leaders of public education schools in Jeddah to manage change in the dimension (planning)
- The practice of the leaders of public education schools in Jeddah to manage change in the dimension (planning) came to a high degree from their point of view. The most prominent practices of the leaders of general education schools in Jeddah to manage change in planning are: According to their educational priorities "followed in the

second order" to activate the means of modern technology to bring about the desired change, "both of the degree of practice (very high)

- The practice of the leaders of public education schools in Jeddah to manage change in the dimension of (organization) came to a degree (very high) from their point of view, and the most prominent practices to exercise the leaders of the schools of public education in Jeddah to manage change in the dimension (organization) is: And that the atmosphere of understanding and cooperation among the staff within the school "followed in the second order" the delegation of some powers according to the required change data, "both the degree of exercise (very high)
- The practice of the leaders of general education schools in Jeddah to manage change in the direction of (guidance and control) came to a degree (very high) from their point of view, and the most prominent practices that demonstrate the practice of leaders of public schools in Jeddah to manage change in the direction (guidance and control) "Participating in solving the problems resulting from the implementation of change plans" followed by the second order "activating a modern and diverse supervisory style (such as problem solving and classroom visits ")
- The practice of the leaders of public education schools in Jeddah to manage change in the dimension (decision-making) came at (very high) from their point of view, and the most prominent practices that demonstrate the practice of leaders of public schools in Jeddah to manage change in the dimension (decision-making) "Choose the right time to make an effective decision" followed by the second order "Take care to make decisions about organizational building in the school" both of the degree of practice (very high)
- The practice of the leaders of public education schools in Jeddah to manage change in the dimension of (evaluation) came at (very high) from their point of view. The most prominent practices of the leaders of the general education schools in Jeddah to manage change in the after (calendar) The principle of trust of employees through the application of criteria adopted in the calendar "followed in the second order" to encourage the staff of the school to use the techniques of modern technology to evaluate the change, "both the degree of exercise (very high)

Summary of results related to answering the study questions:

- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the difference in the academic qualification. These differences were in favor of the responses of school leaders who have a scientific qualification
- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah on the degree of their practice of managing change in all dimensions of change management (planning -

organization - direction and control - decision making - evaluation) Differences in favor of the responses of school leaders with a scientific qualification (BA)

- There were statistically significant differences at the level of (0.05) among the responses of the leaders of general education schools in Jeddah on the degree of their practice of change management due to the different years of experience in education. These differences were in favor of the responses of school leaders who have years of experience (10+ years)
- There were statistically significant differences at the level of (0.05) between the average responses of the leaders of general education schools in Jeddah on the degree of their practice of managing change in each dimension of change management (organization - direction and control - decision making - evaluation) due to different years of experience in education These differences favor the responses of school leaders who have years of experience (10+ years)
- There were no statistically significant differences at the level of (0.05) between the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management in the planning period due to different years of experience in education
- There were statistically significant differences at the level of (0.01) among the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of change management due to the difference in obtaining training courses in the field of leadership. These differences were in favor of the responses of leaders with leadership training courses (from 4 to 6 sessions) and (more than 6 courses) versus leaders' responses (three courses or less)
- There were no statistically significant differences at the level of (0.05) between the average responses of the leaders of general education schools in Jeddah regarding the degree of their practice of managing change in the distance (guidance and supervision) due to the difference in obtaining training courses in the field of leadership.

Second: Study Recommendations:

- Support senior management of change to achieve internal and external beneficiary satisfaction.
- Raising the level of change management for school leaders.
- To spread the culture of change management and improve its level in general education schools.
- Provide an effective incentive system to contribute to the achievement of the goals of the school and linking it to the performance of employees.

Third: Research and Proposed Studies:

- Conduct a study on the leadership of change in the light of 2030 vision applied to Saudi universities.
- Conduct a study on the local and international challenges facing change management.
- Conduct a comparative study on change management in light of the experiences of developed countries.

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International Journal of Innovation, Creativity and Change. www.ijicc.net
Volume 15, Issue 4, 2021

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