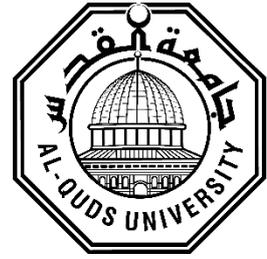


**Deanship of Graduate Studies**

**Al-Quds University**



**A PROPOSED EDUCATIONAL ADMINISTRATIVE MODEL  
OF CHANGE LEADERSHIP FOR ACADEMIC LEADERS IN  
PALESTINIAN UNIVERSITIES IN LIGHT OF FULLAN'S  
FRAMEWORK FOR CHANGE LEADERSHIP**

**Ghassan Mohammad Aldeek**

**PhD Dissertation**

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MODEL OF CHANGE LEADERSHIP FOR ACADEMIC  
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LEADERSHIP**

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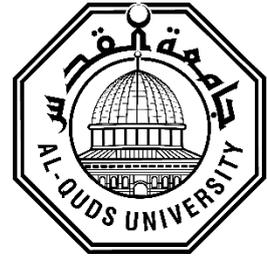
**This Dissertation was Submitted in Partial Fulfillment of the  
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and Educational Administration**

As part of the joint program between  
Al-Quds University, and Hebron University

**2024 - 1445**

# Deanship of Graduate Studies

## Al-Quds University



### THESIS APPROVAL

This Dissertation (A Proposed Educational Administrative Model of Change Leadership for Academic Leaders in Palestinian Universities in Light of Fullan's Framework for Change Leadership) by Ghassan Mohammad Aldeek, was Successfully Defended and Approved on 02/07/2024.

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## DEDICATION

I would like to express my gratitude and appreciation  
to the most important people in my life;

*To my beloved parents,*

whose unwavering faith and profound affection have been  
my guiding light since childhood. Your endless support and the life lessons you've  
shared have been a source of strength.

*To my wife, Jihad,*

whose patience, trust, inspiration, and unwavering love and support  
have been my constant source of strength.

*To my dearest children, Ahmad and Malak,*

the treasures of my heart. Their love and joy bring meaning and  
purpose to my every endeavor.

*To my brothers, sisters, friends, and colleagues,*

who have generously shared their wisdom and advice. Their encouragement  
and support have been invaluable in completing this study.

## DECLARATION

I Certify that this dissertation submitted for the degree Doctor of Philosophy in Leadership and Educational Administration, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of same) has not been submitted for a higher degree to any other university of institution.

**Ghassan Mohammad Aldeek**

Signature:

A handwritten signature in blue ink, appearing to be 'Ghassan Aldeek', written over a faint rectangular stamp.

Date: July 02, 2024

## **ACKNOWLEDGEMENT**

First and foremost, my deepest appreciation is extended to my supervisor, Prof. Rateb Al-Soud. His expertise and insightful guidance have been the beacon that has illuminated my way from the inception to the completion of this dissertation. His patience and wisdom during both the research and writing phases of this dissertation were invaluable. Prof. Al-Soud's encouragement and astute comments have not only shaped this work but have also greatly contributed to my personal and professional growth.

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I am equally thankful to my committee members, whose efforts and insightful feedback have been instrumental in refining this dissertation. Their expertise and thorough reviews have significantly enriched the quality of my work.

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This acknowledgement would be incomplete without mentioning the constant support and encouragement I received from my family, friends, and peers, who provided me with the strength and motivation to persevere even during the most challenging times.

# **A PROPOSED EDUCATIONAL ADMINISTRATIVE MODEL OF CHANGE LEADERSHIP FOR ACADEMIC LEADERS IN PALESTINIAN UNIVERSITIES IN LIGHT OF FULLAN'S FRAMEWORK FOR CHANGE LEADERSHIP**

**By  
Ghassan Mohammad Aldeek**

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## **ABSTRACT**

This study aimed at proposing an educational administrative model of change leadership for academic leaders in Palestinian Universities in light of Fullan's framework for change leadership. This study utilized a descriptive developmental approach to attain the goals stated.

The study sample, which was selected by a stratified random method, consisted of 165 male / female administrative leaders from three universities from the West Bank. A 40-item Likert Scale format questionnaire was developed on change leadership with three dimensions (Personal Traits, Core Educational Leadership Components, Change Secrets and Sustainability). The results of the study indicated that the status quo of change leadership in Palestinian universities as perceived by the academic leaders was high in all dimensions. Furthermore, the findings of the study showed significant differences at ( $\alpha \leq 0.05$ ) in the total degree of the study sample's perceptions, related to years of experience in administration variable, in favor of more than 5 years' experience in administration. Whereas, there were no significant differences at ( $\alpha \leq 0.05$ ) in the total degree of the study sample's perceptions, related to gender and job position variables. Accordingly, the researcher developed an administrative educational model of change leadership for Palestinian universities, unified its sustainability, and recommended to apply it in Palestinian universities.

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## **Chapter One**

### **Statement of the Problem and its Significance**

# **Chapter One**

## **Statement of the Problem and it's Significance**

### **Introduction**

Among the most important factors that affect the development of societies and countries all over the world is education. It is essential to shape individuals' and societies' futures, and for building a sustainable world. In addition to be a powerful tool for social, economic, and cultural development, education also plays a vital role in progress and innovation, as it enables individuals to gain the skills and knowledge they need to succeed in a rapidly evolving global economy and adapt to its changes and challenges.

It is the responsibility of educational leaders to shape education, and to make sure it is relevant and high-quality, including school principals, university presidents, education ministers, and other officials responsible for education administration. In addition to being innovative, educational leaders must be able to drive change and improvement in education. There needs to be a capability for the practitioners to identify emerging trends and challenges, and to develop new approaches and strategies to deal with them as they arise. In today's world, educational leaders must adapt to rapid changes. Due to technological advancements, demographic shifts, and global economic integration, the world is changing at an unprecedented pace. It is essential that educational leaders anticipate and respond to these changes and ensure that education remains relevant and effective in a rapidly changing world.

Organizations are constantly under pressure from both internal and external factors: Social and demographic changes, new employment patterns, technology advancements, and globalization are some of the factors forcing organizations to implement change interventions (Beycioglu & Kondakci, 2021). To achieve progressive social change in

society and to survive as an organization, organizations need to undergo healthy change and development (Rosenblatt, 2004).

The term "change" has been used by change theorists to identify how and why organizations change (Weich & Quinn, 1999). Educational organizations; school systems, and universities are under tremendous pressure to change in this era of massive change. Similarly, to other organizations, organizational change in educational institutions refers to alterations, improvements, restructuring, or adjustments in the processes or contents of education (Dimmock, 1996).

Leading change in education systems requires determining what changes to lead and how they will be led in today's rapidly changing environment. In addition, it involves establishing a coherent connection between these decisions so that they are meaningful to relevant stakeholders and to themselves (Leithwood & Hallinger, 2002). Leaders are those who lift someone's vision to a higher level, raise their performance quality to a higher standard, and build their personalities beyond their normal limits (Drucker, 2000).

The implementation of change at educational institutions has been guided by a variety of change models (Whelan-Berry et al., 2003). The purpose of these models is to provide structured processes to implement changes in organizations and to facilitate the work of change leaders (Beycioglu & Kondakci, 2021). As a result of observing the change process in educational institutions, Fullan (1992) developed one of these models. The Fullan model includes three personality traits (energy, enthusiasm, and hope), along with five core leadership components (moral purpose, understanding change, relationship development, knowledge sharing, and coherence).

Fullan has developed a comprehensive framework emphasizing the crucial role culture plays in fostering change within educational institutions over the past two decades. As highlighted by Fullan (2007), this transformation is not merely superficial,

but a deeply rooted change that requires concerted efforts to cultivate new values, norms, and practices. Teachers and administrators alike must adopt a collaborative and committed approach to cultivating an environment that seeks to constantly innovate and improve, fundamentally changing their daily routines.

It is difficult to comprehend the nature of change in educational contexts, without navigating a complex labyrinth filled with dilemmas, ambivalences, and paradoxes (Fullan, 2007). To achieve this, it is necessary to adopt a balanced strategy that embraces both a clear vision and an open-minded approach, encouraging initiative while empowering others, and creating an environment that provides both support and pressure when necessary. Throughout the journey, Fullan depicts a number of conflicting steps that require patience, persistence, and flexibility. In spite of the fact that the task is deeply personal, it takes place in a social and at times impersonal setting, and it is characterized by a mixture of feelings of uncertainty as well as pleasure and satisfaction. In emphasizing the importance of proactive engagement, Fullan (2007) posits that individuals are responsible for empowering themselves, as well as encouraging others to become skilled at implementing change. Sustainable renewal can only be established through the concerted efforts of engaged individuals, constantly shaping and being shaped by evolving conditions. The process of transition represents both an individual and a collective endeavor, where minute, yet significant changes accumulate over time to form a renewed system (Fullan, 2007). This emphasizes the importance of individuals in altering systems through their consistent actions and calls for a revision of educational change approaches to create a more profound and comprehensive effect.

On the other hand, historically, the formal education in Palestine has been controlled and administered by foreign powers, these powers considered preserving the status quo, they changed their education agenda over the years. In the occupied

Palestinian Territories, limited Palestinian self-rule began after the 1993 Oslo Peace Accords. Palestine's first Ministry of Education (MoE) was established in 1994 with the mission of preparing Palestinian citizens to participate in state formation, institution building, and the global information economy (Ramahi, 2015). As a result, an outdated education system with inadequate teachers and school facilities, as well as outdated foreign curriculums, needed to be rebuilt. There were mixed ideas about what kinds of change respondents would like to see in the Palestinian education system. Education budgets must be raised, teacher salaries should be increased, the national curriculum should be redesigned, nepotism and political favoritism should be eradicated in public offices, teacher education should be reorganized, pedagogy should be overhauled, and schooling should be replaced by individualized, self-directed learning. It is also essential to develop a comprehensive and unified Palestinian education vision and strategy (Ramahi, 2015).

Years after the signing of the Oslo peace accords in 1993; which put Palestinian control over education in place, and as a result of educational vision and strategy, the education institutions in Palestine have improved their capacity to plan and manage change and their quality of education, as well as introducing new teaching methods and reorganizing educational knowledge through several learning projects (Al-Ramahi & Davies, 2002). At the national level as well as at the level of schools, colleges, and universities, development and change continue to this day.

The Ministry of Education and Higher Education consistently demonstrates its dedication to advancing academic excellence and fostering innovative educational practices, even in the face of significant challenges that impact both global and Palestinian educational landscapes. This commitment is deeply rooted in the boundless potential and fervent nationalism of the younger generation. As part of its mission, the

Ministry is committed to ensuring that young people are equipped with not only knowledge, but also intrinsic values and ethics that will help them thrive in an increasingly competitive labor market. Due to concerns raised by a diverse spectrum of stakeholders pointing to significant gaps in educational outcomes, the Palestinian Ministry of Education has adopted progressive strategies to improve the quality of education in the country. Due to increasing pressures at various levels of society, it has adopted a proactive approach to revamp the existing educational framework, aligning it with modern, internationally recognized practices (Ministry of Education and Higher Education, 2017).

Although they have made tireless efforts, the Ministry acknowledges the persistent underlying challenges that must be addressed in order to fully realize their transformative vision. In this context, educational institutions and researchers can serve as vital collaborators and amplify the impact of the Ministry's initiatives. A symbiotic relationship between these institutions and the Ministry facilitates the development of innovative solutions that resonate with the community's nuanced needs and aspirations. Using this collaborative approach not only harmonizes efforts, but also builds an educational infrastructure that is resilient and capable of withstanding current challenges. Therefore, educational institutions can assist the Ministry and broader community in forging a path to a prosperous and enlightened future by focusing concertedly on overcoming these hurdles, thus fostering a vibrant educational environment that embodies excellence, inclusion, and sustainability.

The researcher has observed the progress made in educational institutions, especially universities in Palestine, and in the quality of education after Palestinian universities were opened to the world. However, new leadership mindsets and a new understanding of change are needed for the future. In formulating an educational model

for leading change in Palestinian universities, the researcher uses the Fullan model, which discusses the role of leader of educational change in all aspects of leadership qualities.

In this context, this study has been designed to propose an administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership, for the purpose of turning the Palestinians universities into institutions that can function effectively and efficiently, taking into account that Fullan's framework is one of the most widely used models for leading change.

### **The Study Problem and it's Questions**

Managing change has become a necessity in today's rapidly changing world, and implementing organizational change is crucial for universities to succeed. However, several studies have shown that structured change is challenging for university leaders, especially when it comes to personal awareness, career clarity, skill development, and innovation potential (Athanasopoulou & Dopson, 2018; Hakro & Mathew, 2020).

Leading a new university generation also presents significant challenges, affecting all aspects of the university (Rocha et al., 2022). Therefore, leadership in higher education is increasingly important for sustainability and competitiveness (Minina & Mabrouk, 2019). Lapteva and Efimov (2016) argue that continuous transformation in universities should be examined in the context of broader societal transformations, including economic, social, cultural, and anthropological factors.

Within the Palestinian higher education landscape, the researcher has accumulated over twenty years of experience working at one of the Palestinian universities; Al-Quds University, along with extensive interactions with numerous academic leaders across various Palestinian institutions. The researcher has observed a sluggish rate of change in these universities, impacting the development of academic programs, admissions and scholarship policies, and other aspects related to education, scientific research, and the

institutions' social responsibilities. In addition, the Palestinian universities face a unique set of challenges, stemming from political issues, economic conditions, and various other factors that compound the need for effective change leadership.

Consequently, the problem of this study lies in the fact that universities face many challenges in leading change through the reconstruction of some core values that sustain traditional approaches as they confront new world challenges. Therefore, the researcher plans to design an educational administrative model for change leadership in Palestinian universities for academic leaders in light of Fullan's framework.

Based on the above, the problem of this study is to answer the following main question: What is the appropriate educational administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership?

From this main question emerged the following four sub-questions:

1. What is the status quo of change leadership in Palestinian universities, from the perspective of academic leaders of these universities in light of Fullan's framework for change leadership?
2. Are there any significant differences at ( $\alpha \leq 0.05$ ) in the study sample's perceptions of the status quo of change leadership related to gender, job position, and years of experience in administration?
3. What is the suitable educational administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership?
4. What is the degree of sustainability of the proposed educational administrative model of change leadership for Palestinian universities as perceived by specialists and experts?

## **Purpose of the Study**

The main purpose of this study is to investigate the educational administrative change leadership within Palestinian universities, in light of Fullan's framework for change leadership. To achieve this overarching goal, the following specific purposes have been identified:

1. To gain insights into the existing landscape of change leadership within Palestinian universities, as perceived by academic leaders within these institutions.
2. To discern whether there are statistically significant differences (at  $\alpha \leq 0.05$ ) in how the study sample perceives the current state of change leadership, with a focus on factors such as gender, job position, and years of experience in administration.
3. To formulate an appropriate educational administrative model for change leadership specifically tailored to the context of Palestinian universities in Palestine in light of Fullan's framework for change leadership.
4. To assess the sustainability of the proposed educational administrative model of change leadership for Palestinian universities, as evaluated by experts and specialists in the field.

## **Significance of the Study**

The significance of this study stems from its subject, change leadership; it is hoped that the following parties would benefit from its results:

- Universities that strive to make their environments more sustainable and efficient.
- Academic leaders in Palestinian Universities who understand the value of change leadership through their team's engagement in all aspects of transformation: economic, social, and cultural.
- Ministry of Higher Education leaders who are interested in reform and sustainability
- In general, educational researchers and those involved in educational leadership.

## **Definition of Terms**

The terms used in this study are defined as the following:

### **a. Educational Change**

The concept of educational change encompasses purposeful and systematic alterations within the educational sector, including curriculum, pedagogy, policies, and the learning environment. Its objective is to improve quality, relevance, and efficiency, ultimately enhancing the overall learning experience and preparing individuals for contemporary societal challenges (Fullan, 2007). The researcher defines educational change, as concrete initiatives undertaken within educational institutions in order to enhance aspects such as teaching methodologies, learning materials, and infrastructure policies. As part of these actions, technology may be used in the teaching and learning process, curricula may be updated with current and relevant content, innovative teaching practices may be cultivated, and policies may be created to encourage inclusion and diversity. These changes can be evaluated based on a number of indicators, including improved student performance and satisfaction, indicating a positive impact on learning outcomes and the educational community as a whole.

### **b. Educational Leadership:**

Educational leadership, as defined by Al-Soud (2013), is a form of leadership dedicated to achieving the objectives of the educational process through the fulfillment of duties by individuals working within educational institutions. It is a crucial component of educational administration, with the success of educational institutions hinging on the leader's abilities, characteristics, and capacity to guide work, nurture employees, and provide necessary support. The researcher defines educational leadership as a collaborative and dynamic process aimed at achieving the objectives of the educational

process through the active participation and efforts of individuals within educational institutions.

**c. Change Leadership:**

As defined by Kotter (1996), Change Leadership consists of mobilizing and leading individuals and groups through organizational change. It entails creating a compelling vision, establishing a direction, securing commitments, aligning resources, and maintaining momentum. The researcher defines change leadership in this study as the process by which a leader, such as a university president, vice-president, dean, vice-dean or head of departments, inspires, guides, and facilitates the implementation of strategic and structural changes in the university to improve the institution's effectiveness and quality. The process involves creating a vision for change, engaging stakeholders, identifying barriers and resistance to change, and developing and implementing action plans. The measurement is obtained through the evaluations of the study sample, using the tool that the researcher developed for this purpose.

**d. The Fullan Framework:**

The Fullan Framework, a model of Change Leadership crafted by Michael Fullan, draws upon his extensive study of educational institutions' transformation processes. The year 2001 marked a pivotal stage in the evolution of his principles of change leadership. Fullan, still an influential figure in the arena, persistently refines and expands his concepts in educational change leadership. This framework delineates critical focal points empowering leaders to navigate and steer effectively, even amidst challenging conditions. In addition, it shows that leaders can inspire others to become leaders, which makes them indispensable (Fullan, 2020). As Michael Fullan outlines in his book *Leading in a Culture of Change*, five core components of effective leadership are identified - moral purpose, understanding change, building relationships, creating and sharing knowledge, and

creating coherence - in order to mobilize others to accomplish shared goals in often difficult conditions (Fullan, 1992).

**e. The Model:**

In a broad sense, the model is essentially a simplified or abstract representation of a system, devised to offer a conceptual framework. This framework aids in understanding, explaining, simulating, or even designing specific aspects of the system it represents. Models encapsulate a range of representations, including physical, mathematical, or logical portrayals of systems, entities, phenomena, or processes (SEBoK, 2023). In educational settings, models abstract from real human behavior in teaching and training, representing theories of learning, pedagogical strategies, and didactic approaches. They serve as communicative tools and are instrumental in system design at the educational level, thus aiding in achieving certain learning objectives (Martens, 2011). The researcher defines the Model as a strategic framework, uniquely devised to initiate and guide change leadership within the administrative hierarchies of Palestinian universities.

### **Delimitations of the Study**

The following are the delimitations identified in the study:

- **Human Limits:** University academic leaders in Palestinian universities who serve as presidents, vice-presidents, deans, vice-deans and head of departments.
- **Spatial Limits:** This research will be conducted within Palestinian traditional universities in West Bank regions, focusing on three universities located in different geographic location: one in the northern West Bank, one in the central area, and another in the southern West Bank.
- **Time Limits:** This study was conducted during the academic year 2023/2024.

## **Chapter Two**

### **Theoretical Framework and Previous Related Studies**

## **Chapter Two**

### **Theoretical Framework and Previous Related Studies**

In this chapter, the researcher presents two main parts: A detailed exploration of the theoretical literature and a comprehensive review of previous related studies. These are outlined as follows:

#### **Part One: Theoretical Framework**

The main focus of this part is introducing five sections: organizational change, organizational change leadership, educational change, educational change leadership, change leadership in higher education, and a brief overview of Palestinians universities, as follows:

#### **Section One: Organizational Change**

As a matter of fact, organizations are dynamic, continuously changing, routinely and reactively, but such change cannot normally be controlled arbitrarily (March, 1981). In this part, we describe organizational change, including its concepts, styles, and implications. In addition, it highlights the basic principles of change leadership.

#### **The Conceptual Framework of Organizational Change**

There are many meanings to the word "change", since it refers to and indicates concepts such as "transformation, development, metamorphosis, transmutation, evolution, regeneration, innovation, revolution, and transition." (Stickland, 1998). Quattrone and Hopper (2001) explains that "as the object of change passes from state 'A' to state 'B,' it is modified; i.e., it gains and loses identifiable features" (p. 408). According to Gilley et al. (2009), Organizational change research focuses on how leaders should manage change, and why it might be difficult to implement change. Cheney et al. (2011), define organizational change as "alteration in the structure and function of a social

system" (p. 235). Since many years, organizational change has attracted the attention of researchers. It is undeniably vital for enhancing and improving organizational effectiveness and facilitating organizational growth. (Cummings & Worley, 2014).

Cambridge Dictionary (2023) defines organizational change as “a process in which a large company or organization changes its working methods or aims, for example, to develop new situations or markets...”.

### **Organizational Change Leadership**

Leadership for organizational change has become more integrated and strategic, and more emphasis has been placed on outcomes rather than on personal dynamics or group dynamics. An organization's leadership must be aware of trends, emerging crises, and a constantly changing environment (Moran & Brightman, 2001; Dumas & Beinecke, 2018). Dumas and Beinecke (2018) they believe that change is more than just a catalyst for growth; it's a catalyst for motivating staff to make the necessary changes for strategic implementation. Therefore, organizational change presents leaders with an opportunity to harness the talents of staff to implement new strategies and goals related to new organizational goals and objectives. It is a vehicle for leading institutional change and provides staff with opportunities for growth.

### **Role of the Leader in Organizational Change**

In today's quick-paced society, Petranker (2009) emphasizes the role that leaders play in reshaping organizations. This transformation ensures that they effectively meet the needs of society by strengthening their services and affirming their relevance. While traditional definitions like the one found in Merriam Webster describe a leader as someone who "guides or directs", Malm (2008) offers an accurate perspective; he sees leadership to influence and mobilize individuals towards goals. Adding to this viewpoint Shults (2008) highlights the connection between leaders and followers making leadership

a journey of shared experiences and values. Therefore, this study argues that leadership is an act of synergy. Leadership combines the power of influence with a mission to improve lives and achieve aspirations.

Petranker (2009) asserts that modern leaders must empower their organizations not to meet predetermined targets but also surpass them thereby exceeding stakeholder expectations. The qualitative investigation of McKinney and Morris (2009) into the evolution of community colleges as they integrated bachelor's degree programs supports this notion. Their study drew insights from administrators at two Florida-based institutions. The study revealed that effecting significant organizational change requires strong leadership.

Collins (2001a) and Van Loon (2001) similarly emphasize the role played by leaders in orchestrating planned transformations. According to them effective leaders have the ability to reframe change in a way that aligns with the organization's culture. They encourage practices that support change while challenging those that hinder it.

Expanding on the dynamics of leaders, Petranker (2009) suggests that such leaders are agents of change, their style is always attuned to emerging opportunities and anchored by a vision, this vision is not just delegated, it is fervently communicated throughout the organization. Interestingly a leader's very presence becomes a catalyst for inspiring commitment and fostering alignment.

Delving into the complexities of change dynamics, Collins (2001a) debunks myths associated with change. He challenges the misconception of treating change as incidental, as though it should only be implemented during crises. Additionally, he questions the effectiveness of financial remuneration as a motivator for change. Collins also challenges the belief that organizations must undergo tumultuous transformations to stay competitive. Of these perspectives Collins proposes a strategy called the "flywheel

effect," In this approach leaders strategically leverage achievements to build momentum. By celebrating and promoting these accomplishments both internally and externally they create an atmosphere of strength that sets the stage for initiatives aimed at achieving excellence within the institution.

In her study, Gradwell (2004) suggests that successful organizational change not only generates positive energy but also enhances a leader's credibility. By addressing seven aspects of communication such as redefining the vision, ensuring consistent messaging from leadership and facilitating robust multi-channel communication combined with direct interactions, leaders can strengthen their credibility. This credibility is further enhanced when organizational participants embrace and recognize the benefits of change initiatives.

Kotter (1990) emphasizes the distinction between leadership and management. While management focuses on establishing systems for organizational functioning leadership conceives these very systems. Leaders are primarily concerned with creating a vision, formulating strategies and driving actions to ensure that the organization thrives and evolves seamlessly. McLagan (2003) highlights the impact that top management behaviors have on adaptability. Leaders enhance the capacity for change by integrating learning into the fabric of the organization by fostering trust, nurturing teams, and leveraging technology among strategies.

Collins (1995) offers a perspective, on leadership and change. Rather than solely focusing on the quality of products or services, the author highlights the importance of viewing the organization itself as the offering. By upholding core values and prioritizing a purpose beyond financial gains, leaders can establish an identity. This identity in turn fosters a culture that facilitates adaptation to change. Collins (2001a) intriguingly

observes that change leaders often emerge from within an organization embodying its core values while driving initiatives.

Furthermore Collins (2001a) delves into organizations and elaborates on the concept of "Big Hairy Audacious Goals" (BHAGs) – compelling objectives that serve as catalysts for new ventures. These organizations consistently question how they can improve tomorrow compared to today. Essentially Collins (1995) advocates for blending continuity with change, emphasizing the importance of preserving core ideologies while embracing evolution.

Emphasizing the inevitability of change, Collins (2001a) asserts that thriving organizations view it as a journey rather than a onetime occurrence. He introduces the notion of "level 5 leadership," which combines humility and unwavering determination to transform organizations from competence to greatness.

### **Commitment to Change**

In addition to understanding why employees resist change, it is important to also understand the ramifications of making a commitment to change. It is directly related to how change will be accepted by employees when they are committed to the organization (Stouten et al., 2018). An employee who is committed to change is motivated to implement new ideas, procedures, policies, or physically relocate their office facilities compared to someone who is not committed to change in any other form (Meyer & Allen, 1991). During organizational change efforts, higher-level administrators' support is clearly related to the level of employee commitment to change (Meyer et al., 2007). Moreover, change administrators must have a deeper understanding of the nature of the change in relation to their job functions or performance in order to motivate employees to make the change. To navigate change and determine employees' commitment to that change, Meyer and Allen created a three-component model in 1991. As part of the model,

affective commitment, continuance commitment, and normative commitment were included (Meyer & Allen, 1991).

### **Change Resistance**

It is important for leaders to consider what people believe and value, and whether they feel that the change is beneficial to them. Kotter (2008) recommends that change agents create a shared vision for change to lessen opposition to new realities. Senge et al. (1994) defined a shared vision as "building commitment in a group by establishing shared visions for the future we seek, as well as guiding principles and practices for getting there" (p. 6). It is also important to prepare employees for the inevitable change process. "Learning Anxiety" as described by Schein (2010), refers to the realization that to change, one must give up one's old ways of doing things and acquire new habits and thinking ways. It is a technique used to overcome employees' resistance to change and those that are related to the creation of psychological safety. It is common for people to feel anxiety connected to changes based on fears of losing power or position, fears of temporary incompetence, fears of punishment for temporary incompetence, fears of losing personal identification, and fears of losing group membership (Schein, 2010).

### **Section Two: Educational Change**

To understand where education is today, it is necessary to look at the history of change. As Sashkin and Egermeier (1993) stated: "Unless education reformers and practitioners are aware of some of the lessons learned from the history of previous change efforts, all bets are off. It is important for us now to move forward without dithering over fine points, yet if we cannot learn from history by making decisions based on quick impressions or seat of the pants judgments, we will likely lose a great opportunity" (p. 14). Ellsworth (2000) notes that the knowledge base of change consists of tools in a change toolbox, since "previous research has allowed us to grease the wheels of particular

portions of a change effort" (p. 33). Compared to other areas of educational research, research on educational change is relatively young. Researchers only began to understand the practical aspects of educational change in the 1960s (Fullan, 2007).

### **The Conceptual Framework of Educational Change**

In Morrison (1998), the concept of change is defined as a dynamic, continuous process of growth and development whereby a school is reorganized in response to "felt needs." Through a process of transformation, individuals, groups and schools move from one state to another, leading to a realignment of values, practices and outcomes. It is a flow from one state to another. By promoting effective teaching and learning, educational change promotes what schools exist for. Fullan (2002) describes educational system changes as being emotional processes accompanied by feelings of tension and uncertainty. Fullan (2007) operates with three dimensions of educational change. First, new or revised curriculum materials or technologies are introduced, which is also the most visible one. Second, new teaching approaches are more difficult to implement, namely teaching strategies. The third dimension is changing people's beliefs, which is the hardest one to implement, for instance, assumptions and theories behind particular policies or programs. The three dimensions are necessary for real change to occur.

### **Conditions for Change**

Ely's (1990) groundbreaking research in the field of education highlighted not only the qualities of an innovative idea but also the significance of the environment in which it is situated. Through an exploration of Ely's work, it becomes clear that the surrounding context can greatly influence the path of change, sometimes even overshadowing the characteristics of the innovation (Ellsworth, 2000).

Ely carefully examined the factors that contribute to an environment for change and identified eight crucial conditions:

1. Dissatisfaction with Current Norms; The motivation for change often stems from dissatisfaction with the existing system. As Ellsworth (2000) accurately points out, for a shift to be embraced its advocates must perceive the system as uncomfortable. This internal restlessness not only drives change, but it also provides insights into its supporters and potential challenges.
2. Empowerment through Knowledge; The implementation relies on individuals possessing knowledge and skills to drive change. Without equipping people with these abilities, any potential transformation remains stagnant (Ely, 1990).
3. Making sure that necessary resources are accessible; Ely (1990) emphasized the importance of having tools and materials to support the process of change. These resources act as mediums that help achieve learning objectives.
4. Allocating time, for adaptation; Introducing any change requires individuals to develop skills and competencies, and time plays a crucial role in facilitating this transformation. Those leading the change should be given time to adjust assimilate and critically analyze the guidelines (Ellsworth, 2000).
5. Ensuring rewarding mechanisms; Recognizing the element in the process of change is essential. Stakeholders involved in the change should experience a sense of accomplishment or benefit whether it's through fulfillment or external incentives (Ely, 1990).
6. Encouraging participation; Fostering a culture of involvement cultivates commitment. Leaders need to create an environment where participation is not only encouraged but also expected. This ensures that those engaged in the change perceive it as their own and therefore are less likely to abandon it (Ellsworth, 2000).

7. Demonstrating unwavering dedication; Going beyond interests to deeply rooted commitment from key stakeholders and participants propels innovation forward. Such unwavering dedication provides implementers with reassurance of support, and it ensures the longevity of the innovation (Ellsworth, 2000).
8. Leadership goes beyond roles and encompasses motivation, guidance and influence. Leaders need to be attentive and provide unwavering support in environments where individual autonomy is valued (Ellsworth, 2000).

However, it's important to approach Ely's conditions with flexibility and understand that achieving them perfectly may not be feasible in every situation. These conditions, while extensively researched and validated, should serve as guiding principles rather than directives for initiating change.

### **Systemic Change**

Change in a system can only be achieved through the identification and understanding of the existing system, the identification and resolution of problems, the identification and management of change-relevant resources, and the design and implementation of a new system. This process is known as systemic change (Fullan & Miles, 1992). Wagner (1993) stated the importance of systemic change when he stated that "systemic reflection, not reflexive reaction, is fundamental to long term improvement" (p. 24). As part of this school of thought on change, the concept of cultural factors is added to the concepts of diffusion of innovation and environmental factors.

The heart of bringing about change lies in integrating established ideas, like the spread of innovation and the influence of factors with the deep impact of culture. Anderson (1993) likened change to care, suggesting that for holistic transformation all parts of the system must work together and progress collectively. Anderson drew a

parallel to how a doctor taking an approach to health educators also needs to adopt a broad perspective to drive transformative reforms in education.

Understanding the interconnectedness of components within a system is crucial. Banathy (1992) stressed the importance of examining system components and their interactions in order to truly grasp its essence.

Patterson (1997) shed light on the range of implications of change, explaining how it permeates and reshapes an organization's norms, values and interconnections. Patterson's key insight is that genuine systemic change occurs when internal stakeholders critically evaluate their practices and align them with beliefs. This alignment with core beliefs introduces culture as an aspect on the journey towards change.

### **The Culture in Systemic Change**

Creating transformation requires an effort and shared responsibility, to foster change (Fullan, 2020). Elmore (2004) suggested that cultural shifts necessitate an gradual replacement of existing norms with innovative ones.

Achieving success in navigating change necessitates a vision among all members of the school community. As described by Sergiovanni (1996) a strong sense of community is built upon shared values and collaborative pursuits. Engaging in dialogues and discussions about these values forms the basis for a thriving learning community promoting change whenever needed.

For change to occur leadership must align with a shared vision that encompasses all aspects of education. Schwann and Spady (1998) stated that genuine change flourishes when there is coherence between an organization's vision and its foundational elements. This seamlessly aligns with the interconnected concepts of culture and climate which shape an institution's shared beliefs and operational ethos respectively. These elements should harmonize to ensure functionality within a school.

## **The Challenges in Systemic Change**

Leading systemic change is no feat; it requires collaboration, commitment and a collective sense of responsibility. Fullan (2001) suggested that harmonious and fortified relationships are indicators of every effort towards change. Navigating through the waters of change requires an approach to leadership one that can effectively handle urgency, high stakes and uncertainty (Heifetz et al., 2009).

Furthermore, systemic change emphasizes the significance of shared meanings and collective understanding. As astutely pointed out by Fullan (1991), comprehending educational change goes beyond linear processes and delves into the interplay of numerous factors. Shared meaning becomes crucial for success during the journey of change, necessitating evolution and adaptation. Systemic change is a dimensional process that goes beyond linear models and embraces an approach centered around culture. It depends on shared values, relationships and a collective vision.

## **A Continuum of Systemic Change**

In the tapestry of society, how we perceive change is subjective. Anderson (1993) noted the challenges that arise from this subjectivity, pointing out that individuals tend to interpret change based on their perspectives. To address these viewpoints and promote communication about transformative processes Anderson (1993) introduced a groundbreaking framework known as the Continuum of Systemic Change. This model acts as a guide to help stakeholders determine their position on the spectrum of change and chart a course for the future.

The Continuum of Systemic Change model consists of six interconnected stages, each representing characteristics that correspond to phases in the evolution of systemic change:

1. **Maintaining the Old System:** During this phase educational stakeholders prioritize preserving the existing system without recognizing its methodologies in light of pedagogy, learning paradigms, and organizational designs.
2. **Awareness:** A noticeable shift occurs as various stakeholders recognize the shortcomings of the system. They may still be unsure about what lies ahead.
3. **Exploration:** At this point educators and policymakers actively seek out paradigms to improve education.
4. **Transition:** At this point there is a shift towards the desired system. Influential thought leaders and groups pledge their support to this emerging system, taking on initiatives to implement transformations.
5. **Emergence of New Infrastructure:** Certain parts of the education system undergo a transformation to align with the envisioned new order. These innovative methodologies gain acceptance.
6. **Dominance of the New System:** The prevailing aspects of the ecosystem reflect the principles of the system. Forward thinking leaders sensing the winds of change begin conceptualizing advanced systems.

While Anderson (1993) depicted these stages he also cautioned against interpreting them as fixed. He highlighted that transformative journeys are rarely linear; they often resemble "motion," with oscillations between stages on the path towards an optimal scenario.

Furthermore Anderson (1993) explained six elements intertwined with the Continuum of Systemic Change:

- **Vision:** It is essential to revise our vision for the education system in order to facilitate change.

- **Public and Political Support:** As this new vision takes root and transforms into actions, gaining support from both the public and political leaders becomes crucial. It is essential to understand the changes being made and the reasons behind them. Actively including groups is of utmost importance.
- **Networking:** Creating networks dedicated to researching, pioneering and advocating for the redefined vision lays the foundation for long lasting systemic reforms.
- **Changes in Teaching and Learning:** Introducing teaching methods supported by cutting edge research on processes is key to driving this transformation. Without these changes other reforms lose their significance.
- **Administrative Roles and Responsibilities:** To make classroom reforms a reality there needs to be a shift in how the administrative taskset is handled. This involves transitioning from a top-down control structure to a decision-making model that offers support.
- **Policy Alignment:** Policies, at both the state and local levels must align with the values and practices of the emerging system.

Balancing all these elements is an undertaking. To illustrate this, Anderson (1993) compared it to renovating a building while it remains occupied. Such a transformation requires planning to ensure that operations continue smoothly. Anderson's Continuum of Systemic Change is a tool for understanding the factors that impact systemic transformation. However, it does have its limitations. One notable limitation is the perceived mismatch between the model's stages and the dynamic nature of change which can lead to possible uncertainties. To address this Fullan and Miles later proposed a model that bridges these gaps.

## **Stages of Educational Change**

The various stages of change have been a part of the history of educational systems. These changes range from large scale reform movements to intricate adjustments. How educational institutions and districts navigate these changes is crucial as it's not just about the act of change itself but the careful process behind it that truly matters (Fullan, 2007). Educational transformation is not a path; it's a multifaceted journey influenced by numerous factors. Each decision made during this process can impact stages, making it an interconnected progression that doesn't allow for shortcuts (Fullan, 2007, 2020; Huberman & Miles, 2013; Hall & Hord, 2014).

It's essential to understand that change in education is not an event but rather a continuous journey, with phases. Navigating this journey effectively requires maneuvering in order to achieve transformation. These stages represent a trajectory. It must be emphasized that transformation does not happen instantly. While different models may present variations in how they define these stages there is agreement that change progresses through phases (Fullan, 1994; Kotter, 1996, 2009; McKinsey & Others, 2008).

Different models present perspectives on the stages of change both in terms of naming and functionality. For example, Fullan (1994) introduces a three-phase model; initiation, implementation and continuation. Similarly, Lewin (1947) suggests a three-part structure: Unfreeze, Change and Freeze. Lewin breaks it down into preparation, management and reinforcement of change. More detailed models exist like Kotter's (1996, 2009) eight stage blueprints for action. Kotter subsequently refined the model to five stages with a focus on individual change management. Regardless of the number of stages proposed by each model mentioned, the message remains consistent: change

occurs through phased progressions (Lewin, 1947; Fullan, 1994; Kotter, 1996, 2009; McKinsey & Others, 2008)

### **First Stage: Initiation, Igniting the Spark**

In the realm of change models, the beginning or the choice to initiate change plays a role. This decision not acts as the driving force that propels the model forward but signifies the start of the journey towards change. As expressed by Fullan (2007) this phase involves committing to "adopt or proceed with a change." Such decisions often arise in response, to existing challenges or issues.

Therefore, the drive to progress often relies on the challenges faced by the organization considering the transformation. Kotter (1996) referred to this moment as "establishing a sense of urgency," highlighting the nature of making a decision. In models this phase is dedicated to rallying support and fostering enthusiasm for the changes. Drawing inspiration from Lewin (1947), this foundational stage emphasizes questioning and realigning established norms by highlighting existing problems.

At the beginning of the change process lies the initiation phase, which signifies when approval for innovation is granted. The impetus for this change can arise from sources. As outlined by Fullan potential drivers can include educators advocating for change breakthrough innovations emerging, shifts in legislation or policy and endorsements from agents promoting change (Fullan, 2007; Sansosti & Noltemeyer, 2014).

However, embarking on this journey is rarely without obstacles. According to Huberman and Miles (2013) the beginning phase of a change initiative is often filled with uncertainty, difficulties and resistance. It requires leaders to grapple with the practicality of the proposed change and assess the level of support and resources (Trybus, 2011). Additionally, during this stage, the full extent of how the change will affect school

dynamics remains unclear (Fullan, 2020). It is worth noting that administrative figures often take charge in decision making processes while overshadowing educators and school personnel. However, research emphasizes the drawbacks of neglecting a vision as it can negatively impact the execution of that vision (George et al., 2007; Kincaid et al., 2007; Sansosti & Noltemeyer, 2014).

### **Second Stage: Moving on to implementation, Bringing Vision to Reality**

Once there is a commitment to change leaders enter into the 'operationalization' or 'implementation' stage. This is where tangible changes take place through actions such as revamping existing systems or eliminating procedures. During this phase the conceptualized plan for change becomes steps that can be carried out accordingly (Seidman, 1983). Essentially, leaders bring their blueprint into operation. Implementation is a process involving introducing initiatives and assessing their impact afterwards (Trybus, 2011).

Sometimes leaders may choose to have a trial period, or a test run before implementing changes in order to anticipate the impact on all stakeholders. These trials provide insights that boost confidence as organizations transition into adoption (Trybus, 2011).

During this phase of operationalization, the value and reasoning behind the proposed changes become clear. Stakeholders actively participate in tuning the process and making real time adjustments as they embark on this journey (Huberman & Miles, 2013). It's important to note that the path to implementation is rarely smooth. The "implementation dip" as described by Fullan (2007) is a period characterized by reduced performance and self-assurance. This dip represents a phase where conditions often worsen before improving.

The concerns associated with this dip primarily arise from two factors; resistance or apprehension towards change and a potential lack of skills needed to navigate through it. Leaders who possess foresight can proactively address these challenges and ensure momentum (Fullan, 2007). Regardless of planning this transitional dip is an experience that often occurs within the first six months of the change journey (Fullan, 2002b).

An important question that arises at this stage revolves around understanding the complexities of the reform once it is fully implemented (Fullan, 2007). When delving into the core of implementation three fundamental aspects become apparent:

- The integration of updated or new resources, which could include curriculum tools or technological advancements.
- The adaptation or adoption of teaching methodologies.
- The reevaluation of beliefs potentially leading to a shift in ideologies that support new policies or programs (Fullan, 2007).

During this phase of operationalization stakeholders are faced with navigating and mastering the changing landscape while developing competencies needed for the desired transformation (Phan, 2006). Echoing Fullan (2020), learning and profound change rarely result from directives. They require experiences that evolve naturally over time. Therefore, the implementation stage itself is defined by these lived experiences of change. This underscores its impact on all those involved.

### **Third Stage: Institutionalization, Establishing Lasting Change**

The journey towards transformation culminates in the "consolidation" or "institutionalization" stage, marking the end of the three-phased process of change (Fullan, 2007). This crucial stage grapples with a decision: whether to firmly embed the change within the organization's framework or rewire it.

As organizations adapt to changes their structures are adjusted to ensure the continued relevance of these changes beyond the initial efforts (Phan, 2006). At this stage leaders rely on evidence and their belief in the benefits of the change to nurture and develop it over time. A crucial task for leaders is assessing the value of the change for its stakeholders as well as evaluating its long-term impact (Trybus, 2011).

To earn recognition as an "institutionalized" transformation it is not only important for leaders but also for external influencers to endorse it. An indication of endorsement is when the transformed practice seamlessly integrates with the organization's culture, values, and day-to-day operations while gaining support (Miles et al., 1987).

The permanence of change relies on two factors: its integration into elements such as financial planning and policy adjustments, as well as the development of a strong group of advocates who passionately champion its stability (Fullan, 2007).

However, there is an aspect in the consolidation phase where many leaders become inclined to step back or disengage from the path of change. Despite navigating through initiation and implementation stages numerous leaders choose discontinuation, then further strengthening (Datnow & Stringfield, 2000; Trybus, 2011).

There are factors that influence this decision, including the pressures of administration, the alignment between teachers and administrators, workforce dynamics, changes in the system, resistance from various parties, and the perceived risks associated with making foundational alterations. These risks include concerns about leadership continuity and financial matters (Trybus, 2011). Wavering commitment to the transformation can lead to its abandonment (Fullan, 2007). Leaders who want to sustain the change must effectively utilize resources and create a strategic timeline to gain more support from stakeholders. It is important for this mobilization effort to be independent of their influence (Trybus, 2011).

Every step in the transformation process is crucial, for its success or failure. Stakeholders involved in a school district or similar settings must go through these stages to determine if the transformation will continue or come to a halt. The length of this journey depends on how significant the changes. As Fullan (2020) explains, complex transformations typically take 3-5 years to complete, while ambitious endeavors can span between 5-10 years with ongoing challenges even after improvements have been made.

### **Themes of Successful Change**

In the world of transforming systems there are core principles that emerge as crucial for successful change. Fullan and Miles (1992) provided insights into these principles, distilling knowledge into seven essential themes that remain relevant even today. These foundational themes include:

1. **Embracing Change as a Learning Process:** To truly embrace change we must continuously adapt. Adaptation is a process where individuals interpret and incorporate understandings. As Fullan and Miles (1992) succinctly stated, "Every change requires learning ... and it takes time to integrate an innovation into our existing framework." In essence genuine ownership of a transformative process can only be achieved through a foundation of learning. Therefore, creating an environment to learning is vital for change to take root.
2. **Viewing Change as a Journey:** Given the dynamics of school environments it is fitting to consider change as a journey, rather than following a rigid blueprint (Fullan & Miles, 1992). Each educational setting has its challenges and contexts that reinforce the idea that change unfolds gradually over time. The Change inherently disrupts established norms. It invites complexities and uncertainties (Fullan & Miles, 1992).
3. **Challenges often give rise to problems:** It's important to view them as allies. Embracing problems and immersing ourselves in them can lead to solutions and

profound transformations. Recognizing that problems are a part of improvement increases the chances of successful change.

4. **The Resource Intensive Nature of Change:** Transformation is a process that requires an investment of resources, including training, materials, time and space. As Fullan and Miles (1992) pointed out, change is inherently resource-intensive as it involves finding solutions and acquiring skills within an already demanding context.
5. **The Power to Drive Change:** While change is inevitable it needs management for success. Effective change management involves efforts in areas such as monitoring progress communicating with stakeholders and problem solving (Fullan & Miles, 1992). It's crucial to involve groups consisting of diverse stakeholders like teachers, administrators and parents to handle this management effectively. The diverse perspectives offered by these groups promote enhanced learning and commitment.
6. **Change as a Systemic Endeavor:** Fullan and Miles (1992) emphasize the nature of change. Successful transformation focuses on the evolution and synergy of all components, including policy considerations and even cultural nuances.
7. **The implementation of large-scale change at a broad level is crucial.** According to Fullan and Miles (1992) it is the actions taken by stakeholders such as teachers, principals and students that drive change.

These interconnected ideas present an approach to transforming systems. By making the complexities of the change process clear to all stakeholders and sharing knowledge about change navigating the journey becomes easier. As Fullan and Miles (1992) aptly put it equipping oneself with an understanding of the change process can be the effective strategy, for achieving meaningful educational reform.

## **Sustainability of Change**

In the past when it came to making changes, in education the focus was mainly on how to bring about those changes and the methods used to make them happen. Research was mostly centered around creating and nurturing the structures for adapting to change. Unfortunately, there hasn't been significant exploration into how stakeholders can sustain and reinforce these changes for improvement (Berman & McLaughlin, 1978; Fullan, 1994; Miles, 1998; Datnow, 2005; Phan, 2006). The lack of lasting reforms in the education sector may be due to a scarcity of research on sustaining change.

When discussing the endurance of reforms attention often turns to how they last and their integration as a part of academic institutions. While on a level "sustainability" refers to something lasting for a time and "institutionalization" implies established practices, in academic terms these concepts are interconnected. A reform that is institutionalized has naturally stood the test of time (Datnow, 2005).

Despite the scarcity of research on sustaining reforms, Fullan and others (2005) embarked on a journey to understand what drives lasting change. Their findings revealed one aspect of reform efforts: the lack of "change knowledge." This information is about understanding the complexities of change and recognizing the elements that anchor it in situations (Fullan et al., 2005). Exploring this knowledge requires patience, which inevitably prolongs the process of change. However, for change architects aiming for lasting reforms mastering this knowledge is crucial.

According to Fullan's (2005) perspective sustainability is defined as "the ability of a system to navigate through the multifaceted journey of progress while aligning with human goals."

This idea is echoed by Hargreaves and Fink (2006) who argue that sustainability goes beyond longevity. It examines how specific initiatives evolve without hindering the

growth of their contemporaries or future endeavors. They further explain that sustainable leadership involves urgency, draws wisdom from history and diversity, demonstrates resilience, practices patience, and avoids depleting resources. In this context providing support to those affected by the change becomes crucial.

While existing research often focuses on support provided by school administrators, endorsement from district levels also emerges as important for sustaining reforms. To truly embed change in the system a cohesive network of support across all levels of education is essential (Fullan, 1994).

This unified support, which includes individuals, from different levels of authority becomes more important when the suggested change is significant enough to bring about a fundamental shift in the culture of the system (Forrest, 2007). Fullan (2020) emphasizes the importance of coordinated efforts, during the process of change. The more deeply ingrained the reform becomes within the system, the greater its chances of long-term success (Miles & Louis, 1990; Hall & Hord, 2014).

### **Fullan's Elements of Sustainability**

Michael Fullan's research, in 2005 presents a framework that aims to empower educators, policymakers and agents of system change with a roadmap for implementing and sustaining reforms. Let's delve deeper into these eight components.

- Purpose-Driven Public Service in Education: The core of any reform lies in its purpose. Traditionally education has been seen as a means to elevate standards by ensuring student learning. Fullan (2005, 2006) explains that the moral compass of any reform is closely linked to two objectives; setting higher benchmarks and reducing achievement gaps among students.
- Holistic Contextual Transformation: Fullan emphasizes the importance of understanding that genuine and lasting change cannot be achieved through

isolated modifications at different levels. Instead it requires a transformation across levels – from grassroots school environments to district boundaries and even extending to state or national policies. He cautions against approaches that focus on individual change and underscores the need for simultaneous development of both individuals and the broader system within real world transformative contexts (Fullan, 2005).

- Capacity Augmentation via Networking: Establishing a foundation, for change necessitates collective capability building. Drawing from the ideas of Fullan (2005) one can understand that this involves creating networks of stakeholders who work together learn collectively and have a shared vision. This not helps create an environment that supports change but also ensures its continuity.
- Intelligent Accountability and Hierarchical Collaborations: When it comes to navigating through the process of change obstacles are inevitable. Addressing these challenges requires a system where problems are identified, analyzed and resolved. Fullan's (2005) emphasizes the importance of shared responsibility and institutional transparency while highlighting the need, for relationships within the hierarchy.
- Profound Learning Experiences: Deep and enriching learning experiences are essential for change. As Fullan's (2005) suggests, this principle revolves around a cycle of growth, adaptability and collective problem solving. It involves experimenting with approaches engaging in discussions and refining strategies based on feedback.
- Balancing Immediate and Future Outcomes: Striking a balance between short term achievements and long-term visions is crucial. While immediate successes

play a role in building confidence and trust, Fullan (2005) emphasizes that the ultimate focus should always be aligned with long term developmental goals.

- Energizing in Cycles: The concept of sustainability as discussed by Fullan's (2005) challenges the belief that it requires relentless progress. Instead Fullan emphasizes the importance of embracing patterns of energy. Drawing on Abrahamson's (2004) work, Fullan explains how alternating between periods of high energy action and reflective pauses can revitalize and recalibrate the system.
- Leadership with a Systemic Vision: According to Fullan (2006) leadership goes beyond steering the ship; it involves charting its course. Effective leaders must have a perspective that encompasses all aspects of Fullan's framework ensuring their integration. Additionally, nurturing future leaders within the system plays a role in sustaining reforms; continuity and effectiveness.

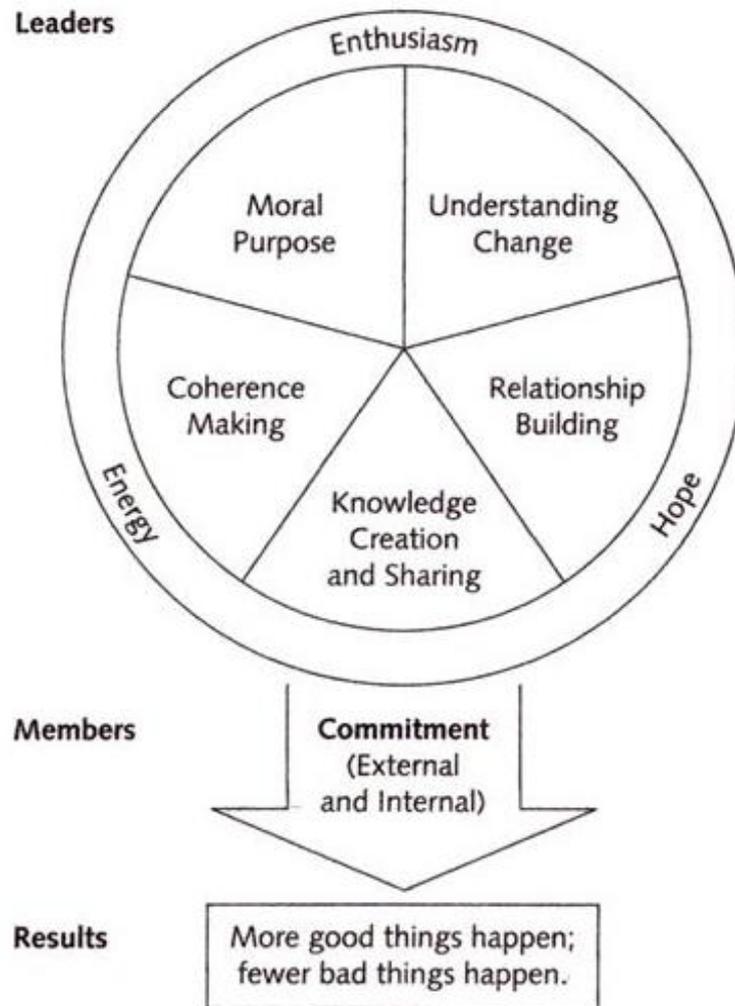
While each component of Fullan's model provides a perspective on reforms their interconnectedness underscores the holistic nature of his framework. By delving into the "deep learning" paradigm we can better understand its inherent connections, with other elements highlighting how Fullan's model operates as a comprehensive and interconnected system (Fullan, 2005).

### **Educational Change Leadership**

A leadership skill that is essential is the ability to orchestrate change. While remaining true to the educational institution's vision when faced with changes mandated by society and the educational institution's community during this era of education reform can be difficult. Educators must be able to adapt to society's needs in a world that is changing faster. In this part, we will discuss Fullan's theories on change leadership in education.

Michael Fullan has written extensively on education's changing landscape. His expertise in systemic change has been of great benefit to educational leaders for many years. Fullan differs from many other thinkers in that he not only proposes theory, but also suggests how to apply this knowledge in a change environment. Fullan discussed the complexity of change in *The New Meaning of Educational Change* (2007): "Change is difficult because it is wrought with dilemmas, ambivalences, and paradoxes. This method combines two seemingly unrelated steps: having a clear vision and being open-minded; taking initiative and empowering others; providing support and pressure; starting small and thinking big; expecting results, being patient, persevering; having a plan and being flexible; using top-down and bottom-up strategies; experiencing uncertainty and satisfaction. It is essential to recognize that educational change is a very personal experience in an often-unsympathetic social setting" (p. 350). A majority of Fullan's ideas on education change over the past 20 years are outlined in this book. The culture of the school must be changed over time by everyone inside and outside the school (Fullan, 2007). As a consequence, new values, norms, skills, practices, and structures are required. To achieve continuous improvement, the whole school must participate in change with collegiality. Teacher and leader daily activities are then infused with innovation and improvement.

As outlined in his 2020 book, *Leading in a Culture of Change*, Fullan outlined five core competencies that leaders must possess to effectively manage change. Moral purpose, understanding of the change process, building relationships, knowledge building, and coherence are these capabilities (Figure 1):



**Figure 1. Fullan Leadership Framework** (Fullan, 2020)

Source: Fullan, M. (2020). *Leading in a Culture of Change* (2nd ed.). San Francisco, CA, Jossey-Bass.

The conclusion of Fullan (2002b) was that leading in a culture of change is all about complexities and subtleties. It is possible to unlock complex systems and even understand them, but it is rarely possible to control them. It is important for leaders to focus on mobilizing the collective capacity to be able to engage in challenging situations in light of these complexities.

### **Section Three: Change Leadership Models and Theories**

Navigating through the challenges of change remains a skill for any educational leader. In today's changing landscape of reform leaders face the daunting task of guiding their institutions through various societal demands, state regulations, and internal community expectations, while staying true to their institution's vision. The importance of this leadership focus is further heightened by the fast-paced nature of change in our society. As society rapidly evolves educational institutions must adapt accordingly to meet emerging needs.

It is undeniable that change is a reality and expectation. An exemplary educational leader possesses the knowledge and insight to navigate these shifting dynamics within the ecosystem. By drawing on research and a wealth of knowledge surrounding change in education leaders can lead lasting shifts. These proactive measures enhance the field of education and they also have positive ripple effects throughout society directly benefiting learners and the wider community.

Deeply rooted in theories of change, numerous scholars have extensively explored the relationship between leadership and change. The literature offers a wealth of skills, strategies, and systematic guidelines intended to equip leaders for orchestration of change. However, as history, experience and research demonstrate time after time, there is no one-size-fits-all approach or linear roadmap to navigate through change effectively.

There are factors that contribute to the complexity of change in the field of education. Each educational setting has its characteristics, which makes it challenging to find a single solution for effective change leadership.

This section highlights 10 individuals who have greatly influenced the way change is managed in education. Their innovative models and theories have offered insights into navigating the complexities of transformations.

## **1. Deming's Total Quality Management (TQM)**

TQM is a known approach that originated from the work of W. Edwards Deming, a statistician, with a strong foundation in systems theory. During World War II Deming played a role in establishing quality standards for war machinery. However, his notable contribution came after the war when he brought about changes through TQM in Japan (Hackman & Wageman, 1995).

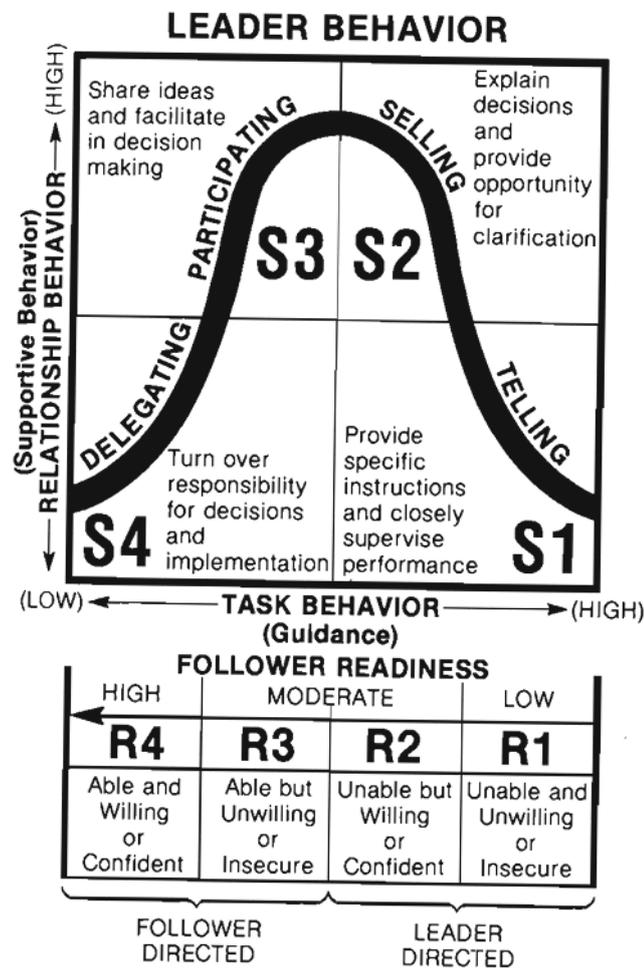
TQM is based on beliefs. Firstly, it recognizes that the financial consequences of quality are more significant than the benefits gained from improving processes. Secondly it acknowledges that workers are inherently inclined to value the quality of their contributions and can excel if provided with tools and training. Additionally, TQM emphasizes that organizations function as interconnected systems facing challenges. Lastly it places responsibility for ensuring quality on top level management (Hackman & Wageman, 1995). These principles intertwine aspects such as quality standards, resources organizational structures and leadership.

This profound knowledge serves as a perspective that encourages businesses to streamline their efforts for outcomes. It highlights the importance of collaboration and mutual dependence within a system than focusing solely on isolated components when determining quality standards (Hackman & Wageman, 1995). The emphasis on systems in TQM aligns with the principles of systemic change theory.

TQM as a leadership model advocates for the concept of shared leadership. It suggests that every individual regardless of their position can take on leadership responsibilities to enhance the fabric of the organization. While it establishes systems and protocols, leadership within the TQM framework is not confined to down instructions. It promotes a culture where "every employee is encouraged to demonstrate leadership qualities that resonate throughout the organization" (Norton, 2005, p. 45).

## 2. Hersey and Blanchard - The Situational Leadership Framework

In the 1960s Paul Hersey and Ken Blanchard introduced the concept of Situational Leadership. At its core this model recognizes that leadership is not a one size fits all approach. Instead the effectiveness of a leadership style depends on the aspects of each situation. The challenge for leaders lies in assessing circumstances anticipating outcomes and then choosing the most suitable leadership style from a range of four options (Hersey & Blanchard, 1988). Figure 1 shows the Situational Leadership model and the four options.



**Figure 2. The Situational Leadership Model (Hersey & Blanchard, 1988).**

Source: Hersey, Paul., & Blanchard, K. H. (1988). Management of organizational behavior: utilizing human resources (5th ed). New Jersey: Prentice-Hall.

These styles are derived from a combination of two behaviors; task-oriented behaviors and relationship-oriented behaviors. The former involves leaders assigning responsibilities, setting objectives, and providing guidance. The second model captures the essence of communication emphasizing the importance of listening and mentoring others (Hersey & Blanchard, 1988).

This model's intuitive nature makes it easy to understand and apply. It recognizes that experienced individuals require guidance compared to beginners, providing a framework for leaders. However, some critics argue that the "Selling" style is often more effective in situations suggesting a bias towards management than true leadership (Bass & Bass, 2008). Despite these criticisms the enduring relevance of this model highlights its value in discussions focused on leading change.

Drawing parallels to this model, Lambert (1998) introduced the 'Leadership Capacity Matrix' which outlines the relationship between school conditions and leadership capabilities. This model emphasizes involving the school community in driving change. Organized into four quadrants it assesses participation and proficiency in leadership roles. It aligns with Hersey and Blanchard's model, reinforcing the notion that the suitability of a leadership style depends on the context.

### **3. Warren Bennis; A Pioneer of Modern Leadership and Change**

In a changing world Bennis (2009) argued that simply accepting the status quo is no longer acceptable for leaders today. To him the true measure of a leader's effectiveness lies in their ability to create a framework that encourages growth – encompassing ideas, expertise, knowledge and innovation (Bennis 2009). Going deeper into leadership paradigms, he explained:

Leadership isn't, about generating ideas but also bringing together minds to collaborate in an inclusive and meaningful environment. It involves cultivating a

culture of taking risks fostering curiosity and embracing bold actions. The main challenge is establishing a structure that seamlessly integrates ideas, human connections and an adventurous spirit (Bennis 2009).

Bennis (2009) emphasized that leadership is not about mapping out the future but understanding the past and putting the present into context. To navigate through realities successfully leaders must paint a picture that provides clarity and perspective.

Bennis argues that making information accessible to everyone is crucial for maintaining transparency within organizations (Bennis, 1999). Additionally, Bennis suggests that effective leaders have a responsibility to foster an environment that promotes growth and learning. This not only helps develop human capital but also allows for the creation of unprecedented value (Bennis, 1999).

#### **4. Stephen Covey and the 7 Habits of Highly Effective People**

Stephen Covey (1989) emphasizes in his book *The 7 Habits of Highly People*, the lasting impact of aligning values with action. Renowned for its approach to leadership in educational settings the book emphasizes the importance of initiating change from within oneself.

Habits are seen as the aspects of one's character. Habits comprise three key elements: knowledge (knowing what needs to be done), skill (knowing how to do it), and desire (the motivation to act) (Covey, 1989). These habits guide individuals on a journey from dependence to independence and eventually interdependence. While conventional discussions on leadership often praise independence, Covey underscores the significance of our interconnected world.

According to Covey (1989) there are seven habits that can guide us towards professional success:

1. Be Proactive: This habit encourages taking actions than passively reacting to situations. It emphasizes the power we have in influencing outcomes.

2. Begin with the End in Mind: This habit emphasizes the importance of having a vision of our objectives. It encourages leaders to maintain foresight and strive towards their goals.

3. Put Things First: time and priority management are at the core of this habit. It highlights the need for balance in how we allocate our time and attention.

4. Think Win Win: This habit promotes a mindset of benefit fostering collaboration and cooperation among individuals. It aims for positive outcomes for all parties.

5. Seek First to Understand Then Be Understood: Empathetic communication is central to this habit, urging leaders to listen and understand other perspectives before expressing their thoughts or ideas.

6. Synergize: Celebrating diversity, this habit encourages leveraging strengths for success that surpasses what could be achieved individually.

7. Sharpen the Saw: This habit focuses on self-renewal and growth across aspects of life, emphasizing self-improvement.

These habits provide a foundation of character ethics that become increasingly relevant as we face challenges every day (Covey, 2005). Building upon these seven habits, Covey (2004) introduced *The Habit: From Effectiveness to Greatness* as an expansion of his paradigm.

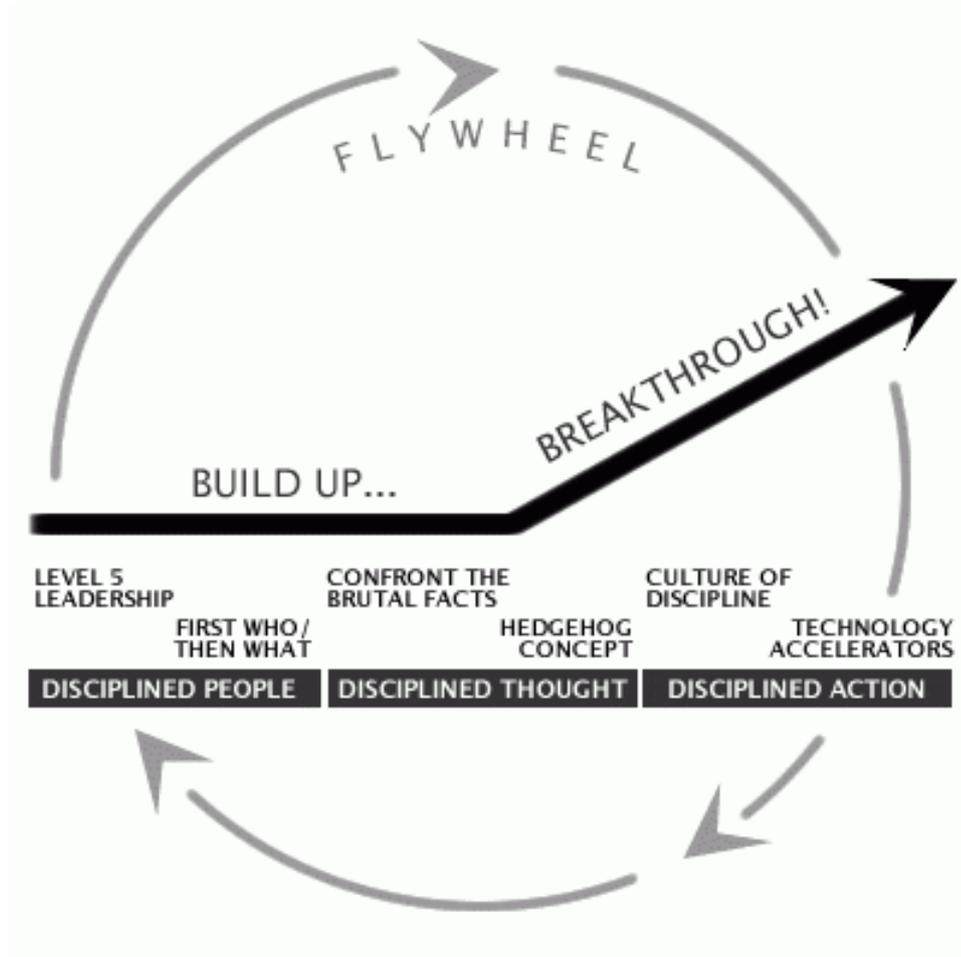
This sequel explores the power of 'voice'. A combination of talent, passion, necessity and moral compass. Covey defines 'voice' as the convergence of one's strengths, internal motivators, societal needs and inherent sense of wrong (Covey, 2005). By harnessing and amplifying this 'voice' leaders can skillfully guide organizations through times of change.

## **5. Jim Collins and Good to Great**

In his book "*Good to Great; Why Some Companies Make the Leap...and Others Don't*" Jim Collins (2001a) delves into the DNA of organizations that have transformed from average to exceptional. These findings on leadership and organizational excellence offer lessons not for businesses but also for sectors such, as education.

At the core of (Collins, 2001b) analysis lies the significance of leadership. He highlights a group of leaders known as "Level 5 Leaders." These leaders are an embodiment of two seemingly divergent traits: "intense professional will" juxtaposed with "extreme personal humility" (p. 2). These are leaders who straddle the delicate balance between audacity and reticence, whose leadership ethos combines determination with a touch of self-deprecation.

Collins presents a vivid imagery to delineate the actions of Level 5 leaders: they look "out the window" to bestow credit, even if it's excessive; yet, in moments of failure, they introspectively gaze "into the mirror" to bear responsibility, eschewing external factors (Collins, 2001b).



**Figure 3. Good to Great framework** (Collins, 2001a)

Source: Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap and Others Don't* (1st ed.). New York, NY: HarperBusiness.

Collins (2001a) resonates with Covey's emphasis on life balance, asserting that an individual's holistic commitment to work and adaptability to change does not undermine the significance of life's other dimensions. An ecosystem that fosters candid communication, what Collins terms as "confronting the brutal facts", is pivotal. This aligns seamlessly with Warren Bennis' endorsement of candor as a crucial leadership trait.

## 6. Tony Wagner

Tony Wagner, a figure in transformation consistently advocates for significant systemic changes, within the education field. At the core of Wagners philosophy lies the idea of "professionalizing education". In his work published in 2004 Wagner explained

this idea suggesting that a professional educational system thrives by promoting dialogues, about the challenges encountered at every level within educational institutions. According to him it is through these conversations that collaborative efforts can generate insights leading to the continual improvement of learning methods, teaching practices and leadership dynamics (Wagner, 2004).

To facilitate dialogues Wagner and his colleagues introduced the concept of a "community of practice" in 2005. These communities are networks of professionals who come together with a shared goal; to develop their skills share exemplary practices and collectively address practical challenges. Wagner and Kegan (2005) highlighted the potential of these communities. They have the ability to dismantle existing barriers within education such as resistance to change passive compliance, professional isolation and unchecked autonomy. All factors that often hinder transformative efforts. Of these barriers communities of practice foster an environment characterized by engagement and mutual collaboration. Essential ingredients, for genuine and impactful change (Wagner & Kegan, 2005).

Digging deeper Wagner and Kegan (2005) extensively analyzed the process of change. Divided it into three distinct phases, each guided by three crucial factors. The initial phase, known as "preparing " combines the two components of the S U R E approach. Following that the "envisioning" phase builds on the groundwork laid in the phase. Expands its influence, to a wider audience beyond internal stakeholders. Finally, there's the "enacting" phase that incorporates elements three and four of Wagners methodology. Throughout this transformative journey the triad of data driven decision making, strict accountability measures and fostering relationships remain themes. To achieve success leaders are advised to embrace a mindset while taking strategic actions.

## **7. Heifetz and Linsky; Adaptive Problems**

Heifetz and Linsky (2017) introduced a nuanced comprehension of challenges faced by organizations. They categorized these challenges into two types; " problems," which are more conventional in nature and can generally be resolved through established procedures or expertise; and "adaptive problems," which are complex unscripted issues that do not lend themselves to traditional solutions or expert interventions. Navigating challenges is a task fraught, with uncertainties.

Such challenges often elicit reactions, from stakeholders ranging from resistance to desperation as they navigate unfamiliar territory. Recognizing the conflicts that arise in situations of change, Heifetz and Linsky (2017) highlighted the crucial role of leadership in channeling these passionate differences and tensions constructively. They emphasized that true leadership, during change lies in the ability to mediate divergences, fervor and conflicts while minimizing harm and effectively harnessing their energy.

Heifetz and Linsky (2017) proposed a set of four strategies. They stressed the importance of creating an environment where individuals feel secure enough to tackle challenges. They advocated for temperature control. Applying the right amount of pressure to stimulate action without overwhelming the system. This is closely tied to their strategy. Pacing the work. Which involves adjusting the speed of change gradually and other times more expediently. Lastly offering stakeholders a clear vision of the expected future can serve as a catalyst. If individuals can envision a future, as the culmination of their work they are more likely to persist and move forward (Heifetz & Linsky, 2017).

## **8. Doug Reeves**

Doug Reeves has made contributions to the field of leadership and its close connection to change. As Reeves (2020) aptly stated, "Leadership is inherently linked to change. It involves justifying it implementing it and ensuring its sustainability" (p. 158).

His insights go beyond understanding offering practical steps that leaders can adopt to navigate the complex process of change.

At the core of Reeves perspectives is the 'Leadership for Learning Framework' which he introduced as a tool to foster consideration of change with a focus on enhancing student achievement (Reeves, 2020). This dynamic framework utilizes quadrants to illustrate the relationship between achievement outcomes and the factors that contribute to excellence. When there are outcomes but limited understanding of what led to them it is referred to as 'fortunate'. Conversely when both results and comprehension are lacking it is termed 'unsuccessful'. 'Learning' signifies an understanding despite results while 'leading' represents a scenario where strong results align, with comprehensive understanding.

Going deeper, Reeves (2020) identifies what he calls 'points of influence'. Factors that have an impact, on student achievement and consequential change. These factors include time, teaching, professional growth and collaboration ideas that align with the philosophies of Wagner and Kegan (2005) and Fullan (2008).

In his work "*Leading Change in Your School; How to Overcome Misconceptions, Foster Commitment and Achieve Results*" Reeves (2009) describes change leadership as a challenge for global organizations, filled with technicalities, personal aspects and political intricacies. However, he remains hopeful by suggesting that an approach combining urgency with strategy can transform change from a prospect into an empowering journey. According to Reeves (2009) when change is viewed as less of an attack and more as an opportunity it significantly increases the chances of success.

Echoing Fullan's perspectives, Reeves (2020) reinforces the role of foundations in the narrative of change. He advocates for a transformation as the foundation, for change while highlighting the complex human dynamics at play. In order to guide the evolution

of culture Reeves proposes four steps that include establishing negotiable standards and carefully selecting tools that are suitable, for your specific environment.

## **9. DuFour and Marzano**

According to DuFour and Marzano (2011) it is both a privilege and a responsibility for anyone entering the field of education to take on a leadership role. They emphasize that leadership is not about having authority, about influencing others. They highlight the significance of unity stating that true progress comes from efforts than individual accomplishments. The combined thinking of a group proves to be more effective than attempts.

One key contribution from DuFour and Marzano (2011), in their exploration of change leadership is the idea of articulating a vision that deeply resonates with others aspirations. This vision acts as an anchor giving purpose to tasks and fostering a sense of commitment. They argue that this vision should go beyond words; it requires action. Leaders have the responsibility to establish pathways breaking down this vision into steps and guiding their followers towards its realization.

Additionally, DuFour and Marzano (2011) emphasized the importance of leaders making choices. In a world filled with distractions leaders must determine which priorities will have the impact, on achieving desired outcomes and ensure that these priorities are clearly understood and implemented by everyone involved. A crucial aspect of this process involves maintaining ongoing communication creating a shared language that fosters unity and mutual understanding.

Going deeper into the intricacies of change leadership, DuFour and Marzano (2011) offered suggestions. Their philosophy revolves around the idea that effective leadership goes beyond expertise. Instead it focuses on igniting change by inspiring action celebrating victories and nurturing a deep passion, for both purpose and people involved.

## **10. Fullan Framework for Change Leadership**

Michael Fullan is a known figure in the field of change, having contributed to the discourse for many years. What sets him apart is his ability to delve into the complexities of change in education and provide strategies to navigate through it.

Michael Fullan's framework for change leadership combines key elements that are crucial for effective and sustainable organizational transformation. According to Fullan (2010) having a moral purpose is the driving force behind meaningful change emphasizing the importance of making a difference. Acknowledging the complexities of change including its psychological impacts on individuals is essential for navigating through transformation (Fullan, 2007). Building trusting relationships and promoting collaboration are also highlighted as factors in creating a supportive environment for change (Fullan, 2020). Furthermore Fullan (2013) advocates for fostering a culture of learning and knowledge sharing to encourage innovation and improvement. Lastly ensuring that all efforts align with goals, known as coherence making is considered essential for the long-term success of change initiatives (Fullan, 2016). These components collectively form Fullan's framework to leading change and provide a robust framework for leaders aiming to implement lasting organizational transformations.

In his book "*The New Meaning of Educational Change*" Fullan (2007) explores the nature of change presenting it as a tapestry woven with dilemmas, ambivalences and paradoxes. According to him successful change requires reconciling steps, such as maintaining a clear vision while remaining open minded and finding a balance between support and pressure. He emphasizes that educational change is not about processes but deeply personal experiences within them. Fullan also emphasizes the importance of culture in educational transformation. He believes that reshaping values, norms, practices and structures is essential for creating lasting change (Fullan, 2007). This transformation

becomes embedded in the day to day operations of educators and leaders when the entire school community actively participates in improvement and innovation.

Overall, Fullan's work serves as a call to action, for all those involved in education. He strongly advocated for the idea that change's a two process. It involves both collective efforts and individual contributions. According to Fullan meaningful change arises from the combined actions of individuals leading to a way of thinking where numerous small endeavors culminate, in systemic shifts (Fullan, 2007).

In Fullan's perspective on change leadership relationships play a role. He encapsulated this notion by asserting that while strategies may revolve around rigor and innovation their ultimate success depends on the quality of relationships (Fullan, 2020).

### **Core Components of Fullan's Framework**

Fullan's framework revolves around crucial elements each playing a vital role in the process of change. These elements encompass:

- 1) **Moral Purpose:** According to Fullan change should be motivated by a sense of purpose. It involves dedicating oneself to making an impact on individuals and communities (Fullan, 2010). This moral purpose serves as the foundation for all change efforts providing the motivation and guidance for reform.
- 2) **Understanding Change:** Fullan emphasizes the importance of comprehending the essence of change itself. This entails understanding its dynamics. How it impacts people and organizations (Fullan, 2007). It involves recognizing the complexities and difficulties that come with change and finding ways to navigate through these challenges.
- 3) **Building Relationships:** An important part of Fullan's framework is understanding that building relationships is essential for driving change. By

fostering trust and encouraging collaboration, among all those involved we can create an environment that supports change (Fullan, 2020).

- 4) **Sharing Knowledge:** Fullan emphasizes the importance of creating and sharing knowledge to inspire innovation and progress. Leaders have a role, in creating an environment that encourages learning. Regarding this matter Fullan (2013) stresses the significance of nurturing a culture that promotes the exchange and utilization of information to improve practices.
- 5) **Coherence Making:** Another aspect emphasized by Fullan (2016) is coherence establishment. This involves ensuring that efforts towards change are properly aligned and concentrated on achieving the organizations goals. It entails defining objectives aligning resources and coordinating actions to ensure that all aspects of the organization work, towards common objectives.

### **Leaders Personality Traits, in Fullan's Framework**

According to Michael Fullan certain personality traits play a role for leaders who drive change. These traits including energy, enthusiasm and hope are essential for inspiring and motivating others throughout the change process.

- 1) **Energy:** Fullan highlights the importance of leaders having a level of energy to effectively handle the demands of leading change. This energy not fuels their persistence. Also helps them remain resilient when faced with challenges (Fullan, 2007).
- 2) **Enthusiasm:** Enthusiasm is contagious, leaders who demonstrate enthusiasm about the change process can inspire their teams and stakeholders creating a momentum that propels the initiative forward (Fullan, 2010).
- 3) **Hope:** Sustaining efforts over the term requires hope. Fullan argues that leaders must maintain a sense of hope and optimism in the face of setbacks. This mindset

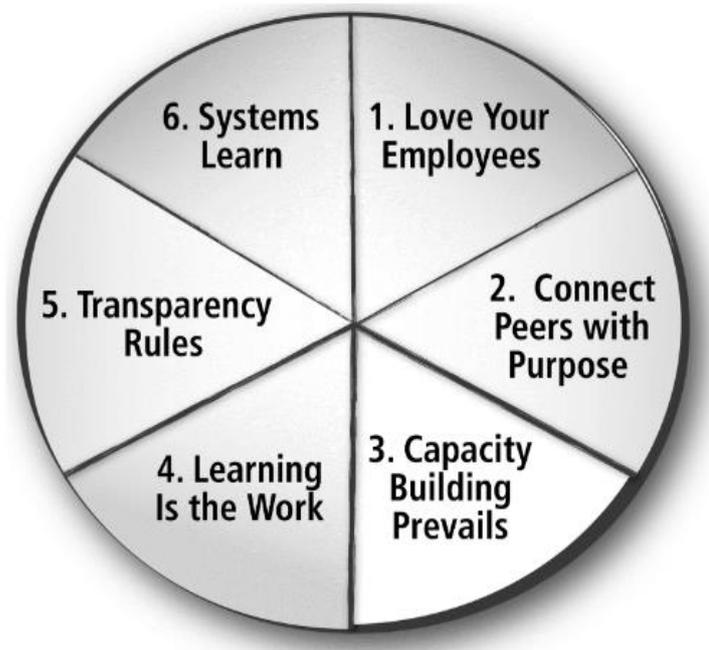
encourages their teams. Keeps them committed to the purpose behind the change (Fullan, 2013).

These traits are not solely innate; they can be nurtured through practice engaging with others and making a commitment, to personal and professional growth.

### **Change Secrets in Fullan's Framework**

According to Fullan the realm of change is filled with intricacies that leaders can decode or influence, to some extent (Fullan, 2002b). He strongly believes in the power of ability seeing it as a way to elevate efforts, to extraordinary accomplishments (Fullan, 2010).

In his works Fullan presented "*The 6 Secrets to Change*", offering a plan for leaders to facilitate change. This blueprint covers aspects from fostering relationships to emphasizing the importance of learning within systems (Fullan, 2008).



**Figure 4. Fullan's Model of "Six Secrets of Change"** (Fullan, 2008)

Source: Fullan, M. (2008). *The Six Secrets of Change*. San Francisco, CA: Jossey-Bass.

In Michael Fullan's examinations of change leadership, he reveals six secrets" that form the foundation of successful and lasting change initiatives. These secrets though seemingly straightforward have an impact on the process of transforming organizations.

**1) Love Your Employees:** According to Fullan, genuine care and respect for the individuals within an organization are at the heart of change. Leaders who demonstrate compassion and appreciation for their teams' contributions, create an environment built on trust and motivation, which's crucial for navigating the complexities of change (Fullan, 2008).

**2) Connect Peers with Purpose:** By fostering connections among individuals based on a shared purpose leaders, can nurture a sense of belonging and a collective dedication to the organizations objectives. This network of peers becomes a force that drives change through collaboration and mutual support (Fullan, 2008).

**3) Capacity Building Prevails:** Strengthening the capacity of an organization is paramount. This involves enhancing the skills, knowledge and competencies of individuals and teams to adapt to and drive change. Fullan underscores that capacity development is a process that ensures resilience and adaptability (Fullan, 2008).

**4) Learning is the Work:** As leaders we should cultivate a culture that values and incorporates learning, experimentation and reflection into our activities. This approach ensures that our organization remains innovative and adaptable to change (Fullan, 2008).

**5) Transparency Rules:** By sharing information about the reasons behind the change, updating progress regularly and addressing encountered challenges leaders can build trust. Encourage active participation from all members of the organization (Fullan, 2008).

**6) Systems Learn:** Creating mechanisms for receiving feedback promoting reflection and knowledge sharing allows us to learn from our experiences and

continuously improve. Fullan suggests that when the entire system learns together change becomes deeply ingrained and sustainable (Fullan, 2008).

Together these six principles provide a guide for leaders seeking to inspire and maintain change. Fullan's insights highlight the importance of prioritizing people's needs while fostering a culture of learning. Additionally, transparency throughout the process and encouraging system learning are strategies, for effective change leadership.

### **Change Sustainability in Fullan's Framework**

Sustainability is an aspect of Fullan's framework as it focuses on ensuring long term success and continuous improvement of changes. Fullan offers strategies to ensure that changes are maintained over time:

**1. Fostering Intrinsic Motivation:** lasting transformation stems from a drive. Leaders should concentrate on establishing circumstances that enable individuals to discover significance and fulfillment in their work (Fullan, 2016).

**2. Developing Leadership Capacity:** Sustainability demands leadership throughout all levels of the organization, fostering a range of leaders ensures that the progress does not rely on one person (Fullan, 2020).

**3. Creating a Culture of Accountability:** Cultivating a culture of accountability plays a role in sustaining change, this involves setting goals providing feedback and recognizing achievements by both individuals and teams (Fullan, 2007).

**4. Embedding Change into the Culture:** For change to truly endure it must become deeply rooted in the fabric of the organizations culture. This means incorporating practices and values into day, to day operations until they become the normal (Fullan, 2010).

Fullan's contributions reflect a commitment to understanding and promoting change in education. His insistence on perceiving change as an interconnected and systemic process serves as evidence for his vision of an evolving landscape.

Finally, there are various models discussed, among others, that guide change management within educational institutions. In this dissertation, we have used Fullan's insights and studies as a foundation for developing a new educational model. While most prior models cater exclusively to schools, this model also addresses higher education institutions in a broader sense. By combining Fullan's ideas with data from Palestinian higher education institutions, we aim to create a novel model. In this new model, higher education entities are catered to, especially those that are at a pivotal point in which a change is not only beneficial but essential as well.

#### **Section Four: Change in Higher Education**

Change is inevitable in the academic world, and so it is imperative for universities to be able to manage it. As a field of study, change management is very diverse, since it "... is the application of many different ideas from the fields of business, organizational development, and psychology" (Hiatt & Creasey, 2012, p. 13). To achieve desired outcomes, change management uses techniques and processes to administer the people side of change. In order to manage change, the administration must manage everyone's engagement and use of resources when it changes how employees accomplish their tasks (Hill, 2009). It is common for institutions to use a variety of change management models. A proposed change is always presented in these models with the focus of encouraging employees to accept, adopt, and utilize it in their day-to-day work. It is easier and more efficient for organizations and teams to achieve their goals when change managers work effectively and efficiently. The majority of these efforts will help maintain the university's vision and mission, maintain marketability, globalizing, and increase endowment,

regardless of how extensive the organizational changes are within the university infrastructure. According to Hao and Yazdanifard (2015), organizational change can provide a competitive advantage. In addition to remaining flexible and continuously changing, organizations have consistently attempted to become fluid and continuous. They are, however, constrained in implementing change and achieving the results they want.

### **Power and Change**

Kotter (1979) beautifully discusses power as the ability of one person to influence another's actions in alignment with their desires while also resisting any influence. He emphasizes the nature of power-oriented behavior, focusing on actions taken to gain or exert power. Another aspect worth considering is the dynamics that arise from behaviors which highlight the interactions among individuals driven by their pursuit of power.

The complexities of power hierarchies in academia often lead to lines of authority and accountability among faculty, administrators, Boards and state governance entities. However, there is a silver lining in the form of ambiguity. When goals are not clearly defined it creates a receptiveness to change. Employees who are not bound by procedures become more open to approaches (ASHE, 2001, p. 71). Nevertheless, this dynamic clashes with the norm in academia that discourages overt displays of power and encourages decision making. This adds complexity to the process of initiating planned changes (ASHE, 2001, p. 71).

Soetaert's (2008) study on the transformation of education reveals the power dynamics within different employee groups. In "down change" models this intricate dance of power necessitates dialogue, negotiation and alignment with departmental stakeholders. Ignoring this aspect can lead to disaster as subcultures may resist change

initiatives unchecked. Yankelovich (2005) supports this idea by highlighting how politics, traditions and structural constraints in education can hinder change efforts.

In a thought-provoking study by Garn (2005) on power dynamics, politics and planned change in governance overhaul, valuable insights are provided for leaders. The study highlights the need to consider sources of power that can either support or hinder efforts for change. To effectively navigate through this journey Garn suggests appointing a change entrepreneur. This individual would not guide changes but also work towards restructuring power dynamics for long term sustainability of the transformation.

### **Visioning and Change**

Effectively transforming education requires more than creating and implementing plans. It calls for a shift in perspectives, decision-making, and actions (Boyce, 2003). According to Boyce, the true catalyst for transformation lies not in the mechanics of change but in a learning journey. This journey involves overcoming obstacles to achieve desired outcomes while safeguarding the institution from consequences. Such transformative efforts necessitate investigation, meaningful dialogues and honest self-reflection on aspects of the institution.

Searcy's (2010) examination of leadership dynamics during transitions emphasizes the role of visionary leadership. The leader must skillfully adapt their vision to align with the nuances of the agenda at hand. Searcy argues that this calibrated vision should stem from an understanding of the intricate network of relationships within the organization and effective communication channels. Frost and Gillespie (1998) highlight the importance of communication, in change initiatives. They suggest that transformational endeavors are more likely to succeed when employees perceive them as integral to fulfilling the institution's mission and vision. These changes gain significance when they are acknowledged as crucial for future achievements.

Envisioning change in academia faces resistance from nostalgia (Marconi-Hickman, 2001). The appeal of a time-honored vision often overshadows the potential of a vision with all its uncertainties and implications for the mission. Both internal and external members of the community prefer what they know works to embracing the unpredictability of something new. However, Hughes (1999), while exploring power dynamics among student affairs managers, discovered a strong inclination towards collaborative envisioning. These influential team members elevated visioning to a sacred level as they believed it played a crucial role, in achieving transformational success. Hughes further emphasizes that when change champions also possess intuition, unwavering integrity, and undeniable credibility, the effectiveness of visioning is significantly amplified.

### **The Leader of Change in Higher Education**

The core of advancements, in education lies in a factor: leadership. According to Wagner (2001) it is dangerous to overlook the principles that drive change. He emphasizes that if academic institutions fail to fulfill their responsibility of evolution the consequences will extend beyond the confines of classrooms, affecting our global socio-economic fabric and the quality of future professionals.

In this landscape Gustafson and others (2003) call upon leaders to establish and sustain mechanisms for assessing an institution's readiness for transformation. These evaluations capture the dissatisfaction with existing paradigms, measure the desire for a future state, and evaluate how open the workforce is to transformative approaches. A potent catalyst for change emerges when there is a gap between the situation and the envisioned future accompanied by a practical roadmap to bridge this divide and with perceived benefits of the future state outweighing temporary pains of transformation.

In the realm of academia, it is common for a new president to take on the role of a leader (Van Loon, 2001). According to Van Loon significant changes within organizations often occur when they face challenges. These critical moments prompt introspection and drive the need for change to ensure the institution's long term survival. Successfully navigating this landscape requires an understanding of academia's two distinct subcultures; faculty and administrators. Change is readily embraced when led by individuals who possess knowledge and command great respect (ASHE, 2001). One of the challenges and opportunities in academia is balancing shared governance while championing freedom (ASHE, 2001). Leaders who excel in this dance ensure that change becomes a part of the institution's identity.

McKinney and Morris (2009) emphasize the role played by leadership particularly from the president in driving transformative initiatives. These experts underscore that presidents must have a vision serving as a guiding star, throughout the institution's transformation. Echoing this sentiment, Malm (2008) highlights the responsibilities undertaken by leaders when catalyzing change. They not need to overcome resistance but foster unwavering commitment along every step of the journey in order to achieve successful outcomes.

In the context of change Evans (1993) explores aspects that contribute to its complexity, including the proposed reforms, the ability of faculty to adapt the strength of the organization support systems and importantly effective leadership. He points out that initiatives aimed at transformation are more likely to gain faculty support when they align with held values that are practical in nature and are led by individuals who inspire trust and credibility.

## **Section Five: Overview of Palestinian Higher Education**

Education is universally acknowledged as a vital catalyst for the sustainable development and economic advancement of nations. In the Palestinian territories, the higher education system plays an instrumental role in shaping development strategies and public policies. This system stands as a testament to the resilience and progression of the Palestinian people, reflecting its significance as a pillar of national strength and growth. (Ministry of Higher Education and Scientific Research, 2022).

### **Historical Development of Palestinian Higher Education**

The growth and resilience of education, in Palestine have a history that started in the mid-20th century. In the 1950s two-year colleges were established, laying the foundation for a diverse education system. These early institutions focused on teacher training, technical education and liberal arts. Received guidance from government entities as well as the United Nations Relief and Works Agency (Jayousi & Zatari, 2012). The 1970s brought a change with the establishment of universities during the occupation period. These universities not provided education. Also became symbols of Palestinian cultural and academic identity offering crucial local opportunities for higher education at a time when studying abroad was challenging. The educational landscape went through transformations after the Oslo Accords of 1990 transferred governance, to the Palestinian National Authority leading to additional growth and progress (Jayousi & Zatari, 2012).

The Palestinian Ministry of Education and Higher Education (MOEHE) Established in 1994 following the Oslo Agreement, the MOEHE embarked on a mission to rebuild the Palestinian educational system. It emphasizes education as a fundamental human right, accessible to all (Naqib & Ismail, 2020).

## **Diversity and Structure of Higher Education Institutions**

Palestinian higher education is characterized by a diverse array of institutions, including universities, university colleges, polytechnics, and community colleges. Each institution type serves a distinct educational purpose, from offering comprehensive academic programs to specialized technical and professional training (FOBZU, 2016). The law governing higher education (Palestinian Higher Education Law No.6 of 2018) recognizes various institution types, each adhering to specific regulations and standards set by the MOEHE.

## **Statistical Overview of Palestinian Higher Education**

According to the statistical book of the Ministry of Higher Education and Scientific Research (2022), the accredited and licensed institutions totaled 53, encompassing a variety of educational frameworks. These institutions are grouped into four categories, based on the quantity of colleges within the university and their method of education delivery, the categories include traditional universities, university colleges, community colleges, and open universities.

**1. Traditional Universities:** Traditional universities, often characterized by their on-campus, face-to-face teaching approach, encompass a diverse array of faculties and specializations. In Palestine there are 19 traditional universities; 13 traditional universities in West Bank and 6 in Gaza Strip, they generally fall into three categories:

- **Public Universities:** These institutions are typically managed through an internal administrative structure and guided by a board of trustees. There are 8 public universities in Palestine: (Hebron University, Bethlehem University, Birzeit University, Al-Quds University, An-Najah National University, Islamic University, Palestine Polytechnic University, and Al-Azhar University).

- **Governmental Universities:** These are financially and organizationally tied to the government. There are 4 governmental universities in Palestine: (Al Aqsa University, Palestine Technical University - Kadoori, Al-Istiqlal University, and Nablus University).
  - **Private Universities:** Owned by individuals or corporations, these institutions are governed by their respective owners or shareholders. There are 7 private universities in Palestine: (The Arab American University, Gaza University, University of Palestine, Palestine Ahliya University, Dar al-Kalima University, Isra University, and Al-Zaytonah University).
2. **Open Universities:** The universities offering open education programs, there are 2 open universities in Palestine: (A-Quds Open University, and The Arab Open University).
  3. **University Colleges:** 15 colleges provided focused academic programs.
  4. **Community Colleges:** The system also comprised 17 intermediate community colleges.

In terms of student enrollment:

- **New Admissions:** The academic year 2021/2022, saw 66,408 new students enrolling in higher education, with 39,677 females and 26,731 males. The breakdown of their enrollment was as follows:
  - Traditional Universities: 42,407 students (including 274 PhD, 3,163 Master's, 22 High Diploma, 35,179 Bachelor's, 3,437 Diploma, 296 Educational Qualification Certificate, and 36 specialized vocational diploma students).
  - University Colleges: 6,921 students (1,650 Bachelor's, 5,265 Diploma, and 6 specialized vocational diploma students).

- Intermediate Community Colleges: 5,840 students (5,777 Diploma and 63 specialized vocational diploma students).
  - Open Education: 11,240 students (25 PhD, 246 Master's, 9,120 Bachelor's, 1,478 Preparatory year, 345 Educational Qualification Certificate, and 26 specialized vocational diploma students).
- **Total Registered Students:** The total number of students actively pursuing their education in the higher education institutions was 225,975 (138,983 females and 86,992 males). This included students in various programs and levels across traditional universities, university colleges, community colleges, and open education programs.
  - **Graduates:** The total number of graduates for the academic year 2020/2021 was 46,225, comprising 29,294 females and 16,931 males. These graduates spanned various programs and degrees across the diverse higher education institutions.

In terms of staffing, the higher education institutions employed a total of 17,477 individuals, including academic, administrative, research, and technical staff. The distribution of their academic qualifications ranged across doctorate, master's, bachelor's, diploma, and secondary education levels, reflecting the diverse academic and professional expertise present in the Palestinian higher education sector.

### **Challenges in the Educational Process in Higher Education Institutions in Palestine**

The landscape of education, in Palestine is both intricate and multifaceted intricately connected to the situation of the region. In a study conducted by Naqib and Ismail (2020) they thoroughly examined the challenges faced by education institutions within this context. Their analysis emphasizes the difficulties encountered as a result of Palestine's status and the direct and indirect consequences brought about by the occupation on the educational sector.

- **Challenges in Infrastructure:** The ongoing conflict has resulted in the closure and destruction of institutions.
- **Constraints on Movement:** Students and educators encounter daily obstacles when it comes to accessing schools and universities.
- **Detention of Students and Academics:** A significant number of students and schoolchildren find themselves detained.
- **International Isolation:** Palestinian universities face significant isolation due to Israeli control over the region.
- **Academic Freedom and Civil Liberties:** The environment within universities is restricted concerning activities and freedom which has led to student's expulsion as well as academics.
- **Issues with Funding:** The higher education sector in Palestine heavily relies on foreign aid due to the government's inability to meet its educational requirements under occupation, this dependency places pressure, on the sector.

## **Part Two: Previous Related Studies**

The researcher in this part reviews the related studies regarding the study of change leadership and leadership in education. These previous related studies have been arranged historically from the oldest to the most recent, as follows:

### **I. Previous Related Studies in Change Leadership**

In their article, Herold and others (2008) examined how transformational and change leadership influences employee commitment to change. Through interviews and focus groups, data was collected from 343 employees in 30 organizations. The results indicated that transformational leadership was associated with followers' change

commitment more strongly than change-specific leadership practices, especially when the change had significant personal impact.

In a study conducted by Battilana and colleagues (2010) examined how managers leadership abilities and their approach, to implementing planned changes influenced aspects of the change process. The research focused on 89 managers at the UK National Health Service involved in change projects between 2003 and 2004. It explored how managers' skills in both people oriented and task-oriented behaviors influenced their communication, support mobilization and evaluation strategies during the change. The study highlighted the importance of recognizing the complexities associated with activity, within the change process and how leadership competencies play a role in these activities.

A study by Smart (2010) investigated perceptions of organizational change in five South African case studies. Through interviews, questionnaires, and a review of organizational documentation, data were collected to determine the impact of change management on employee commitment. Findings showed that organizations without a clear change management plan were more likely to experience workforce problems and negative experiences with change, leading to stress issues. However, with proper planning, preparation, and support, many of these obstacles can be overcome. Strong, consistent, engaged, and communicative leadership is key to winning employee support.

A study conducted by Van Der Voet (2015) investigated the complexities of implementing changes, within organizations. The research highlighted the role of leadership in driving transformations, specifically examining how supervisors' approach to change and employees' willingness to embrace change interacted. The researcher discovered that effective change leadership boosts commitment by promoting effective communication and encouraging involvement from employees. However, bureaucratic perceptions, often referred to as "red tape " along with a lack of emphasis on leadership

can pose challenges when it comes to fully harnessing the power of change leadership in fostering employee engagement.

Soini et al. (2016) studied the impact of school principals' hands-on strategies, which embodied their theories of change, on their schools and on large-scale reforms in Finland. The researchers focused on five comprehensive school principals and their leadership strategies. Each principal was interviewed for 60 minutes about their work and background experience. The study found consistency among the principals' main strategies, which involved taking small steps simultaneously and providing meaningful learning opportunities for teachers. The principals' everyday hands-on strategies reflected the precise nature of leading reform, without relying on quick and total solutions.

According to a study conducted by Bakari and colleagues (2017), the three-step change model introduced by Kurt Lewin and widely regarded as the foundation of planned change has been reevaluated. The study pointed out that this model's linear approach and lack of consideration for change and leader follower dynamics are its limitations. To overcome these shortcomings the researchers proposed a model that incorporates elements from the theory of planned behavior. Additionally, they investigated how authentic leadership influences employee perceptions during times of change. By surveying 258 employees undergoing restructuring in three public sector hospitals in Pakistan the study discovered that authentic leaders play a role in facilitating change by promoting employee readiness, commitment and behavioral support. This research is groundbreaking as it sheds light on the significance of Lewin's model when adapted to dynamics within the context of authentic leadership.

In a study conducted by Kharbat and Al-Soud (2019) proposed a change leadership model for Jordan's secondary school principals, based on the ADKAR framework and employee engagement. Surveying over 500 principals and teachers in Amman, the study

found moderate levels of change leadership and engagement, leading to the development of a tailored administrative model. This research complements the Ghassan Model by emphasizing the necessity of structured leadership and engagement in educational reform.

Elmasry and Bakri (2019) explored the impact that transformational leadership could have on improving governance in Palestinian public sector organizations. Despite the challenges highlighted in the Worldwide Governance Report regarding Palestine's governance quality, the study's findings, based on data from 342 managers in Gaza, revealed a connection between transformational leadership behaviors and the principles of good governance with the exception of inspirational motivation. The research highlights the potential of leadership to enhance governance particularly in developing nations like Palestine. It also advocates for investing in leadership training to raise governance standards.

According to a study conducted by Ahmed and Carey (2020) the main focus is on examining the approaches and strategies used by successful leaders to navigate organizational change in today's fast changing world. With increasing competition and the need for organizations to adapt in order to survive and excel it is essential for institutions to keep up with advancements in rapid information sharing and changes within the organization. The research emphasizes that a company's success is closely tied to the leadership's ability to effectively engage with and motivate employees, guiding them towards embracing change in a manner.

## **II. Previous Related Studies in Change Leadership in Higher Education**

Few studies in higher education examined organizational change compared to other fields. Huisman and Meek's (1999) study offers valuable insights. It analyzes how universities respond to curricular innovations, questioning if their actions reflect strategic

adaptation or institutional adjustment. The research utilizes a framework blending institutional and strategic choice theories, examining data from two Dutch universities. The results reveal a combination of both strategies in program innovations, suggesting that higher education institutions' behavior is influenced by a complex interplay of strategic decisions and institutional pressures. This contributes to a deeper understanding of organizational dynamics in higher education reform and leadership.

According to a study conducted by Drew (2010) the significance of engagement with others to drive change in educational settings, particularly in universities, was highlighted. By interviewing leaders from a university Drew discovered that the key obstacles they encountered involved strategic leadership, flexibility, creativity and the ability to manage change while maintaining academic quality and effectively handling financial and human resources. Establishing connections and demonstrating adeptness in leading change were identified as crucial factors in addressing these challenges. The study provides insights into leadership and its development within the context of universities while also suggesting the need, for further comprehensive research.

A study conducted in 2019 by Al-Oraifan examined the state of change leadership in Kuwaiti public education institutions. The focus was on school principals during the year 2018/2019. Through interviews with 32 selected principals the research looked into several aspects. The findings indicated that a significant number of these principals possess change leadership qualities and Kuwaiti educational institutions are well equipped to handle various unexpected changes. Al-Oraifan recommends promoting a change leadership mindset in school settings, which includes providing training for leaders on effective change strategies, empowering staff to make decisions, and developing strategic plans to guide transformations in the educational landscape.

In a study conducted by Farida and Hammana in 2021 the authors examined the impact of leadership styles on the process of change at Skikda port organization. By analyzing responses from 85 managers who completed questionnaires the research discovered a relationship between leadership styles and the change process. These findings highlight the significance of following an approach when implementing changes and customizing leadership strategies to meet the requirements and stages of change within an organization.

In Nigerian universities, Ololube et al. (2021) analyzed the current leadership styles and management practices to identify some factors related to excellence-related success using Quality Management models. Survey research was used in this study. Lecturers at universities make up the study's population. Through purposeful sampling, data was collected through a questionnaire. A conclusion of this study was that Nigerian higher education needs to adopt a holistic approach to managing transformation addressing leadership and management, staff development structure and system reform, effective financial management, and research and development, among other concerns.

In a study conducted by Asim (2022), the rapid advancements in information and technology during our era were examined. The study specifically explored how these advancements are reshaping the nature of work and creating a demand for skills. As technology continues to break down barriers and redefine tasks that were traditionally performed by humans, the impact on professions varies depending on individual skill sets. This shift in technology requires leaders to continuously improve their abilities to guide, motivate and build trust within their teams. By drawing from theories of leadership Asim emphasizes the qualities of a leader who can inspire teams, prioritize collective achievements over individual gains and enhance the capabilities of their subordinates. The study underscores the importance of leadership as an approach to driving change

within educational institutions, like Helwan University's Faculty of Education. Particularly in light of the Fourth Industrial Revolution.

In their recent study, Hammad et al. (2023) analyzed 77 articles on leadership and management in higher education in the Arab world. The analysis identified trends, geographic distribution, study topics, and research methods. Results showed that leadership in Arab higher education needs improvement, and there is a need for more conceptual research to propose models applicable to the context.

### **III. Previous Related Studies in Change Leadership in Palestinian Universities**

Halahla et al. (2013) study aimed to diagnose the reality of change management at Palestine Polytechnic University and identified the key elements and stages of change at the university using interviews and questionnaires. Results showed that some elements of change were diagnosed, but there was an incomplete diagnosis of other elements. Senior management was relied on more than middle layers and external parties in the change process, and some change managers lacked knowledge regarding the extent of external involvement in the change process.

In a study conducted by El-Raqeb et al. (2013) and his colleagues they explored the connection between leadership and empowerment in universities in Gaza. The researchers surveyed a diverse group of university employees, receiving responses from 85.90% of the distributed questionnaires (a total of 660). The findings revealed the presence of empowerment elements and various dimensions of leadership within these universities. Importantly they discovered a correlation between the dimensions of leadership and empowerment. Based on their research, the study suggests prioritizing individual and job-related needs, fostering a culture that fosters ideas, providing training for transformational leadership, and promoting leadership behaviors that support staff empowerment.

Abu Shawish (2018) explores the connections between leadership, institutional culture and strategic change in the context of higher education. The aim was to understand how these factors contribute to the effectiveness of universities. To gather insights Abushawish conducted interviews with four individuals who were carefully selected for their knowledge and willingness to share information. The study shed light on the interplay between leadership, institutional culture and strategic change in Palestinian higher education. Furthermore, it provided recommendations to enhance effectiveness and adaptability within universities, given the challenging external environment they face.

A study by Al-Awadi and Abu Latifa (2020) investigated change practices among leaders in Palestinian higher education institutions to improve women's performance. Using a descriptive analytical approach, 94 women were surveyed during the first semester of 2019/2020. Results showed high overall scores for change practices among leaders aimed at improving Palestinian women's performance, with no significant differences due to job rank, academic qualification, or years of experience.

#### **IV. Summary of Previous Studies and the Location of the Current Study**

Over the years many studies have extensively explored the field of leadership; specifically focusing on change leadership in relation to how it impacts effectiveness and employee dedication towards change. For example, Herold et al. (2008) established a connection between leadership and a stronger commitment to change among employees, particularly when these changes have significance. Similarly, Battilana and colleagues (2010) highlighted the interplay between leadership behaviors and the various activities involved in the process of change. The notion that effective leadership plays a role in achieving outcomes through change is consistently echoed throughout the literature. This

can be seen in Smart's (2010) findings within contexts as well as Soini et al.'s (2016) study, on hands on strategies employed by school principals in Finland.

However, there is still room for further exploration of the dynamics of leadership and change in education particularly in Palestinian universities. A study conducted by Abushawish (2018) that delved into the interconnectedness between leadership, institutional culture and strategic change in Palestinian higher education. Additionally, Elmasry and Bakri (2019) shed light on the correlation between leadership behaviors and good governance principles, emphasizing the necessity for leadership training in Palestine. At the time a study by Drew (2010) emphasizes the significance of comprehending leadership within the context of higher education, highlighting the intricate challenges faced by such institutions.

In organizations research such as the studies conducted by Halahla et al. (2013) and Ahmed El-Raqeb et al. (2013), scholars have provided insights into the dynamics of managing change and the relationship between leadership and empowerment. An important study by Al-Awadi and Abu Latifa (2020) examined how Palestinian academic leaders implement changes with a focus on enhancing women's performance.

In spite of these investigations the difficulties encountered by universities as observed over a period of twenty years by the researcher suggest a problem. The political unrest, economic circumstances and other distinctive challenges that these institutions face amplify the requirement for leadership that can drive change. The slow pace of progress as witnessed hampers advancements in administrative areas.

Given this context the purpose of the current study is to address a need by presenting an administrative model for change leadership particularly targeting academic leaders in Palestinian universities. Building upon Fullan's Framework for Change Leadership our research aims to establish a defined method for change leadership that

can direct these institutions towards effectiveness and adaptability. This will enable them to tackle the challenges they are currently encountering. According to previous studies, the current study's location can be determined as follows:

- **Similarities with Previous Research:** The current study aligns with previous research in its examination of the critical role of leadership in fostering effective organizational change. Like prior studies, it recognizes the importance of leadership behaviors in influencing employees' commitment to change and the overall effectiveness of change processes. This research draws parallels with studies that have explored leadership strategies within educational settings, particularly those focusing on academic institutions.
- **Leveraging Insights from Previous Studies:** In conducting this research, significant insights were gleaned from previous studies. The comprehensive review of literature heightened the researcher's awareness of the subject, particularly regarding the nuances of change leadership in educational contexts. Methodologies for sample selection were influenced by these studies, offering a framework for identifying and engaging the appropriate demographic within Palestinian universities. Moreover, by comparing the findings of previous research, a more profound understanding of change leadership dynamics was developed, providing a foundation upon which the current study could build.
- **Divergences from Previous Research:** While the current study shares some commonalities with previous research, it notably diverges in its specific focus on Palestinian universities. Unlike previous studies that may have had a broader or different contextual focus, this study zeroes in on the unique challenges faced by Palestinian academic institutions. It investigates how leadership within these specific

contexts can drive change amidst the complexities of political unrest and economic constraints unique to the Palestinian territories.

- **Distinctive Aspects of the Current Study:** This study distinguishes itself by proposing a specialized educational administrative model of change leadership tailored for academic leaders in Palestinian universities. Grounded in Fullan's framework for change leadership, it offers a novel approach by contextualizing leadership strategies within the specific socio-political and economic landscape of Palestine. This targeted model aims to address the distinct needs and challenges of Palestinian higher education institutions, setting it apart from previous studies which may not have focused as closely on this unique environment. By providing a structured method for change leadership, the study seeks to empower Palestinian universities to navigate their specific challenges more effectively, enhancing adaptability and institutional resilience.

**Chapter Three**  
**Research Methodology and Procedures**

## **Chapter Three**

### **Research Methodology and Procedures**

Throughout this chapter, the researcher will present the methodology and procedures that were used while conducting this study. In addition, it explains the population, the sample, the instrument and the validity and reliability of the instrument. Finally, it clarifies the design of the study, the way in which data were collected and analyzed, the procedures followed in building the model, as well as the scientific stages that were used in building the proposed model, as follows.

#### **Research Design and Methodology**

The Palestinian higher education system faces numerous challenges in change management, which can hinder its ability to adapt to the rapidly evolving global education landscape. These challenges include, but are not limited to, financial constraints, political instability, and outdated administrative practices. Addressing these challenges requires effective educational administrative leadership that can facilitate and manage change efficiently. The purpose of this study is to develop an educational administrative model of change leadership for academic leaders in Palestinian Universities in light of Fullan's framework for change leadership.

This section will provide an overview of the methodology and procedures involved in this study, by utilizing the descriptive developmental approach. Due to the specificity of this type of study, the study will proceed within the following five phases:

1. Reviewing the theoretical background and previous relevant studies.
2. Sorting out the basic variables needed to develop the model.
3. Studying and surveying the status quo of change leadership in Palestinian universities.

4. Developing the model.
5. Ensuring the degree of suitability of the proposed model, as follow:

### **Phase 1: Reviewing the Theoretical Background and Previous Relevant Studies**

In the first phase of the methodology, the theoretical background collection, the primary focus was on gathering and synthesizing relevant literature, theories, and concepts that will inform the development of the proposed model of educational administrative leadership for change management in Palestinian universities. This phase is crucial for establishing a solid foundation for the study, as it will enable the identification of key factors, components, and strategies that can be incorporated into the model, ensuring its effectiveness and relevance to the specific challenges faced by Palestinian higher education institutions. By completing the theoretical background collection phase, the study has a solid foundation upon which to build the proposed model and guide subsequent phases of the research, such as data collection, data analysis, model development, and model validation. This phase also helps ensure that the study's findings contribute meaningfully to the existing body of knowledge on educational administrative leadership and change management in higher education.

### **Phase 2: Sorting Out the Basic Variables Needed to Develop the Model**

In the second phase of the methodology, the sorting variables phase, the primary focus was on identifying and organizing the basic variables needed to construct the educational indicators for the proposed model of educational administrative leadership for change management in Palestinian universities. This phase is essential for ensuring that the model is comprehensive, well-structured, and grounded in the relevant literature. By analyzing the literature, the study is able to pinpoint the most pertinent variables that

play a crucial role in effective change management within the context of Palestinian higher education in light of Fullan's change leadership framework.

### **Phase 3: Studying and Surveying the Status Quo of Change Leadership in Palestinian Universities**

In this third phase of the methodology, the researcher surveyed the status quo of change leadership in Palestinian universities. This phase is crucial for establishing a baseline understanding of the existing challenges and practices, which will serve as a foundation for the development of the proposed model. To achieve this, in this phase the researcher described the study population, sample, data collection procedures, tool validity, tool reliability, and statistical processing, as follows:

#### **Population**

The study population for this research comprises key decision-makers and leaders within Palestinian universities who play a significant role in educational administrative leadership and change management. These individuals include Presidents, Vice-Presidents, Deans, Vice-Deans and Head of Departments, as they possess the authority, influence, and knowledge necessary to shape and implement change initiatives within their respective institutions.

This study was conducted on traditional universities in West Bank regions in Palestine, which constitute the majority of Palestinian universities. These universities are notable for their diversity in faculties, specializations, and methods of face-to-face and distance teaching as required. This allows the opportunity to examine all forms and levels of leadership within higher education institutions, enabling us to generalize the findings to all other types of higher educational institutions, whether they are single-faculty institutions, community colleges, or even providers of open education.

Consequently, the population of this study will be the traditional universities in West Bank regions in Palestine. Table (1) illustrates the distribution of these universities in terms of type and their geographical locations.

**Table 1. The traditional universities distribution in West Bank regions**

Type	Northern Governorates	Central Governorates	Southern Governorates	Total
<b>Governmental</b>	2	1	0	3
<b>Public</b>	1	2	3	6
<b>Private</b>	2	0	2	4
<b>Total</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>13</b>

**Source:** Ministry of Higher Education and Scientific Research. (2022). Annual Statistical Book for Palestinian Higher Education Institutions. Ramallah, Ministry of Higher Education and Scientific Research.

According to the Higher Education Statistical Yearbook for the Scholastic Year 2021/2022, the population of the study consisted of all traditional universities' leaders in West Bank regions, totaling (546) male / female, in various administrative roles (Ministry of Higher Education and Scientific Research, 2022).

### **Research Sample**

From the array of traditional Palestinian universities, a stratified random sample was selected with the following procedures:

- Three universities from the West Bank were selected through the stratified random technique, one in the northern West Bank (Arab American University), one in the central area (Al-Quds University), and another in the southern West Bank (Bethlehem University).
- Subsequently, the researcher opted to include all administrative leaders from these three universities, with total sample size 224 leaders, in alignment with the Statistical Table for Determining Random Sample Size from the Educational and Psychological Measurement (Appendix 7).

- Based on the returned questionnaires, the researcher was able to collect 165 responses despite the challenging security conditions in the Palestinian territories that accompanied the data collection due to the war on the Gaza Strip. Accordingly, the final sample size of 165 leaders.

**Table 2. Distribution of the study sample according to its variables**

<b>Variable</b>		<b>Number</b>	<b>Percent</b>
<b>Gender</b>	Male	132	80.0
	Female	33	20.0
	<b>Total</b>	<b>165</b>	<b>100.0</b>
<b>Job Position</b>	Vice-President	13	7.9
	Dean	42	25.5
	Vice-Dean	8	4.8
	Head of Department	102	61.8
	<b>Total</b>	<b>165</b>	<b>100.0</b>
<b>Years of Experience</b>	Less than 5 years	29	17.6
	5-10 years	38	23.0
	More than 10 years	98	59.4
	<b>Total</b>	<b>165</b>	<b>100.0</b>

### **Study Instrument**

This research seeks to develop an educational administrative leadership model for change leadership in Palestinian universities, in light of Fullan's change leadership framework. To accomplish this goal, a questionnaire was designed to gather the required data on the current situation, informed by the theoretical foundation and relevant literature. The questionnaire was organized into various sections and dimensions, each addressing specific aspect of educational leadership and change leadership Fullan's change leadership framework.

The development of the questionnaire was meticulously guided by Fullan's model for change leadership. This model encapsulates three key personality traits: energy,

enthusiasm, and hope, alongside five critical components of leadership: moral purpose, understanding change, relationship development, knowledge sharing, and coherence, in addition to change secrets and change sustainability. To capture these dimensions effectively, a comprehensive 40-item questionnaire was developed, utilizing a Likert Scale format to facilitate nuanced responses. Initially constructed in English, the questionnaire was subsequently translated into Arabic for broader accessibility. It was structured into two sections as following:

- **Section One:** The demographic data of the respondents including: Job Position, Gender, and Years of Experience in Administration.
- **Section Two:** A measure scale of the perceptions of academic leaders in Palestinian universities in terms of the reality of leading change in these universities. This section scale includes (40) items, distributed into three dimensions:

**Dimension 1:** Personality Traits, which includes (12) items, to measure the impact of (Energy, Enthusiasm, and Hope) on change leadership at universities in Palestine.

**Dimension 2:** Core Educational Leadership Components, which includes (20) items, to measure the impact of several factors (Moral Purpose, Understanding Change, Relationship Development, Knowledge Sharing, and Coherence) on change leadership at universities in Palestine.

**Dimension 3:** Change Secrets and Change Sustainability, which includes (8) items, to measure the impact of (Change Secrets and Change Sustainability) on change leadership at universities in Palestine.

A 5-point Likert Scale was employed to evaluate each item concerning the extent of change leadership practice in light of Fullan's change leadership framework, as perceived by leaders in Palestinian universities. The scale is delineated as follows: 5 for

strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. The initial instrument is presented in Appendix 1.

### **Instrument Validity**

The researcher examined the validity of the instrument measuring the perceptions of academic leaders in Palestinian universities on the reality of leading change, specifically two different types of validity were utilized, namely content validity and internal construction validity, respectively.

#### **(a) Content Validity**

The validity of the study instrument was rigorously assessed through expert review. To ensure the questionnaire's credibility, it was presented to a panel of 12 university professors specializing in educational administration and foundations, soliciting their insights on both the structure and content of the questionnaire (refer to Appendix 2). Additionally, these experts were requested to evaluate the pertinence of the questionnaire items in relation to the study's themes and dimensions, as well as the clarity and appropriateness of the language used. The panel reached a consensus on the questionnaire's dimensions and contributed valuable feedback, observations, and recommendations, particularly concerning the linguistic formulation of certain items detailed in Appendix 3.

#### **(b) Internal Construction Validity**

The internal construction of the questionnaire has been verified using Pearson's correlation coefficient to identify the correlation coefficient of each dimension to which it belongs (see Table 3):

**Table 3. The correlation coefficient of each item with the dimension**

Personality Traits		Core Educational Leadership Components		Change Secrets and Change Sustainability	
Statement #	r	Statement #	r	Statement #	r
1	0.70	13	0.75	33	0.75
2	0.70	14	0.75	34	0.69
3	0.54	15	0.71	35	0.76
4	0.78	16	0.77	36	0.83
5	0.74	17	0.67	37	0.75
6	0.75	18	0.74	38	0.76
7	0.65	19	0.77	39	0.77
8	0.77	20	0.59	40	0.74
9	0.73	21	0.69		
10	0.74	22	0.75		
11	0.75	23	0.74		
12	0.82	24	0.75		
		25	0.70		
		26	0.67		
		27	0.65		
		28	0.72		
		29	0.70		
		30	0.67		
		31	0.79		
		32	0.68		

Pearson correlation coefficient showed that all items have a relationship with its dimensions, values more than (0.50) and its significant between at level of (0.01), which is acceptable (Rest, 1979), and its (40) items and all these items measured the perceptions of academic leaders in Palestinian universities on the reality of leading change.

### **Instrument Reliability**

The research instrument was administered to (30) individuals from the study population not included in the sample to measure its reliability. This was achieved using two methods: the test-retest technique and Cronbach's Alpha formula, applied across the

tool's various dimensions, shown in Table (4). The results showed that test-retest reliability scores ranged from (0.79) to (0.91), while Cronbach alpha values rounded from (0.89) to (0.95), which all of these values close to (1.00) and generally are higher (0.60%), which is acceptable in research and studies (Hair et al., 2009), that gives the questionnaire as a whole a reliability coefficient, as shown in Table (4).

**Table 4. The values of Pearson and Cronbach Alpha for dimensions**

<b>No.</b>	<b>Dimension</b>	<b>Items</b>	<b>Test-retest</b>	<b>Cronbach Alpha</b>
<b>1</b>	Personality Traits	1 – 12	0.79	0.91
<b>2</b>	Core Educational Leadership Components	13 – 32	0.91	0.95
<b>3</b>	Change Secrets and Change Sustainability	33 – 40	0.82	0.89
<b>Total</b>			0.83	

### **Study Procedures**

To fulfill the objectives of the study, the researcher undertook the following steps:

- **Comprehensive Review:** Initiated by examining relevant literature and related previous studies to form a robust foundational understanding.
- **Identifying the Population and Sample of the Study:** Defined the study's population and sample, ensuring that they were representative of the larger group.
- **Instrument Development:** Crafted the study's instrument (see Appendix 1), conducting thorough assessments of its validity and reliability.
- **Securing Official Approvals:** Obtained the necessary official endorsements from Al-Quds University's Faculty of Educational Sciences to uphold ethical standards.
- **Questionnaire Distribution:** Systematically disseminated the questionnaire among the selected study sample to gather diverse insights.

- Data Analysis: Employed SPSS software for meticulous data computation, utilizing percentages, frequencies, and means for a multifaceted analysis.
- Result Interpretation: Conducted an in-depth interpretation and discussion of the findings, contextualizing them within the framework of the existing literature.
- Model Formulation: Synthesized the data and insights into constructing a proposed model for change leadership, embodying the study's core objectives.
- Conclusions and Recommendations: Articulated comprehensive conclusions drawn from the research findings, providing forward-looking recommendations for future endeavors within the same domain.

### **Variables of the Study**

The study includes the following three variables:

- 1. The Independent Variable:** The study consists of one independent variable, which is:

The status quo of change leadership in Palestinian universities as perceived by academic leaders of these universities.

- 2. Intermediate (Secondary) Independent Variables:** The study includes three intermediate (secondary) independent variables, as follows:

- Job Position: (President, Vice-President, Dean, Vice-Dean, Head of Department).
- Gender: (Male, and Female).
- Years of Experience in Administration: (Less than 5 years, 5-10 years, and more than 10 years).

- 3. Dependent variable:** The study consists of one dependent variable, that is:

Perceptions of study sample members regarding the status quo of change leadership in Palestinian universities

## **Statistical Processing**

After completing the development of the questionnaire, the following steps were undertaken for data collection and statistical processing:

- **Distribution:** The researcher distributed the questionnaire to the sample of the study, ensuring that all participants receive clear instructions and have an opportunity to ask questions or seek clarification as needed.
- **Collection:** After allowing sufficient time for participants to complete the questionnaire.
- **Data Coding:** The researcher assigned numerical codes to the questionnaire items and responses, allowing for efficient data entry and analysis. This coding process ensured that each item and response category is represented by a unique code, facilitating the subsequent statistical analysis.
- **Data Entry:** The coded data was entered into a computer using suitable statistical software, such as SPSS. This software enabled the researcher to store, organize, and analyze the data in a systematic and efficient manner.
- **Data Analysis:** With the data successfully entered into the statistical software, the researcher was conducted various analytical procedures to explore patterns, relationships, and trends within the data. These analyses include descriptive statistics, inferential statistics, and multivariate techniques, depending on the research objectives and hypotheses.
- Frequencies and percentages to describe the characteristics of the study population.
- Pearson correlation coefficient to show construct validity for the scale of the study.
- Cronbach's alpha formula ( $\alpha$ ) measures the strength of the correlation and coherence between questionnaire items, highlights the reliability and consistency with which the instrument is measuring the concept, and helps to assess the 'goodness' of a measure.

- Answer the research questions:
  - To answer the first question (What is the status quo of change leadership in Palestinian universities, from the perspective of academic leaders of these universities in light of Fullan's framework for change leadership?):
 

The researcher calculated the mean, standard deviations, and ranks of responses of the status quo of change leadership in Palestinian universities, from the perspective of academic leaders.
  - To answer the second question (Are there any significant differences at ( $\alpha \leq 0.05$ ) in the study sample's perceptions of the status quo of change leadership related to gender, job position, and years of experience in administration?):
    - Means, Standard Deviations and (T-Test) was conducted for the perceptions of the status quo of change leadership related to gender. Whereas, means, standard deviations and ANOVA analysis was conducted for perceptions of the status quo of change leadership, related to job position, and years of experience.
    - In order to determine the degree of the items and the dimension's importance, the researchers adopted the following formula: low, moderate and high. The range of each level is calculated according to the following equation:  
 Class Interval = Maximum value - Minimum value / Number of levels.  
 Class Interval = ( 5 - 1 ) / 3 = 1.33.  
 Accordingly, the following criterion was used to interpret the results:
      - Low level: means from 1 - 2.33,
      - Moderate level: means from 2.34 - 3.67,
      - High level: means from 3.68 and above.

- To answer the third question (What is the suitable educational administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership?):

A proposed educational administrative model was developed, by analyzing the researcher's findings from the responses of the study sample to the tool items used and based on a review of the theoretical literature and related studies.

- To answer the fourth question (What is the degree of sustainability of the proposed educational administrative model of change leadership for Palestinian universities as perceived by specialists and experts?):

A draft of the proposed educational administrative model presented to a group of specialist's expert referees (Appendix 4), in order to explore their views on the degree of the model's comprehensiveness, applicability and clarity. percentages were adopted to measure the degree of agreement among referees.

- Interpretation and Reporting: The researcher interpreted the results of the data analysis in the context of the study's theoretical framework and the research questions.

#### **Phase 4: Developing the Model**

In light of Fullan's framework for change leadership and based on the results of the study and the related literature review, we developed an educational administrative model fostering change leadership in Palestinian universities.

#### **Phase 5: Ensuring the Degree of Suitability of the Proposed Model**

Assessing the validity and applicability of the proposed educational administrative model of change leadership for Palestinian academic leaders, by presenting it to an expert group for final approval (Appendix 4).

**Chapter Four**  
**Findings of the Study.**

## Chapter Four

### Findings of the Study

In this chapter, the researcher presents the results of the study according to its four questions, as follows:

#### I. Results Related to the First Question, which states:

**What is the status quo of change leadership in Palestinian universities, from the perspective of academic leaders of these universities in light of Fullan's framework for change leadership?**

To answer this question, means and standard deviations of the estimates of the study sample members regarding the status quo of change leadership in Palestinian universities from the perspective of academic leaders, were calculated for all three dimensions of the questionnaire, as shown in Table (5).

**Table 5. Means and standard deviations of the status quo of change leadership in Palestinian universities from the perspective of academic leaders**

No	Dimension	Mean	Std. Deviation	Rank	Level
3	Change Secrets and Change Sustainability	4.40	0.52	1	High
2	Core Educational Leadership Components	4.33	0.49	2	High
1	Personality Traits	4.16	0.58	3	High
<b>Total</b>		<b>4.30</b>	<b>0.47</b>		<b>High</b>

Table (5) shows that the total degree of the status quo of change leadership in Palestinian universities from the perspective of academic leaders was in the High level in all dimensions, where the mean was (4.30) with a standard deviation of (0.47). Meanwhile, the means of all dimensions rounded from (4.40 to 4.16), where the highest rank was for the Change Secrets and Change Sustainability dimension with a mean of

(4.40) and a standard deviation of (0.52); and the lowest rank was for the Personality Traits dimension, with a mean of (4.16) and a standard deviation of (0.58).

Moreover, the researcher calculated means and standard deviations of the status quo of change leadership in Palestinian universities from the perspective of academic leaders for each item of the dimensions of the study instrument separately, as follows:

**The First Dimension: Change Secrets and Change Sustainability:**

Means and standard deviations of the status quo of change leadership in Palestinian universities from the perspective of academic leaders were calculated for the items of Change Secrets and Change Sustainability dimension items, as shown in Table (6).

**Table 6. Means and standard deviations of the items of "Change Secrets and Change Sustainability" dimension.**

No	Item	Mean	Std. Deviation	Rank	Level
33	Valuing employees and connecting peers with a shared purpose are pivotal elements in facilitating change the university.	4.59	0.67	1	High
35	Maintaining transparency in operations is essential for the success of change processes in the academic context.	4.56	0.69	2	High
34	Capacity building of staff is the main fundamental activity for driving change within an educational institution.	4.46	0.69	3	High
36	Having adaptable systems that learn from experiences is key to achieving the desired change in a university setting.	4.38	0.73	4	High
37	The role of a clear moral approach is important in holistic changes aimed at driving sustainable educational reforms.	4.38	0.64	4	High
38	Building networks among stakeholders, shared responsibility, and institutional transparency are critical for ensuring the continuity and success of change.	4.36	0.74	6	High
40	The idea of alternating between high energy action and reflective pauses is important for the visionary leadership that encompasses all facets of sustainable reform.	4.36	0.67	6	High
39	The deep learning experiences, such as experimenting with approaches, are used to balance the immediate achievements with long-term developmental goals.	4.10	0.70	8	High
<b>Total</b>		<b>4.40</b>	<b>0.52</b>	<b>High</b>	

Table (6) indicates that the level of all items was high. The highest mean was for item (33) which states, "*Valuing employees and connecting peers with a shared purpose are pivotal elements in facilitating change the university*", with a mean of (4.59) and a standard deviation of (0.67). On the other hand, the least mean was for item (39) which states, "*The deep learning experiences, such as experimenting with approaches, are used to balance the immediate achievements with long-term developmental goals*", with a mean of (4.10) and a standard deviation of (0.70).

### **The Second Dimension: Core Educational Leadership Components:**

Means and standard deviations of the status quo of change leadership in Palestinian universities from the perspective of academic leaders were calculated for the Core Educational Leadership Components dimension items, as shown in Table (7).

**Table 7. Means and standard deviations of "Core Educational Leadership Components" dimension items**

No	Item	Mean	Std. Deviation	Rank	Level
26	I believe that sharing knowledge is instrumental in facilitating change and maintaining team coherence.	4.62	0.59	1	High
13	I perceive my leadership role in educational change as having a moral purpose, which I effectively communicate and reflect upon with my team.	4.53	0.66	2	High
28	I advocate for open communication about our university's strategic plan and the requirements for change to ensure everyone is aligned.	4.50	0.63	3	High
20	I see the need for a modern strategic plan in our university in line with my understanding of change.	4.49	0.75	4	High
25	I actively encourage my team to exchange insights during the change process, Emphasizing the importance of knowledge sharing.	4.48	0.69	5	High
21	I prioritize in relationship building within my team to foster unity and facilitate change.	4.46	0.70	6	High
27	Through knowledge sharing, our team's adaptability to change is enhanced, ensuring smoother transitions.	4.44	0.65	7	High
17	I comprehend the intricacies of change and have honed this understanding over my years in the field.	4.43	0.64	8	High

24	For me, establishing solid relationships is essential for realizing our university's strategic change plan.	4.36	0.84	9	High
14	My moral purpose inspires my team during change implementation and shapes my decision-making.	4.35	0.69	10	High
18	I effectively use the change understand for future planning and problem-solving.	4.34	0.59	11	High
22	My confidence in relationship-building translates to effective change management, helping overcome resistance.	4.29	0.71	12	High
23	The relationships I cultivate persist after the implementation, which reinforce our university's mission and vision changes.	4.26	0.77	13	High
16	The requirements for change in my university resonate with my moral purpose, reinforcing the effectiveness and unity of the change.	4.24	0.74	14	High
31	Coherence helps in overcoming resistance to change.	4.20	0.70	15	High
19	My comprehensive understanding of change dynamics shapes decision-making, which significantly impacts the success of change.	4.19	0.70	16	High
29	I prioritize coherence during change implementation.	4.15	0.67	17	High
30	I am confident in my ability to maintain coherence during the change process.	4.13	0.63	18	High
15	The alignment of my moral purpose with achieving successful change is evident in the way I perceive the decision-making process in my university.	4.12	0.76	19	High
32	I ensure coherence between our strategic plan and the mission and vision changes.	4.04	0.74	20	High
<b>Total</b>		<b>4.33</b>	<b>0.49</b>	<b>High</b>	

Table (7) shows that the level of all items was high. The highest mean was for item (26) which states, "*I believe that sharing knowledge is instrumental in facilitating change and maintaining team coherence*", with a mean of (4.62) and a standard deviation of (0.59). On the other hand, the least mean was for item (32) which states, "*I ensure coherence between our strategic plan and the mission and vision changes*", with a mean of (4.04) and a standard deviation of (0.74).

### The Third dimension: Personality Traits:

Means and standard deviations of the status quo of change leadership in Palestinian universities from the perspective of academic leaders were calculated for the Personality Traits dimension items, as shown in Table (8).

**Table 8. Means and standard deviations of "Personality Traits" dimension items**

No	Item	Mean	Std. Deviation	Rank	Level
5	I am enthusiastic about implementing change in educational administration when I am leading initiatives considering the university modern strategic plan.	4.37	0.73	1	High
3	The need for change in my university heightens my energy levels, which is crucial for driving change processes.	4.26	0.78	2	High
6	My enthusiasm helps in overcoming challenges during change through keeps me motivated during setbacks.	4.26	0.76	2	High
8	My enthusiasm is instrumental in crafting and executing a vision that aligns with the logic of change.	4.25	0.71	4	High
4	I consistently use my energy in decision-making processes related to change initiatives.	4.21	0.87	5	High
2	I maintain high energy levels during change implementation, which motivate my team and help overcome the change resistance.	4.19	0.68	6	High
7	Through my enthusiasm, I effectively maintain the team's morale during change processes and search for innovative solutions.	4.19	0.69	6	High
1	I find that the energy towards my role in educational administration which amplifies my dealing with change initiatives.	4.08	0.69	8	High
12	My hope plays a significant role in both maintaining team morale during change processes and encouraging the exploration of new strategic directions.	4.05	0.96	9	High
10	My sense of hope is instrumental in helping my team overcome resistance to change and in maintaining team morale, especially during challenges or setbacks.	4.02	0.90	10	High
11	I am optimistic about the necessary changes in the mission and vision of my university, and this hopefulness propels the exploration of innovative strategic directions.	4.02	0.94	10	High
9	During the change implementation process, my hopefulness guides decision-making, influencing the overall success of the transition.	3.98	0.90	12	High
<b>Total</b>		<b>4.16</b>	<b>0.58</b>	<b>High</b>	

Table (8) conveys that the level of all items was high. The highest mean was for item (5) which states, "*I am enthusiastic about implementing change in educational administration when I am leading initiatives considering the university modern strategic plan*", with a mean of (4.37) and a standard deviation of (0.73). On the other hand, the least mean was for item (9) which states, "*During the change implementation process, my hopefulness guides decision-making, influencing the overall success of the transition*", with a mean of (3.98) and a standard deviation of (0.90).

## II. Results Related to the Second Question, which states:

**Are there any significant differences at ( $\alpha \leq 0.05$ ) in the study sample's perceptions of the status quo of change leadership related to gender, job position, and years of experience in administration?**

The researcher answered this question according to each variable separately, as follows:

### 1. Gender: (Male/Female)

Means, standard deviations and (t-test) were conducted for perceptions of the status quo of change leadership related to gender variable, as shown in Table (9):

**Table 9. t-test results for the significant differences between the means of the sample's perceptions of the status quo due to gender variable**

Dimension	Gender	N	Mean	Std. Deviation	t	Sig
Personality Traits	Male	132	4.19	0.59	1.262	0.209
	Female	33	4.04	0.52		
Core Educational Leadership Components	Male	132	4.33	0.52	-0.189	0.851
	Female	33	4.35	0.36		
Change Secrets and Change Sustainability	Male	132	4.37	0.55	-1.475	0.142
	Female	33	4.52	0.37		
<b>Total</b>	<b>Male</b>	<b>132</b>	<b>4.29</b>	<b>0.51</b>	-0.09	0.928
	<b>Female</b>	<b>33</b>	<b>4.30</b>	<b>0.33</b>		

Table (9) shows no significant differences at ( $\alpha \leq 0.05$ ) in the total degree of the study sample's perceptions of the status quo of change leadership, related to gender. All

dimensions show no significant differences related to gender as well.

## 2. Job Position: (Vice-President/Dean/Vice-Dean/Head of Department)

Means and standard deviations were conducted for perceptions of the status quo of change leadership, related to job position, as shown in the following Table (10).

**Table 10. Means and standard deviations of the sample's perceptions of the status quo of change leadership, related to job position**

<b>Dimension</b>	<b>Job Position</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Personality Traits	Vice-President	13	4.37	0.52
	Dean	42	4.27	0.57
	Vice-Dean	8	4.14	0.23
	Head of Department	102	4.09	0.60
	<b>Total</b>	<b>165</b>	<b>4.16</b>	<b>0.58</b>
Core Educational Leadership Components	Vice-President	13	4.51	0.38
	Dean	42	4.40	0.48
	Vice-Dean	8	4.21	0.24
	Head of Department	102	4.29	0.52
	<b>Total</b>	<b>165</b>	<b>4.33</b>	<b>0.49</b>
Change Secrets and Change Sustainability	Vice-President	13	4.61	0.41
	Dean	42	4.47	0.46
	Vice-Dean	8	4.19	0.30
	Head of Department	102	4.36	0.57
	<b>Total</b>	<b>165</b>	<b>4.40</b>	<b>0.52</b>
<b>Total</b>	Vice-President	13	4.49	0.36
	Dean	42	4.38	0.43
	Vice-Dean	8	4.18	0.17
	Head of Department	102	4.25	0.51
	<b>Total</b>	<b>165</b>	<b>4.30</b>	<b>0.47</b>

Table (10) shows noticeable differences in the means of the study sample's perceptions of the status quo of change leadership, related to job position; and to figure out if these differences have statistical differences, a one-way (ANOVA) analysis was conducted as Table (11) illustrates:

**Table 11. The results of one-way (ANOVA) analysis of the effect of job position on the sample's perceptions of the status quo of change leadership**

Dimension		Sum of Squares	DF	Mean Square	F	Sig.
Personality Traits	Between Groups	1.651	3	0.55	1.644	<b>0.181</b>
	Within Groups	53.91	161	0.335		
	Total	55.561	164			
Core Educational Leadership Components	Between Groups	0.915	3	0.305	1.257	<b>0.291</b>
	Within Groups	39.077	161	0.243		
	Total	39.992	164			
Change Secrets and Change Sustainability	Between Groups	1.253	3	0.418	1.542	<b>0.206</b>
	Within Groups	43.588	161	0.271		
	Total	44.841	164			
<b>Total</b>	<b>Between Groups</b>	<b>1.178</b>	<b>3</b>	<b>0.393</b>	<b>1.768</b>	<b>0.155</b>
	<b>Within Groups</b>	<b>35.753</b>	<b>161</b>	<b>0.222</b>		
	<b>Total</b>	<b>36.931</b>	<b>164</b>			

Table (11) shows no significant differences related to job position in the total degree of the study sample's perceptions of the status quo of change leadership, where the value for the total degree and the dimension as the significant level of "F" ratio exceeded (0.05).

### 3. Years of Experience: (Less than 5 years/5-10 years/More than 10 years)

Means and standard deviations were conducted for perceptions of the status quo of change leadership, related to years of experience variable, as shown in Table (12).

**Table 12. Means and standard deviations of the sample's perceptions of the status quo of change leadership, related to years of experience variable**

Dimension	Years of Experience	N	Mean	Std. Deviation
Personality Traits	Less than 5 years	29	3.86	0.75
	5-10 years	38	4.26	0.52
	More than 10 years	98	4.21	0.52
	<b>Total</b>	<b>165</b>	<b>4.16</b>	0.58
Core Educational Leadership Components	Less than 5 years	29	4.06	0.75
	5-10 years	38	4.45	0.51
	More than 10 years	98	4.36	0.35
	<b>Total</b>	<b>165</b>	<b>4.33</b>	0.49
Change Secrets and Change Sustainability	Less than 5 years	29	4.31	0.88
	5-10 years	38	4.50	0.43
	More than 10 years	98	4.39	0.40
	<b>Total</b>	<b>165</b>	<b>4.40</b>	0.52
<b>Total</b>	Less than 5 years	29	4.07	0.76
	5-10 years	38	4.41	0.44

	More than 10 years	98	4.32	0.35
	<b>Total</b>	<b>165</b>	<b>4.30</b>	<b>0.47</b>

Table (12) shows noticeable differences in the means of the study sample's perceptions of the status quo of change leadership, related to years of experience variable; and to figure out if these differences have statistical differences, a one-way (ANOVA) analysis was conducted as Table (13) illustrates:

**Table 13. The results of one-way (ANOVA) analysis of the effect of years of experience on the sample's perceptions of the status quo of change leadership**

Dimension		Sum of Squares	DF	Mean Square	F	Sig.*
Personality Traits	Between Groups	3.266	2	1.633	5.058	0.007
	Within Groups	52.295	162	0.323		
	Total	55.561	164			
Core Educational Leadership Components	Between Groups	2.893	2	1.446	6.316	0.002
	Within Groups	37.1	162	0.229		
	Total	39.992	164			
Change Secrets and Change Sustainability	Between Groups	0.651	2	0.325	1.193	0.306
	Within Groups	44.19	162	0.273		
	Total	44.841	164			
<b>Total</b>	<b>Between Groups</b>	<b>1.954</b>	<b>2</b>	<b>0.977</b>	<b>4.524</b>	<b>0.012</b>
	<b>Within Groups</b>	<b>34.978</b>	<b>162</b>	<b>0.216</b>		
	<b>Total</b>	<b>36.931</b>	<b>164</b>			

\* Significant at 0.05 level.

Table (13) showed that there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) related to years of experience variable in the total degree of the study sample's perceptions of the status quo of change leadership in the personality traits dimension ( $F = 5.058$ ) and its significance at the level of (0.007) and in the core educational leadership components dimension ( $F = 6.316$ ) and its significance at the level of (0.002). The LSD test was used to show the source of the differences related to years of experience variable in the personality traits dimension and the core educational leadership components dimension, as shown in table (14) below.

The results also showed that there were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) related to years of experience variable in the total degree of the study sample's perceptions of the status quo of change leadership in dimension change secrets and change ( $F = 1.193$ ) and its significance at the level of (0.306).

**Table 14. LSD test to show the source of the statistically significant differences in years of experience variable on the sample's perceptions of the status quo of change leadership**

Dimension	(I) Years of Experience	(J) Years of Experience	Mean Difference (I-J)	Sig.
Personality Traits	Less than 5 years	5-10 years	-.40464*	0.004
		More than 10 years	-.34946*	0.004
	<b>5-10 years</b>	<b>Less than 5 years</b>	<b>.40464*</b>	0.004
		More than 10 years	0.05518	0.612
	<b>More than 10 years</b>	<b>Less than 5 years</b>	<b>.34946*</b>	0.004
		5-10 years	-0.05518	0.612
Core Educational Leadership Components	Less than 5 years	5-10 years	-.39877*	0.001
		More than 10 years	-.30962*	0.003
	<b>5-10 years</b>	<b>Less than 5 years</b>	<b>.39877*</b>	0.001
		More than 10 years	0.08915	0.331
	<b>More than 10 years</b>	<b>Less than 5 years</b>	<b>.30962*</b>	0.003
		5-10 years	-0.08915	0.331

\* The mean difference is significant at the 0.05 level.

Table (14) showed that there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) related to years of experience variable in the personality traits dimension between the (5-10 years) experience and (Less than 5 years) experience in favor of (5-10 years) experience, also between the (More than 10 years) experience and (Less than 5 years) experience in favor of (More than 10 years) experience.

As the same in the Core educational leadership components dimension there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) related to years of experience variable between the (5-10 years) experience and (Less than 5 years) experience in favor of (5-10 years) experience, also between the (More than 10 years) experience and (Less than 5 years) experience in favor of (More than 10 years) experience.

### III. Results Related to the Third Question, which states:

#### What is the suitable educational administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership?

To answer this question, (Factor Analysis) was adopted at the level of items; as Principal Component Analysis (PCA) was conducted to investigate the factors responsible for the performance, using (Varimax Rotation) on (7) factors with a value greater than (1). It explained a total of (69.461%) of the total variance. The saturation coefficient was extracted for each paragraph, where saturation (0.30) and above was accepted to judge the saturation of the paragraph by factor (Ďuriš et al., 2021). It was found that all saturation values were more than (0.30). Table (15) illustrates this:

**Table 15. Latent root values, explained variance ratio, and the cumulative variance for factors**

<b>Factor</b>	<b>Total</b>	<b>Explained Variance %</b>	<b>Cumulative Variance %</b>
1	17.525	43.813	43.813
2	3.026	7.566	51.379
3	1.994	4.985	56.364
4	1.548	3.871	60.235
5	1.292	3.231	63.466
6	1.219	3.048	66.514
<b>7</b>	<b>1.179</b>	<b>2.947</b>	<b>69.461</b>
8	0.947	2.368	71.829
9	0.891	2.227	74.056
10	0.813	2.032	76.088

Table (15) shows that the main factor explained (43.813%) of the total variance, which is considered the highest explained variance compared to other factors. This indicates that the tool measures one factor while other factors are secondary. To determine the saturation of the components of the scale by the factors that resulted in the results of the (Factor Analysis), factor saturation coefficients were extracted in Table (16):

**Table 16. Saturation of paragraphs on extracted factors**

Item	1	2	3	4	5	6	7
1	<b>0.383</b>	0.265	0.306	0.139	0.407	0.116	-0.056
2	0.132	0.209	<b>0.41</b>	0.121	0.17	0.091	0.12
3	0.078	0.124	0.088	0.181	0.098	0.187	0.074
4	0.208	0.226	<b>0.514</b>	0.043	0.218	0.035	0.272
5	0.1	<b>0.392</b>	0.582	0.24	0.392	-0.075	0.053
6	0.134	0.134	<b>0.724</b>	0.155	0.247	0.053	0.186
7	0.19	0.204	<b>0.756</b>	0.153	0.109	0.204	0.017
8	0.141	<b>0.387</b>	0.66	0.134	-0.041	0.164	0.377
9	0.07	<b>0.83</b>	0.152	0.184	0.149	-0.01	0.055
10	0.045	<b>0.855</b>	0.158	0.234	0.055	0.102	0.163
11	0.141	<b>0.531</b>	0.436	0.013	0.005	0.145	0.003
12	0.12	<b>0.822</b>	0.3	0.075	0.124	0.122	0.172
13	<b>0.541</b>	0.216	0.249	0.184	0.342	0.245	0.072
14	<b>0.431</b>	0.329	0.109	0.381	0.186	0.279	0.132
15	<b>0.415</b>	0.47	0	0.138	0.021	0.278	0.398
16	<b>0.33</b>	0.323	0.021	0.234	0.166	0.305	0.207
17	<b>0.455</b>	0.036	0.188	0.354	0.078	0.347	-0.046
18	<b>0.325</b>	0.309	0.054	0.328	0.297	0.37	0.207
19	0.275	<b>0.31</b>	0.072	0.539	0.154	0.008	0.359
20	0.28	-0.02	0.187	<b>0.631</b>	0.156	0.344	-0.062
21	<b>0.33</b>	0.198	0.35	0.189	0.354	-0.056	0.527
22	0.057	0.244	0.201	<b>0.344</b>	0.146	0.11	0.609
23	0.164	0.288	0.228	0.237	0.183	0.146	<b>0.687</b>
24	0.212	0.096	0.192	0.233	<b>0.337</b>	0.149	0.295
25	0.261	0.057	<b>0.412</b>	0.323	0.619	0.091	-0.034
26	0.236	0.047	0.197	0.07	<b>0.698</b>	0.243	0.065
27	<b>0.318</b>	0.227	0.01	0.073	0.65	0.321	0.287
28	0.142	0.198	0.148	0.286	<b>0.616</b>	0.229	0.256
29	0.192	0.178	0.092	<b>0.772</b>	0.105	-0.064	0.224
30	-0.015	<b>0.398</b>	0.129	0.687	0.175	0.102	0.214
31	0.184	0.163	0.169	<b>0.528</b>	0.135	0.456	0.367
32	0.236	0.197	0.285	<b>0.486</b>	0.098	0.237	0.066
33	<b>0.348</b>	-0.005	0.169	0.093	0.415	0.502	0.161
34	0.165	0.207	0.098	0.127	0.201	<b>0.765</b>	0.123
35	<b>0.387</b>	0.045	0.091	0.158	0.28	0.627	-0.038
36	<b>0.61</b>	0.067	0.285	0.083	0.113	0.441	0.03
37	<b>0.586</b>	-0.001	0.256	0.187	0.184	0.268	0.194
38	<b>0.663</b>	-0.111	0.007	0.225	0.275	0.099	0.35
39	<b>0.766</b>	0.159	0.067	0.185	0.127	0.153	0.201
40	<b>0.804</b>	0.199	0.175	0.071	0.154	0.041	-0.051

Based on the coefficients values above in Table (16), which were not less than (0.30), all paragraphs have been accepted, except third paragraph (The need for change in my university heightens my energy levels, which is crucial for driving change processes)

which was less than (0.30), the other paragraphs have been accepted to form the foundations of educational administrative model of change leadership for Palestinian universities leaders in Palestine in light of Fullan's framework for change leadership, as follows:

## **1. Name of the Model:**

### **Ghassan Model for University Change Leadership**

#### **Ghassan Al-Deek- 2024 Proposed Educational Administrative Model of Change Leadership for Academic Leaders in Palestinian Universities**

## **2. Preface**

In a time when education performs a role in the progress of societies and nations academic leaders hold importance. Education, as a force shapes the destinies of individuals and communities paving the way for groundbreaking developments. This holds true in the realm of education in universities, where universities serve not only as places of learning but also as catalysts, for transformation nurturing future leaders and spearheading advancements.

Ghassan Model, for University Change Leadership has emerged as a response to the pressing need for universities in the landscape of Palestinian higher education to have effective and strategic change management. The Palestinian university system faces hurdles such, as unrest, economic constraints and societal needs which require a thoughtful and robust approach to change leadership, inspired by Michael Fullan's framework but tailored to the context. Ghassan Model aims to provide leaders with the tools and perspectives to navigate and implement change successfully. This model is not

a concept; it is a practical and adaptable framework that takes into account the realities faced by Palestinian universities.

The significance of the development of Ghassan Model cannot be overstated. It holds potential benefits for a wide array of stakeholders, including universities seeking to foster sustainable and efficient environments, academic leaders striving for impactful change leadership, and the Ministry of Higher Education pursuing reform and sustainability. Moreover, it contributes valuable insights to the broader field of educational leadership and change management.

Ghassan Model encapsulates a strategic framework for initiating and guiding change leadership within Palestinian universities. It considers the complex interplay of educational change, leadership dynamics, and the socio-cultural context of Palestinian higher education. This model is operationally defined to include concrete initiatives enhancing teaching methodologies, learning materials, infrastructure policies, and inclusive practices that respond effectively to the challenges of a rapidly evolving global and local educational landscape.

### **3. Visionary and Strategic Objectives**

In the evolving landscape of higher education, particularly within the challenging context of Palestinian universities, Ghassan Model for University Change Leadership is designed to address several key objectives:

- a. **Empowering Academic Leaders:** equip university presidents, deans, and other educational administrators with the skills and tools necessary for effective change leadership. In addition to enhance the ability of leaders to identify and respond to emerging trends and challenges in education.
- b. **Fostering a Responsive Educational Ecosystem:** develop a university culture that is adaptable and responsive to the rapid changes in technology, demography, and global

- economic integration. And ensure that the educational environment is relevant and effective, keeping pace with global standards while addressing local needs.
- c. **Enhancing Educational Quality and Relevance:** improve the quality and relevance of education in Palestinian universities through innovative teaching methodologies, curriculum development, and learning material enhancement. In addition to incorporate technology and inclusive policies in the teaching and learning process to meet the demands of a modern educational framework.
  - d. **Building a Sustainable and Resilient University System:** address the unique challenges faced by Palestinian universities, including political instability, economic conditions, and societal changes. And develop strategies for sustainability and resilience in higher education amidst these challenges.
  - e. **Promoting Inclusive and Collaborative Change Processes:** engage various stakeholders in the change process, including staff, students, and the community, ensuring that change initiatives are inclusive and collaborative. And foster a participatory approach where diverse perspectives are valued and integrated into the decision-making process.

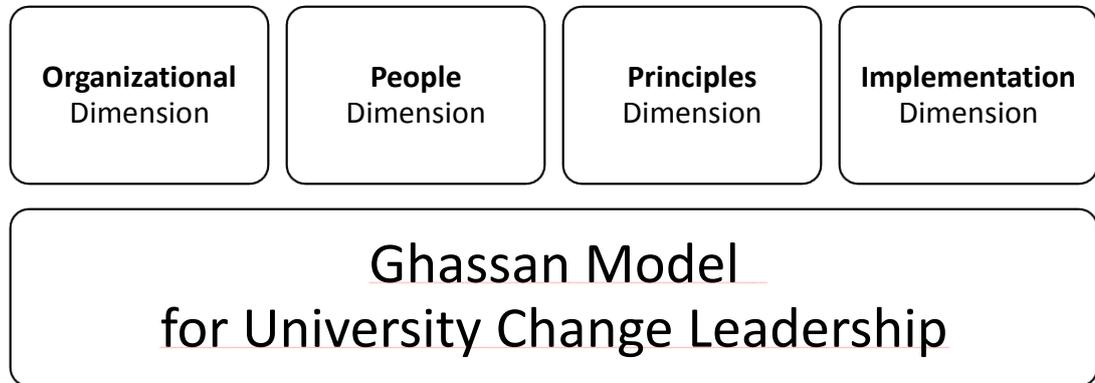
#### **4. Elements of the Model**

Ghassan Model is structured into four distinct yet interrelated dimensions, each addressing key aspects of change leadership in Palestinian universities. These dimensions work in concert to create a comprehensive framework for effective and sustainable transformation.

- a) **Organizational Dimension: Culture and Structure.**
- b) **People Dimension: Leaders, Staff, Students, and Community.**
- c) **Principles Dimension: Successful University Change Leadership.**
- d) **Implementation Dimension: Steps, Roles, and Mechanisms.**

Ghassan Model takes into account four dimensions to lead change, in universities.

Figure 5 provides an overview of the elements comprising the Model.



**Figure 5. Ghassan Model for University Change Leadership elements**

Ghassan Model emphasizes the importance of a well-coordinated strategy that encompasses organizational structure, stakeholders, guiding principles and practical implementation steps. This model serves as a roadmap for universities to achieve growth, foster innovation and build resilience in the face of various challenges and transformations. In the following sections, we will present the details of these four dimensions of the model:

#### **A. Organizational Dimension: Culture and Structure**

##### **- Understanding and Shaping Organizational Culture**

The way universities perceive, accept and carry out changes is greatly impacted by their culture. Fullan in his works, like "The New Meaning of Educational Change" (Fullan, 2007) and "Leading in a Culture of Change" (Fullan, 2020) highlights the role that culture plays in change. He asserts that comprehending the culture is vital, for effectively implementing change.

- **Cultural Diagnosis:** The first step involves a thorough cultural diagnosis. This includes understanding existing beliefs, norms, and values within the university and

how they align with or resist change. Such an understanding can be fostered through surveys, focus groups, and open discussions.

- **Cultural Reorientation:** Based on the cultural diagnosis, leaders can strategize to gradually reshape the culture. Fullan (2007) notes that this is not about replacing the existing culture but evolving it. This might involve celebrating successes that align with the desired cultural shift, creating narratives around change, and reinforcing behaviors that support the new direction.
- **Role of Leadership in Culture Shaping:** Leadership plays a critical role in shaping and directing organizational culture. As Fullan (2020) asserts, leaders must model the change they wish to see. This means university leaders should embody the values, attitudes, and behaviors they want to instill in the university culture, such as openness to change, innovation, and collaboration.

#### - **Redesigning Organizational Structure for Effective Change**

The structure of an organization greatly impacts its ability to adapt and respond to change. In "Change Leader" (Fullan, 2011), Fullan discusses how the right structure can facilitate effective change implementation.

- **Structural Flexibility:** Universities should aim for a structure that promotes flexibility and agility. This includes reducing bureaucratic hurdles and enabling faster decision-making processes. Departments and faculties need the autonomy to experiment with new ideas and approaches, encouraging a culture of innovation.
- **Alignment with Strategic Vision:** The organizational structure must align with the university's strategic vision for change. As Fullan (2011) suggests, every structural element should support and not hinder the change process. This might involve realigning departments, revising roles and responsibilities, and ensuring that the structure facilitates effective communication and collaboration across the university.

- **Resource Optimization for Change Initiatives:** Fullan (2007) points out the importance of aligning resources with desired outcomes. This involves not just financial resources, but also human and technological resources. Universities need to ensure that resources are allocated in a way that supports and propels the change initiatives. This might mean investing in professional development, technology infrastructure, or research and innovation centers.
- **Building a Collaborative and Communicative Structure:** Emphasizing Fullan's (2020) principle of relationship building, the structure should promote collaboration and open communication within and across departments. Creating cross-functional teams, encouraging inter-departmental projects, and establishing regular communication channels can help break down silos and foster a more unified approach to change.

Through organizational dimension in Ghassan Model, the focus is on creating a university culture and structure that not only embraces change but actively drives it. By aligning with Fullan's insights and principles, the model aims to guide Palestinian universities toward a more adaptive, responsive, and innovative future, where change is not just managed but led with vision and purpose.

## **B. People Dimension: Leaders, Staff, Students, and Community**

### **- Engaging and Empowering Leadership**

The importance of leaders, in overseeing and directing change is crucial. According to Fullan (2020), he highlights that effective leadership goes beyond exercising authority. Also involves influencing and motivating others. In the case of universities this aspect revolves around leveraging the capabilities of leaders, at levels.

- **Leaders as Change Agents:** Leaders should be envisioned as change agents who embody the vision and values of the educational transformation. This requires not

only positional leaders like presidents and deans but also informal leaders among faculty and staff.

- **Capacity Building for Leaders:** As Fullan (2003) suggests, leaders need ongoing development to effectively guide change. This includes training in change management, strategic planning, and emotional intelligence to effectively navigate the challenges of transformation.
- **Distributed Leadership:** Following Fullan's (2005) advocacy for distributed leadership, the model encourages a leadership approach where responsibilities and decision-making are shared. This empowers individuals at different levels, fostering a sense of ownership and commitment across the university.

- **Staff Engagement and Professional Development**

The involvement and growth of the staff, which includes both administrative members play a role, in driving the process of change. Their active participation and progress are essential, for executing any changes that are undertaken.

- **Involving Staff in Change Initiatives:** Consistent with Fullan's (1994) emphasis on participation, staff should be actively involved in the change process. This includes participation in decision-making, feedback mechanisms, and innovation teams.
- **Professional Development Opportunities:** As Fullan (2007) notes, professional development is key to building capacity for change. This includes not just skill enhancement but also opportunities for staff to understand and align with the change vision.
- **Recognition and Empowerment:** Recognizing and valuing the contributions of staff, as Fullan (2006) discusses, can significantly boost morale and engagement. This involves creating a culture where staff contributions are acknowledged and where they feel empowered to bring new ideas and innovations to the table.

## - **Student Involvement and Development**

Students are not just passive recipients of education; they are active participants whose involvement can significantly shape the change process.

- **Students as Partners in Change:** Following Fullan's (2013) ideas on engagement students should be seen as partners in the change process. This includes involving them in discussions about curriculum design, teaching methodologies, and campus life.
- **Fostering a Student-Centric Learning Environment:** As Fullan emphasizes the importance of focusing on the learner in "A Rich Seam: How New Pedagogies Find Deep Learning" (Fullan & Langworthy, 2014), universities should strive to create an environment that is responsive to student needs and promotes active, engaged learning.

## - **Community Collaboration and Partnership**

The community, including local businesses, NGOs, government entities, and the broader society, plays a crucial role in the educational ecosystem.

- **Engaging with the Community:** In line with Fullan's (2007) ideas on external collaboration, the model advocates for strong community-university partnerships. These partnerships can provide practical learning opportunities, research collaborations, and community service initiatives.
- **Leveraging Community Resources:** Utilizing the resources and expertise available in the community can enrich the educational experience and ensure that university programs are aligned with real-world needs and opportunities.

Through the people dimension in Ghassan Model, the focus is on creating a collaborative and empowering environment for leaders, staff, students, and the community. Inspired by Fullan's principles, this approach aims to foster a participative,

inclusive, and responsive atmosphere in Palestinian universities, where every individual is a valuable contributor to the change process.

### **C. Principles Dimension: Successful University Change Leadership**

The Principles Dimension of Ghassan Model encapsulates essential guidelines and values for orchestrating successful change in universities. Drawing from Michael Fullan's extensive work on educational change, this dimension highlights key principles that underpin effective leadership and transformation in higher education settings.

#### **- Transparency and Ethical Governance**

Cultivating Trust through Transparency: Fullan (2008) stresses the importance of transparency in building trust within an organization. In the context of Palestinian universities, leaders must ensure openness in their strategies, decisions, and communication. This transparency is pivotal in fostering a culture of trust, essential for successful change management.

Fullan (2020) emphasizes the importance of adhering to standards, in leadership. He highlights that ethical governance entails making decisions that not promote the institutions growth but also uphold values such as integrity and social responsibility. This aligns, with the duty of establishing an environment that positively impacts the wider community.

#### **- Inclusivity and Diversity**

- Recognizing the importance of embracing diversity, Fullan (2007) emphasizes the need to respect and integrate perspectives during the process of change. In the context of universities this entails establishing policies and practices that acknowledge and appreciate the experiences and backgrounds of students, staff and faculty members. The university culture should prioritize inclusivity ensuring that every voice is valued

and taken into account throughout the journey of change.

- **Fostering an Inclusive Environment:** As Fullan (1994) discussed, inclusivity goes beyond mere representation; it is about actively engaging diverse groups in meaningful ways. This involves not only acknowledging different perspectives but also integrating them into the decision-making and change implementation processes.

- **Continuous Learning and Innovation**

- Fullan (2005) emphasizes the importance of cultivating a culture of learning. In the context of universities this entails promoting growth, research and innovation, among faculty, staff and students. The primary objective is to create an environment that fosters exploration and adoption of ideas and approaches.
- **Encouraging Innovation:** As per Fullan's (2013), innovation should be at the heart of educational change. This means not only adopting new technologies but also rethinking pedagogical approaches and curricular design to meet the evolving needs of students and the demands of the modern world.

Through the Principles Dimension of Ghassan Model, the focus is on embedding values and guidelines that are essential for fostering a positive and effective change environment. Inspired by Fullan's principles, these core tenets are designed to guide Palestinian universities towards a future where change is not just achieved but is sustained and continually evolved, contributing to a transformative educational landscape.

**D. Implementation Dimension: Mechanisms and Steps**

The Implementation Dimension of Ghassan Model is crucial for actualizing the principles and strategies outlined in the other dimensions. This dimension is informed by Michael Fullan's extensive work on change leadership, particularly focusing on personality traits, core leadership components, change secrets, and sustainability.

- **Incorporating Personality Traits: Energy, Enthusiasm, and Hope**

- Energizing Leadership: Reflecting on Fullan's (2020) views, leaders must exhibit high energy levels to drive change initiatives effectively. This energy becomes contagious, motivating teams and helping to overcome resistance. Leaders should consistently channel this energy into decision-making processes, ensuring that momentum is maintained throughout the change journey.
- Cultivating Enthusiasm: As Fullan (2003) discusses the importance of enthusiasm, leaders should maintain enthusiasm for implementing change, especially when aligning initiatives with the university's strategic plan. This enthusiasm is key in overcoming challenges and maintaining team morale, fostering an environment where innovative solutions are actively sought.
- Instilling Hope: Fullan (2006) highlights the importance of hope in leadership. Hopeful leaders guide decision-making during change, influencing overall success. They maintain team morale, especially during setbacks, and are optimistic about changes in the university's mission and vision, propelling exploration of innovative strategic directions.

- **Core Educational Leadership Components**

- Moral Purpose: Leaders must perceive their role in educational change as having a moral purpose, as Fullan (2003) notes. This moral purpose should inspire the team and shape decision-making, aligning with the effectiveness and unity of the change.
- Understanding Change: Fullan (1994) discusses the necessity of comprehending the intricacies of change. Leaders should use this understanding for future planning and problem-solving, shaping decision-making to significantly impact the success of change initiatives.

- **Relationship Development:** Fullan (2005) emphasizes relationship building, effective change management requires solid relationships within the team, persisting beyond implementation to reinforce changes in the university's mission and vision.
  - **Knowledge Sharing:** As advocated Fullan (2008), knowledge sharing is crucial during change processes. It enhances the team's adaptability, ensuring smoother transitions and alignment with the university's strategic plan.
  - **Coherence:** Maintaining coherence is essential, as Fullan (2020) discussed. Coherence in strategies, actions, and the overall vision helps in overcoming resistance and ensuring that change aligns with the university's strategic plan.
- **Change Secrets and Sustainability**
- **Building Capacity and Transparency:** Following Fullan's (2011), capacity building of staff and maintaining transparency are fundamental for driving change. These elements contribute to the success of change processes in the academic context.
  - **Adaptable Systems and Deep Learning:** Fullan (2013) suggests that having adaptable systems that learn from experiences is key to achieving change. Leaders should foster deep learning experiences, balancing immediate achievements with long-term goals.
  - **Shared Responsibility and Networking:** As Fullan (2007) outlined, building networks among stakeholders and shared responsibility are critical for ensuring the continuity and success of change. This approach aligns with the idea of a collective moral approach driving sustainable educational reforms.

## - **Implementation Steps**

Implementing Ghassan Model in Palestinian universities requires a structured and strategic approach. These steps, inspired by Fullan's methodologies and tailored to the specific context of Palestinian higher education, outline a roadmap for effective change management.

### **Step 1: Vision and Goal Setting**

- **Develop a Clear Vision:** Drawing from Fullan's (2003) emphasis on moral purpose, begin by establishing a clear and compelling vision for change that resonates with the university's core values and addresses the specific needs of the Palestinian higher education context.
- **Set Specific Goals:** Define specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with this vision. This step is crucial for providing direction and a clear sense of purpose for the change initiatives.

### **Step 2: Comprehensive Needs Assessment**

- **Gather Data:** Conduct a thorough needs assessment to understand the current state of the university. This involves gathering data on various aspects like academic programs, administrative processes, resource allocation, and stakeholder perceptions.
- **Analyze and Interpret Data:** Use this data to identify strengths, weaknesses, opportunities, and threats (SWOT analysis). Fullan's (1994) approach underscores the importance of understanding the internal and external factors influencing change.

### **Step 3: Stakeholder Engagement and Communication**

- **Identify Key Stakeholders:** Determine who will be impacted by the change and who can influence it. This includes faculty, staff, students, community partners, and government bodies.
- **Develop a Communication Plan:** as Fullan (2008) suggests, establish a plan to

regularly communicate with stakeholders. This should include the vision, goals, the rationale for change, and how it will be implemented.

#### **Step 4: Strategy Development and Resource Allocation**

- **Create Strategic Plans:** Develop detailed action plans for achieving the set goals. This includes outlining specific steps, assigning responsibilities, and setting timelines.
- **Allocate Resources:** Ensure that the necessary resources (financial, human, technological) are available and allocated efficiently to support the change initiatives. This is in line with Fullan's (2020) insights on the importance of aligning resources with desired outcomes.

#### **Step 5: Implementation and Monitoring**

- **Execute the Plan:** Begin implementing the change initiatives according to the strategic plans. This should be a phased approach, allowing for adjustments and improvements along the way.
- **Monitor Progress:** Establish a monitoring system to track the progress of the change initiatives. Regularly review and assess the impact of the changes against the set goals.

#### **Step 6: Evaluation and Feedback**

- **Evaluate Outcomes:** As Fullan (2013) discusses, conduct evaluations to assess the outcomes of the change initiatives. This should include both quantitative and qualitative methods.
- **Gather Feedback:** Collect feedback from stakeholders to understand their experiences and perceptions of the change process. This feedback is essential for continuous improvement.

#### **Step 7: Reflection and Adaptation**

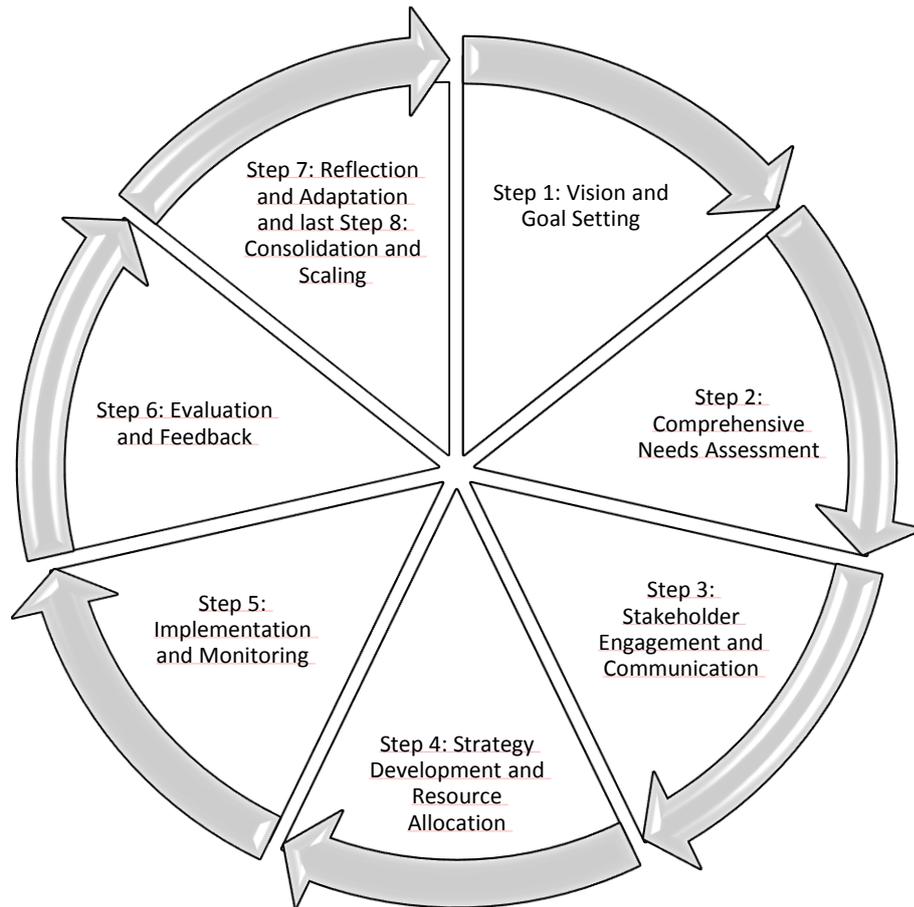
- **Reflect on the Process:** Engage in reflective practices to understand what worked well and what could be improved.

- **Adapt Strategies:** Make necessary adjustments to the change strategies based on the evaluations and feedback. This ensures that the change initiatives remain relevant and effective.

### **Step 8: Consolidation and Scaling**

- **Consolidate Gains:** Once the change initiatives have been successfully implemented and have started to show positive results, work on consolidating these gains to ensure they are embedded in the university's culture and operations.
- **Scale and Expand:** Consider opportunities to scale and expand successful initiatives. This may involve replicating successful strategies in other departments or faculties, or even sharing insights with other universities.

Through these structured steps, Ghassan Model aims to guide Palestinian universities in a comprehensive change process, from initial vision setting to implementation, evaluation, and adaptation. This strategic approach ensures that change is not only effectively managed but also sustained and continually evolved, contributing to a transformative and resilient educational environment. (Figure 6) shows the implementation Steps of Ghassan Model:



**Figure 6. Ghassan Model Implementation Steps**

The implementation of Ghassan Model promises a transformative impact on Palestinian universities. It envisions institutions that are not only responsive to change but are proactive leaders in educational innovation. The model is designed to be adaptable, allowing it to be tailored to the specific needs and contexts of individual institutions while maintaining its core principles and strategies.

**- Implementation Timeline**

The general implementation timeline of Ghassan Model is a flexible and dynamic framework, tailored to accommodate the specific type and nature of the change initiatives being undertaken within Palestinian universities. Crucially, this timeline is not a one-size-fits-all solution; rather, it is adaptable to the unique circumstances, resources, and needs

of each institution. The timeline's adaptability allows for adjustments based on several key factors, including the scope and complexity of the change, the availability and allocation of resources (both human and financial), the level of stakeholder engagement, and the specific challenges and opportunities inherent to the Palestinian higher education context.

In practice, this means that while the model provides a structured approach to change management, it also acknowledges and allows for the variances that inevitably arise in real-world scenarios. For instance, certain phases may require more time and resources due to the depth and breadth of the change involved, or unforeseen challenges may necessitate a reevaluation and adjustment of timelines and strategies. Moreover, the model emphasizes the importance of continuous monitoring and evaluation throughout the implementation process. This not only ensures that the initiatives remain on track and aligned with the overall objectives but also allows for timely interventions and course corrections as needed.

- **Timeline Aligned with Training and Implementation Steps**

The training arrangements for Ghassan Model is designed to align closely with the implementation steps, ensuring that each phase of implementation is supported by appropriate training and development activities.

**Step 1: Vision and Goal Setting (Timeline: 0-1 Months, Min Duration: 0 Month, and Max Duration 1 Months)**

- Vision and Goals Communication Workshops: Shortly after establishing the vision and goals, conduct workshops to communicate these to all university stakeholders. These sessions will focus on understanding the model's moral purpose and aligning everyone with the defined SMART goals.

- Leadership Training on Vision Articulation: Specialized training for university leadership to effectively articulate and champion the vision and goals of Ghassan Model.

**Step 2: Comprehensive Needs Assessment (Timeline: 1-2 Months, Min and Max Duration: 1 Month)**

- Training on Data Collection and Analysis: Equip staff with the skills to conduct thorough needs assessments, including data gathering and SWOT analysis, as per Fullan's methodology.
- Workshops on Interpreting Data for Strategic Planning: Sessions focused on how to interpret data and utilize it for effective change planning.

**Step 3: Stakeholder Engagement and Communication (Timeline: 2-3 Months, Min Duration: 0 Month, and Max Duration 1 Month)**

- Stakeholder Communication Strategies: Training on developing and implementing effective communication plans, including workshops on stakeholder engagement techniques.
- Feedback Mechanisms and Community Engagement: Sessions on setting up and managing feedback mechanisms and community engagement strategies.

**Step 4: Strategy Development and Resource Allocation (Timeline: 3-5 Months, Min Duration: 1 Month, and Max Duration 2 Months)**

- Strategic Planning Workshops: Conduct workshops on developing detailed action plans, with a focus on resource allocation and timeline setting.
- Resource Management Training: Provide training on efficient resource management, aligning with Fullan's insights on resource alignment with desired outcomes.

**Step 5: Implementation and Monitoring (Timeline: 5-8 Months, Min Duration: 1 Month, and Max Duration 3 Months)**

- Implementation Skills Development: Offer training in skills crucial for implementing the strategic plans, including change management and monitoring techniques.
- Progress Tracking and Reporting: Sessions on setting up and utilizing monitoring systems to track the progress and impact of the change initiatives.

**Step 6: Evaluation and Feedback (Timeline: 8-9 Months, Min and Max Duration: 1 Month)**

- Evaluation Techniques Training: Training on quantitative and qualitative evaluation methods as discussed by Fullan.
- Feedback Gathering and Analysis Workshops: Workshops on how to effectively gather and analyze stakeholder feedback for continuous improvement.

**Step 7: Reflection and Adaptation (Timeline: 9-11 Months, Min Duration: 1 Month, and Max Duration 2 Months)**

- Reflective Practice Sessions: Encourage reflective practices among stakeholders to assess what has been working well and areas for improvement.
- Adaptive Strategy Development: Training on adapting strategies based on evaluations and feedback, ensuring the relevance and effectiveness of change initiatives.

**Step 8: Consolidation and Scaling (Timeline: 11-12 Months, Min and Max Duration: 1 Month)**

- Training on Consolidating Changes: Workshops on how to consolidate gains from change initiatives and embed them into the university's culture and operations.

- Scaling Strategies Workshops: Training on identifying opportunities for scaling and expanding successful initiatives, including replication strategies and knowledge sharing.

Table (17) summarizes the previous steps and their durations, showing that the shortest period in which the training can be conducted with the implementation of the steps is 6 months, and the longest possible period is 12 months.

**Table 17. Training Timeline Aligned with Implementation Steps**

No	Steps	Timeline		Duration for Each Step
		Step Start from	Step End	
1	Step 1: Vision and Goal Setting	0	1	Min: 0, Max: 1
2	Step 2: Comprehensive Needs Assessment	1	2	Min: 1, Max: 1
3	Step 3: Stakeholder Engagement and Communication	2	3	Min: 0, Max: 1
4	Step 4: Strategy Development and Resource Allocation	3	5	Min: 1, Max: 2
5	Step 5: Implementation and Monitoring	5	8	Min: 1, Max: 3
6	Step 6: Evaluation and Feedback	8	9	Min: 1, Max: 1
7	Step 7: Reflection and Adaptation	9	11	Min: 1, Max: 2
8	Step 8: Consolidation and Scaling	11	12	Min: 1, Max: 1
<b>Total</b>		<b>Min: 6 Months Max: 12 Months</b>		

Aligning the timeline with the implementation steps of Ghassan Model ensures that at each phase of the model's rollout, stakeholders are equipped with the necessary skills and knowledge. This alignment facilitates a smooth transition through each phase of implementation, supporting the sustainable and effective transformation of Palestinian universities.

## - **Determinants of Implementation**

The effective execution of the Ghassan Model depends on several factors, these factors play a role in ensuring that the change efforts are carried out successfully and produce long term outcomes. This section highlights the factors that academic leaders and stakeholders need to consider and tackle during the implementation phase.

- **Leadership Commitment and Support:** The model underscores the significance of unwavering commitment and active involvement from top-level leadership, including university presidents and deans. Their vision and support are fundamental in lending credibility and driving the change process forward. Equally important is leadership consistency, as frequent changes in leadership can disrupt the flow of implementation and alter strategic priorities.
- **Stakeholder Alignment and Engagement:** Achieving change entails bringing the different stakeholders, such as faculty, staff, students and the community and aligning their interests with the objectives of the change. It is crucial to involve them throughout the stages of the implementation process. This ensures that the change initiatives are well received and effective in achieving their intended goals.
- **Resource Availability and Allocation:** The model emphasizes the importance of ensuring sufficient financial and human resources. These resources should be allocated efficiently to support various change initiatives, with a focus on securing adequate staffing and expertise essential for effective change management.
- **Communication and Transparency:** Establishing clear, consistent, and transparent communication channels is imperative for disseminating information about the change initiatives. Implementing effective feedback mechanisms is also crucial to gather insights and concerns from stakeholders, facilitating necessary adjustments in strategy.

- **Financial Arrangements and Cost Considerations in Implementation**

Incorporating a comprehensive financial strategy is crucial for the effective implementation of Ghassan Model in Palestinian universities. This section addresses the financial arrangements and cost considerations, ensuring that the model's implementation is financially sustainable and strategically aligned with the available resources.

**Budgeting and Resource Allocation:**

- **Budget Development:** Develop a detailed budget that outlines the expected costs associated with each phase of Ghassan Model's implementation. This includes costs related to technology integration, professional development, infrastructural changes, and other key elements of the model.
- **Resource Identification and Allocation:** Identify all available financial resources, including existing university funds, potential grants, donations, and other funding sources. Allocate these resources in alignment with the prioritized change initiatives, ensuring the most critical areas are funded first.

**Cost-Benefit Analysis**

- **Return on Investment (ROI):** Conduct a cost-benefit analysis to understand the return on investment for each component of Ghassan Model. This involves assessing the potential benefits in terms of improved educational outcomes, operational efficiencies, and long-term sustainability against the costs incurred.
- **Incremental and Long-term Benefits:** Evaluate both the short-term and long-term financial impacts of the model's implementation. Some initiatives may require significant upfront investment but promise substantial long-term benefits.

**Funding Strategies and Partnerships**

- **External Funding Opportunities:** Explore opportunities for external funding, such as educational grants, partnerships with NGOs, and collaborations with private

sector entities. Tailor proposals to align with the objectives of potential funders, emphasizing the transformative impact of Ghassan Model.

- **Community and Alumni Engagement:** Engage the broader community and alumni network in fundraising efforts. This can include donation drives, endowment funds, and other fundraising activities that directly support the change initiatives.

### **Cost Control and Financial Management**

- **Effective Cost Management:** Implement strict cost control measures to ensure that the implementation of Ghassan Model stays within the allocated budget. Regularly review and adjust budgets as needed, based on actual expenditures and evolving project needs.
- **Financial Transparency:** Maintain a high level of financial transparency throughout the implementation process. Regularly report on financial status, expenditures, and the impact of investments to all stakeholders, including university leadership, faculty, staff, and funding bodies.

### **Scalability and Sustainability Planning in Financial Strategies**

- **Scalable Financial Models:** Develop scalable financial models that allow for the expansion of successful initiatives. This includes planning for incremental investment as initiatives prove their effectiveness and require broader implementation.
- **Sustainability Planning:** Incorporate sustainability planning in financial strategies. This involves not only securing funds for the initial implementation but also ensuring ongoing financial support for the sustained operation and continuous improvement of the implemented changes.

Ghassan Model has been meticulously crafted to address the unique challenges and opportunities within Palestinian universities. It aims to empower leaders, engage

stakeholders, and integrate innovative practices into the fabric of university administration and culture. The model's primary objective is to facilitate sustainable, meaningful change that aligns with the evolving educational landscape and societal needs.

#### - **Cost Estimation for Implementing the Model**

This section outlines a flexible approach to estimate costs, categorizing changes into three distinct levels: major, moderate, and minor. This categorization, in conjunction with the previously discussed implementation and training steps, provides a comprehensive framework for cost estimation.

#### **1. Major Changes:**

Major changes involve substantial structural reforms such as overhauling the university's organizational framework or implementing a new educational system. These changes affect the entire university or most of its primary departments, impacting a significant number of staff members. Major changes require extensive resources, including comprehensive consultancy, advanced technology, extensive training programs for senior staff and administration, and significant infrastructure updates.

**Cost Estimation:** Implementing a university-wide new educational system for example, could involve costs in the range of million dollars to several million dollars, considering consultancy fees, technology upgrades, extensive training programs, and potential infrastructure changes.

#### **2. Moderate Changes:**

Moderate changes refer to adjustments at the departmental or program level, such as introducing new courses or updating existing programs. These changes impact specific departments or academic programs, involving respective faculty and administrative staff.

Costs include specialized workshops, department-specific training, and targeted technological upgrades.

**Cost Estimation:** Developing a new program, department, system, or function may cost between \$100,000 to \$500,000, depending on the complexity, resources needed for faculty training, curriculum development, and technology requirements.

### **3. Minor Changes:**

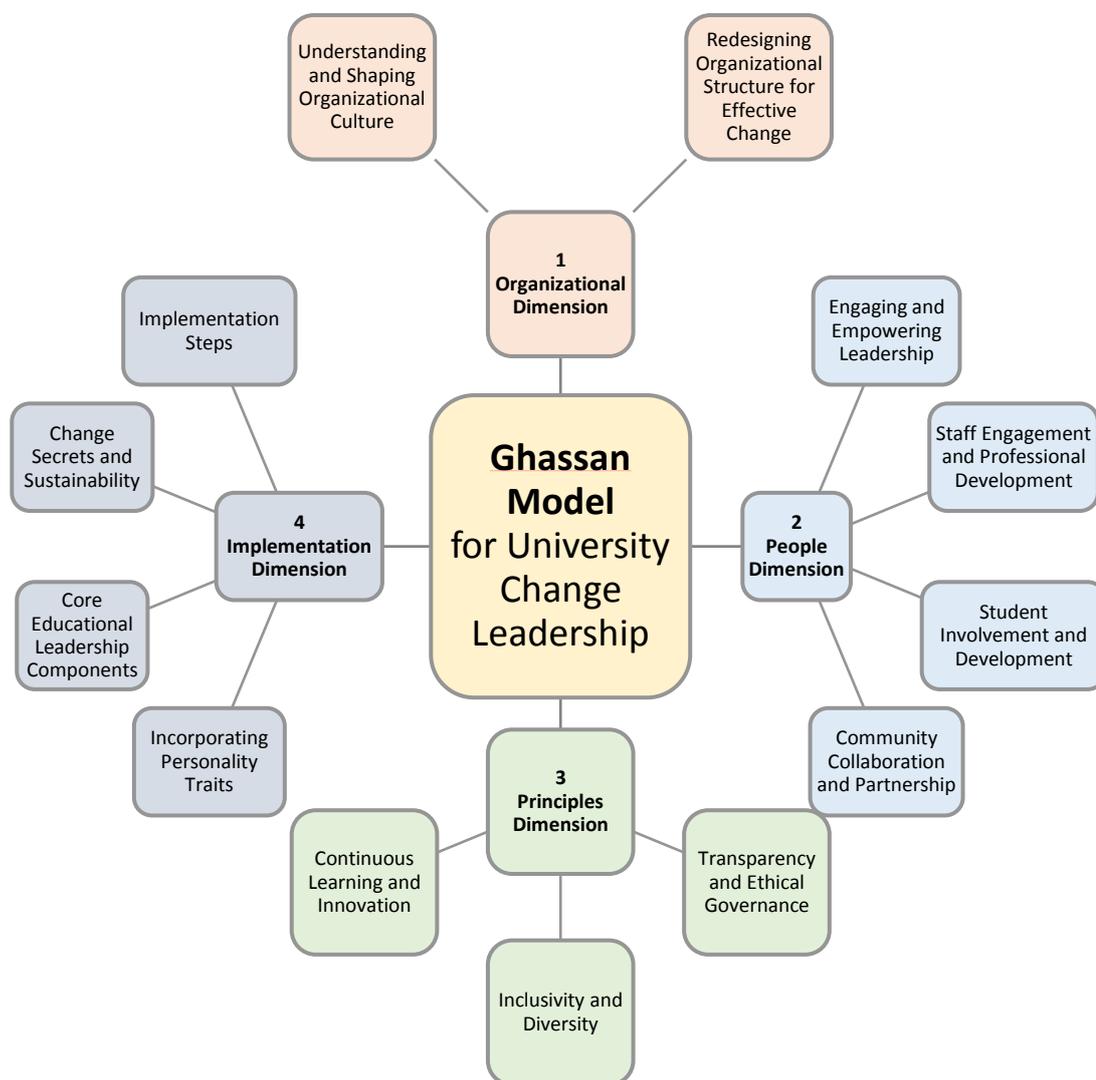
Minor changes involve improvements or modifications in daily operational or administrative processes within the university. These changes affect specific operations or activities within departments, involving small teams or groups. Minor changes usually require targeted training, small-scale technology tools, and administrative improvements.

**Cost Estimation:** Upgrading operation, process, or task, might cost between \$10,000 to \$100,000, including software costs, training for relevant staff, and process integration.

This cost estimation framework provides a guideline for universities to budget for different scales of changes under the Ghassan Model for University Change Leadership. These are estimated figures and can vary based on specific university contexts, geographical location, and available resources. Universities are encouraged to use this as a starting point and adjust based on their unique circumstances and requirements.

## **5. Model Architecture**

Ghassan Model for University Change Leadership integrates the various dimensions and steps outlined previously into a cohesive architecture. (Figure 7) shows the architecture of Ghassan Model:



**Figure 7. Ghassan Model for University Change Leadership Architecture**

This architecture serves as a blueprint, guiding Palestinian universities through the complex process of educational transformation. The model is structured in a way that each element builds upon and reinforces the others, ensuring a comprehensive and holistic approach to change.

## **6. Vision for the Future**

In the coming years Ghassan Model goes beyond being a plan, for transformation; it represents a vision for the future of education in Palestine. Its goal is to establish universities that serve as hubs of excellence, innovation and societal influence. Moreover, this model holds promise in terms of its ability to transcend boundaries providing insights and strategies that can be tailored to address similar educational obstacles, in other contexts.

## **7. Call to Action**

Ghassan Models conclusion urges everyone involved in universities to take action and begin this transformative journey. It emphasizes the importance of a shared commitment, to improving and innovating. The success of the model depends on leaders, faculty, staff, students and the community coming together to work towards a goal of providing education.

## **8. Closing Remarks**

In closing, Ghassan Model serves as a representation of the strength, perseverance and forward thinking nature of Palestine's higher education. It symbolizes hope. Provides guidance towards a promising and vibrant educational landscape. It demonstrates that change should be embraced as a chance to take the lead, flourish and achieve excellence.

#### **IV. Results Related to the Fourth Question, which states:**

**What is the degree of sustainability of the proposed educational administrative model of change leadership for Palestinian universities as perceived by specialists and experts?**

The researcher presented a draft of this proposed educational administrative model to a group of seven specialized referees from different universities. (Appendix 4), in order to explore their views on the degree of the model's comprehensiveness, applicability, clarity and suitability. The referees' observations have been considered to finalize the form, encompassing a range of clarifications, formatting adjustments, linguistic refinements, and attention to minor details. Therefore, the proposed educational administrative model of change leadership for Palestinian universities leaders in Palestine has been adopted.

## **Chapter Five**

### **Discussing the Results, Conclusions and Recommendations**

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### **Discussing the Results, Conclusions and Recommendations**

This chapter includes the discussion and conclusions drawn from the study focused on developing an educational administrative model of change leadership for academic leaders in Palestinian universities. This research, grounded in Fullan's Framework for Change Leadership, delves into a series of questions that collectively aim to address the unique challenges and requirements of change leadership in the context of Palestinian higher education. The chapter is structured to sequentially explore the findings related to each research question, analysis, comparative literature review, and a synthesis of insights that culminate in the formulation of the proposed Ghassan Model. Furthermore, this chapter of the study presents an array of strategic recommendations designed to bolster the adoption and impact of Ghassan Model in the domain of change leadership across Palestinian universities.

#### **Discussion**

The study was guided by four pivotal research questions, each contributing a crucial dimension to the understanding and development of the change leadership model:

1. **Status Quo of Change Leadership:** The first question examined the current state of change leadership in Palestinian universities, providing a foundational understanding of existing practices and perceptions among academic leaders.
2. **Influence of Demographic Variables:** The second question focused on how demographic variables such as gender, job position, and years of experience in administration influence perceptions of change leadership, offering insights into the diverse perspectives within the academic leadership community.

3. Development of the Educational Administrative Model: The third question addressed the creation of Ghassan Model, a bespoke framework for change leadership in Palestinian universities. This model integrates Fullan's principles with specific considerations for the Palestinian context, offering a comprehensive approach to change leadership.
4. Evaluation of the Model's Sustainability: The final question involved presenting the draft model to a group of experts and specialists for evaluation. Their assessments on the model's comprehensiveness, applicability, and clarity were crucial in refining and validating the proposed framework.

Each section of this chapter delves into the findings related to the respective research question, engaging in an interpretative analysis and drawing comparisons with existing literature in the field. This approach situates the study within the broader context of educational leadership research, in addition to highlights the unique aspects of the proposed model and its relevance to Palestinian universities.

**1. Discussion of Research Findings Related to the First Question, which is: What is the status quo of change leadership in Palestinian universities, from the perspective of academic leaders of these universities in light of Fullan's framework for change leadership?**

The investigation into the status quo of change leadership in Palestinian universities reveals a landscape where academic leaders are significantly engaged in change processes. The results present an interesting juxtaposition of high competency in certain areas of change leadership, alongside areas where further growth could be beneficial. This comprehensive analysis explores these findings in depth, situating them within the broader context of existing research and the unique challenges faced by Palestinian universities.

The study's findings, indicating a high level of change leadership practicing across all dimensions, reflect a robust response to the unique challenges of the Palestinian higher education sector. This high degree of change leadership among academic leaders suggests a proactive approach to managing and adapting to the constant flux typical of the region's socio-political climate. It points to an understanding among leaders that effective change management is not just a desirable skill but a crucial necessity for the sustainability and progress of their institutions. From another side, this revelation prompts a deeper examination of why, despite these high self-reported capabilities, there is a noticeable discrepancy between the survey results and tangible changes within these institutions.

Although the study's findings, indicating a high level of change leadership, this purported expertise has not manifested in significant transformations in the functioning of Palestinian universities or in achieving higher positions in global university rankings. Several potential reasons might explain this paradox, highlighting the need for the Ghassan Model:

- **Aspirations for Positive Change:** University presidents and leaders aim for transformative change that will elevate their institutions to new heights of excellence. However, aspirations alone might not translate into effective action without a structured model guiding the implementation of these changes.
- **Intense Competition:** The sharp competition among Palestinian universities could lead to inflated responses on surveys, as leaders seek to position their institutions in the best light possible. This competitive environment might foster ambitious statements on change leadership capabilities that do not fully align with actual practices.
- **Ambitions for Global Recognition:** There is a keen interest in advancing the global standing of Palestinian universities. While leaders are motivated to achieve higher

rankings, the strategies and actions required to realize this goal might not be fully developed or executed.

- **Overestimation of Change Leadership:** Individuals participating in the survey might overestimate their change leadership capabilities or the effectiveness of change initiatives within their universities, leading to a gap between perceived and actual change leadership strengths.
- **Lack of a Structured Framework:** The absence of a structured, evidence-based framework for leading and managing change might limit the ability of university leaders to translate their intentions and capabilities into meaningful transformations.

These observations underscore the necessity of developing a new model tailored to the unique challenges and opportunities faced by Palestinian universities. The Ghassan Model for University Change Leadership is designed to bridge this gap, offering a strategic framework that leverages existing leadership capabilities while introducing innovative strategies and practices for effective change management.

The overall impressive scores align with the research conducted by Herold et al. (2008) and Battilana et al. (2010) which emphasized the role of leadership in fostering a sense of commitment towards change. These studies highlighted that effective leadership plays a role in successfully navigating through organizational change, which is also reflected in the current findings. Similarly, the focus on implementing sustainable practices aligns with Bakari et al. (2017) insights, who emphasized how leadership promotes readiness and commitment to facilitate change.

Contrasting these results, studies like Hammad et al. (2023) pointed out the need for improvement in leadership within Arab higher education. This divergence suggests that the context of Palestinian universities might be unique, potentially driven by their

specific challenges that necessitate a more robust change leadership approach. Each dimension is discussed as follows:

### **A. Change Secrets and Change Sustainability**

The highest scores in this dimension suggest that academic leaders in Palestinian universities prioritize long-term sustainability and resilience in their change leadership practices. This focus likely stems from an understanding of the need for enduring solutions in a region where short-term fixes are insufficient. It also indicates a strategic approach to change, where leaders are not just reacting to immediate challenges but are also proactively planning for future sustainability.

### **B. Core Educational Leadership Components**

The strong performance in this dimension reflects a commitment to collaborative and strategic leadership. It highlights an emphasis on sharing knowledge and maintaining team coherence, crucial in managing change effectively. This aspect of the findings aligns with Smart's (2010) research, which underscored the importance of strong, consistent, and engaged leadership in overcoming obstacles in change management.

### **C. Personality Traits**

Although scoring slightly lower, the results in the personality traits dimension still indicate a positive orientation towards individual leadership attributes. This suggests that while there is room for growth, academic leaders possess a baseline of personal qualities essential for change leadership. The results here echo Elmasry and Bakri's (2019) findings, emphasizing the role of individual leadership behaviors in effective governance and change management.

**2. Discussion of Research Findings Related to the Second Question, which is: Are there any significant differences at ( $\alpha \leq 0.05$ ) in the study sample's perceptions of the status quo of change leadership related to gender, job position, and years of experience in administration?**

This section of the study explores how demographic variables such as gender, job position, and years of experience in administration influence perceptions of change leadership in Palestinian universities. This analysis is critical in understanding the diverse perspectives within these institutions and in shaping an effective model of change leadership.

**A. Gender and Perceptions of Change Leadership**

The research findings reveal no significant difference in the perceptions of change leadership between male and female respondents. This parity suggests a gender-neutral environment regarding change leadership perceptions within Palestinian universities.

This result challenges traditional notions in leadership research that often emphasize gender as a significant factor in leadership style and perception. Contrary to studies that highlight gender-based differences in leadership approaches, this finding aligns with recent trends where gender disparities in leadership perceptions are diminishing. It suggests a progressive shift in Palestinian universities, moving towards a more inclusive and balanced leadership culture. This also agreed with Battilana and colleagues (2010) study which found that there are no significant differences in gender variable in any of the change leadership models.

These findings align with contemporary research that suggests a narrowing gender gap in leadership perceptions. It reflects a global shift towards gender equality in professional settings, including in the realm of educational leadership.

## **B. Job Position and Change Leadership Perceptions**

Despite observable differences in perceptions based on job positions, these variations were not statistically significant. This indicates a homogenous understanding of change leadership across various administrative roles.

The absence of significant differences suggests a shared leadership culture transcending hierarchical boundaries. This could imply a uniform approach to leadership development within these institutions, where leadership values and strategies are consistently imparted across different levels of administration.

This finding contrasts with research like that of Battilana et al. (2010), which observed variations in change leadership perceptions across managerial levels. It suggests that Palestinian universities might be unique in fostering a uniform understanding of change leadership irrespective of administrative rank.

## **C. Years of Experience in Administration**

Significant differences were noted in change leadership perceptions based on years of experience, especially concerning personality traits and core educational leadership components. More seasoned administrators exhibited different perspectives compared to their less experienced peers.

This indicates that experience plays a crucial role in shaping leaders' perceptions and approaches to change leadership. It suggests that with increased experience, leaders develop a more refined understanding and application of change leadership principles.

These findings are in line with studies such as Soini et al. (2016), which highlight the evolution of leadership strategies with experience. However, it also indicates a need, as suggested by newer studies, for targeted developmental support for less experienced leaders in Palestinian universities, emphasizing the continuous nature of leadership development.

### **Implications for Developing a Change Leadership Model**

The exploration of demographic variables provides vital insights for developing a change leadership model in Palestinian universities. The model should:

- **Accommodate Gender Neutrality:** Given the gender-neutral perceptions of change leadership, the model should be inclusive, catering to both male and female leaders equally.
- **Transcend Job Positions:** The uniform perception across various administrative roles suggests that the model should apply universally within the university hierarchy.
- **Address Varied Experience Levels:** With significant differences based on experience, the model should offer differentiated pathways catering to the unique needs of both novice and veteran leaders.

### **3. Discussion of Research Findings Related to the Third Question, which is: What is the suitable educational administrative model of change leadership for academic leaders in Palestinian universities in light of Fullan's framework for change leadership?**

The third question of the study delves into the creation of an educational administrative model of change leadership for Palestinian university leaders. This model, informed by Michael Fullan's framework for change leadership, is tailored to the unique context of Palestinian higher education.

#### **Development of Ghassan Model**

The factor analysis undertaken in the study revealed a comprehensive model that encompasses various aspects of change leadership. The derived model, named Ghassan Model, emerged as a response to the specific challenges faced by Palestinian universities.

It accounts for the political unrest, economic constraints, and societal needs unique to the Palestinian context.

Ghassan Model integrates several dimensions, including organizational culture and structure, people involving leaders, staff, students, and the community, principles of successful university change leadership, and practical implementation steps. This model is characterized by its holistic approach, addressing not only the theoretical aspects of change leadership but also practical implementation strategies.

### **Unique Aspects of Ghassan Model**

#### **A. Contextual Adaptation:**

The model's greatest strength lies in its contextual adaptation. It not only draws from Fullan's principles but also customizes these to fit the Palestinian educational landscape. This includes considerations for the socio-political challenges and economic conditions specific to Palestinian universities.

#### **B. Comprehensive Framework:**

Ghassan Model stands out in its comprehensive nature, addressing various dimensions of change leadership from organizational culture to implementation strategies. It underscores the complexity of change processes in educational institutions and offers a structured yet flexible framework for navigating these changes.

### **4. Discussion of Research Findings Related to the Fourth Question, which is: What is the degree of sustainability of the proposed educational administrative model of change leadership for Palestinian universities as perceived by specialists and experts?**

The fourth question of the study addresses the evaluation of the proposed educational administrative model of change leadership for Palestinian universities. This

assessment was conducted through the perspectives of specialists and experts in the field, providing a crucial measure of the model's comprehensiveness, applicability, and clarity.

### **Adequacy Assessment by Specialists and Experts**

The draft of Ghassan Model was presented to a group of specialized referees from various universities. Their expertise in educational leadership and familiarity with the challenges in Palestinian higher education provided a well-rounded evaluation of the model.

The referees assessed the model based on three primary criteria:

- **Comprehensiveness:** Evaluating whether the model adequately covers all necessary aspects of change leadership in the Palestinian university context.
- **Applicability:** Assessing the model's practicality and feasibility for implementation in Palestinian universities.
- **Clarity:** Judging the model's ease of understanding and the clarity of its components and steps.

### **Incorporation of Referees' Feedback**

#### **A. Refinement of the Model:**

The observations and suggestions from the referees were instrumental in refining the model. Their feedback ensured that the model not only aligns with theoretical frameworks but also resonates with the practical realities and specific needs of Palestinian universities.

#### **B. Finalization of the Model:**

Based on the referees' feedback, adjustments were made to enhance the model's comprehensiveness, applicability, and clarity. This iterative process helped in shaping a more robust and contextually relevant model.

## **Conclusions**

The study's findings reveal a multifaceted picture of change leadership in Palestinian universities. Academic leaders demonstrate high competency in sustainable change practices and core educational leadership components, suggesting a strategic and collaborative approach to managing change. However, there is room for growth in enhancing individual leadership qualities, a point where Palestinian universities diverge from some global trends in academic leadership. This unique situation presents an opportunity for targeted leadership development programs, focusing on strengthening personal leadership traits alongside sustaining the already strong strategic and collaborative aspects of change leadership. The study contributes to a deeper understanding of change leadership in a challenging context, offering valuable insights for developing an effective model of change leadership in Palestinian universities.

The analysis of demographic variables in relation to change leadership perceptions in Palestinian universities reveals a landscape where gender and job position do not significantly influence leadership perceptions, but where experience plays a pivotal role. This finding emphasizes the importance of developing a change leadership model that can be applied universally across various job positions and tailored to different levels of leadership experience. It also underscores the necessity, for an adaptable approach to leadership development within the distinctive context of Palestinian higher education.

The third question's investigation culminates in Ghassan Model, a pioneering framework for change leadership in Palestinian universities. This model synthesizes Fullan's principles with the specific needs and challenges of the Palestinian context, offering a holistic and adaptable approach to change leadership. It contributes significantly to the field of educational leadership, particularly in regions facing similar challenges as Palestine. Ghassan Model is not only a theoretical construct but a practical

guide that empowers academic leaders to navigate and implement change effectively, fostering sustainable and resilient educational environments.

The evaluation and refinement of Ghassan Model based on the feedback from educational specialists and experts highlight its adequacy in addressing change leadership in Palestinian universities. This process of validation confirms that the model is not only theoretically sound but also practically viable and well-suited to the Palestinian context. The model stands as a testament to the collaborative effort between academic research and practical expertise, offering a valuable tool for academic leaders striving to navigate and lead change in Palestinian higher education.

The culmination of this research presents Ghassan Model as a nuanced and contextually adapted framework for change leadership in Palestinian higher education. The model reflects a deep understanding of the specific challenges and needs of this context, emphasizing the importance of a tailored approach to change leadership. The discussions and conclusions drawn in this chapter underscore the significance of this research in contributing to the field of educational leadership and in providing practical, actionable strategies for academic leaders in Palestinian universities to effectively navigate and lead change.

## **Recommendations**

Building on the findings and conclusions of the study, this chapter outlines a number of recommendations aimed at enhancing the implementation and effectiveness of Ghassan Model for change leadership in Palestinian universities. These suggestions are intended to guide academic leaders, policymakers, and stakeholders in Palestinian higher education towards successful adoption and adaptation of the model, ensuring its alignment with the unique context and challenges of the region.

### **Recommendations for Academic Leaders and Administrators**

1. **Embrace a Holistic View of Change Leadership:** Academic leaders should adopt a comprehensive approach to change, considering not only structural and procedural aspects but also cultural and human elements. This involves understanding and addressing the multifaceted nature of change as outlined in Ghassan Model.
2. **Invest in Professional Development:** Ongoing training and professional development in change leadership should be a priority. This includes workshops, seminars, and courses focusing on skills such as strategic planning, effective communication, and stakeholder engagement.
3. **Foster Collaborative Leadership Practices:** Encourage a culture of distributed leadership where responsibilities and decision-making are shared among various stakeholders. This collaborative approach can enhance ownership and commitment to change initiatives.

### **Recommendations for Policymakers and Higher Education Authorities**

1. **Support and Resource Allocation:** Ensure that universities have the necessary support and resources to implement change effectively. This includes financial

resources, technology, and infrastructure that align with the strategic goals of change initiatives.

2. **Policy Frameworks to Facilitate Change:** Develop and revise educational policies to create an enabling environment for change. Policies should be flexible enough to accommodate innovative practices and adaptive to the evolving needs of higher education.
3. **Monitoring and Evaluation Mechanisms:** Establish robust mechanisms for monitoring and evaluating change initiatives. This can help in assessing the impact of changes and making necessary adjustments.

### **Recommendations for Curriculum Development and Pedagogical Approaches**

1. **Integrate Change Leadership into Curricula:** Incorporate principles and practices of change leadership into the curriculum of educational administration and leadership programs. This can prepare future leaders for the complexities of leading change in educational settings.
2. **Promote Research in Change Leadership:** Encourage research on change leadership within the context of Palestinian higher education. Such research can provide deeper insights and inform more effective strategies.

### **Recommendations for Community Engagement and Partnerships**

1. **Strengthen University-Community Partnerships:** Establish strong connections with local communities, businesses, and governmental organizations. These partnerships can provide practical support, resources, and opportunities for collaborative projects.

2. **Engage Students in Change Processes:** Involve students actively in change initiatives. Their perspectives and participation can add significant value and ensure that changes meet the evolving needs of the student body.

### **Recommendations for Sustainable and Resilient Educational Systems**

1. **Focus on Sustainability:** Ensure that change initiatives contribute to the long-term sustainability of universities. This includes environmental, economic, and social aspects of sustainability.
2. **Build Resilience:** Develop strategies to enhance the resilience of universities to external shocks and challenges, such as political unrest or economic downturns.

The successful implementation of Ghassan Model requires a concerted effort across various levels of the educational system. These recommendations provide a roadmap for stakeholders to follow in order to achieve a transformative impact on Palestinian universities. By embracing these suggestions, Palestinian higher education can advance towards a future characterized by effective change leadership, innovative practices, and sustainable development.

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## **Appendices**

## **Appendix 1:**

### **The Study Instrument in its Initial Version**

## **Questionnaire**

Dear Academic Leader / Respondent

As part of a PhD research dissertation in Leadership and Educational Administration in the Faculty of Educational Sciences at Al-Quds University, the researcher is conducting a research entitled: **A Proposed Educational Administrative Model of Change Leadership for Academic Leaders in Palestinian Universities in Light of Fullan's Framework for Change Leadership.**

This questionnaire is an integral part of a research study aimed at developing an educational administrative model to enhance change leadership practices among academic leaders in Palestinian universities. The focus is on deepening the understanding and execution of educational change leadership. Please rest assured that your responses will be treated with the highest degree of confidentiality and used strictly for the purposes of this academic research. The findings derived from the analysis of this survey will contribute significantly to the study.

Your participation and cooperation are sincerely appreciated, as your valuable insights will help shape and inform the proposed model. Thank you for taking the time to support this academic research.

**Ghassan Al-Deek**

## **Section One: Personal Profile (Demographic Data)**

Kindly, provide the following information by checking the appropriate box corresponding to your response:

### **1. Gender:**

- Male.
- Female.

### **2. Job Position:**

- President.
- Vice-President.
- Dean.
- Vice-Dean.
- Head of Department.

### **3. Years of Experience in Administration:**

- 5 years or less.
- 6-10 years.
- 11 years or above.

### **4. University Size:**

- 5,000 students or less.
- 5,000 to 10,000 students.
- 10,000 students or above.

## Section Two: Personality Traits

We kindly ask you to provide your candid assessment by marking the box that aligns with your viewpoint on a scale from 1 to 5, where:

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree.

<b>Dimension 1: Energy</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I feel energized about my role in educational administration and find that dealing with change initiatives amplifies this energy.					
2	I maintain high energy levels during change implementation, which motivates my team and helps overcome resistance.					
3	The need for change in my university heightens my energy levels, which is crucial for driving change processes.					
4	I consistently use my energy in decision-making processes related to change initiatives.					
<b>Dimension 2: Enthusiasm</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5	I am enthusiastic about implementing change in educational administration, and this feeling intensifies when I am leading initiatives and considering the university modern strategic plan.					
6	My enthusiasm not only helps in overcoming challenges during change but also keeps me motivated during setbacks.					
7	Through my enthusiasm, I effectively maintain the team's morale during change processes and search for innovative solutions.					
8	My enthusiasm is instrumental in crafting and executing a vision that aligns with the logic of change.					
<b>Dimension 3: Hope</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9	During the change implementation process, my hopefulness not only increases but also guides decision-making, influencing the overall success of the transition.					
10	My sense of hope is instrumental in helping my team overcome resistance to change and in maintaining team morale, especially during challenges or setbacks.					

11	I am optimistic about the necessary changes in the mission and vision of my university, and this hopefulness propels the exploration of innovative strategic directions.					
12	My hope plays a significant role in both maintaining team morale during change processes and encouraging the exploration of new strategic directions.					

### Section Three: Core Educational Leadership Components

<b>Dimension 4: Moral Purpose</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
13	I perceive my leadership role in educational change as having a moral purpose, which I effectively communicate and reflect upon with my team.					
14	My moral purpose inspires my team during change implementation and shapes my decision-making.					
15	The alignment of my moral purpose with achieving successful change is evident in the way I perceive the decision-making process in my university.					
16	The requirements for change in my university resonate with my moral purpose, reinforcing the effectiveness and unity of the transformation.					
<b>Dimension 5: Understanding Change</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
17	I comprehend the intricacies of change and have honed this understanding over my years in the field.					
18	I effectively use the change understand for future planning and problem-solving.					
19	My comprehensive understanding of change dynamics not only shapes decision-making but also significantly impacts the success of change.					
20	Recognizing the importance of evolving strategies, I see the need for a modern strategic plan in our university in line with my understanding of change.					

<b>Dimension 6: Relationship Development</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
21	I prioritize and invest in relationship building within my team to foster unity and facilitate change.					
22	My confidence in relationship-building translates to effective change management, helping overcome resistance.					
23	The relationships I cultivate not only persist post-implementation but also reinforce our university's mission and vision changes.					
24	For me, establishing solid relationships is essential for realizing our university's strategic change plan.					
<b>Dimension 7: Knowledge Sharing</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
25	Emphasizing the importance of knowledge sharing, I actively encourage my team to exchange insights during the change process.					
26	I believe that sharing knowledge is instrumental in facilitating change and maintaining team coherence.					
27	Through knowledge sharing, our team's adaptability to change is enhanced, ensuring smoother transitions.					
28	I advocate for open communication about our university's strategic plan and the requirements for change to ensure everyone is aligned.					
<b>Dimension 8: Coherence</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
29	Coherence is prioritized during change implementation.					
30	I am confident in my ability to maintain coherence during the change process.					
31	Coherence helps in overcoming resistance to change.					
32	I ensure coherence between our strategic plan and the mission and vision changes.					

## Section Four: Change Secrets and Change Sustainability

<b>Dimension 9: Change Secrets</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
33	How strongly do you agree that valuing employees and connecting peers with a shared purpose are pivotal elements in facilitating change the university?					
34	How strongly do you agree that building the capacity of staff and faculty and prioritizing learning as the main activity are fundamental for driving change within an educational institution?					
35	How strongly do you agree that maintaining transparency in operations and decisions is essential for the success of change processes in the academic context?					
36	How strongly do you agree that having adaptable systems that learn from experiences is key to achieving the desired change in a university setting?					
<b>Dimension 10: Change Sustainability</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
37	How crucial do you find the role of a clear moral, purpose-driven approach, and holistic changes at all levels for driving sustainable educational reforms?					
38	How essential do you consider building networks of stakeholders, shared responsibility, and institutional transparency for ensuring the continuity and success of change?					
39	How significant do you believe are deep learning experiences, like experimenting with approaches, and the need to balance immediate achievements with long-term developmental goals?					
40	How crucial do you find the idea of alternating between high energy action, reflective pauses, and visionary leadership that encompasses all facets of sustainable reform?					

### **Thank You!**

We sincerely appreciate you taking the time to complete this questionnaire. Your feedback is invaluable to our ongoing efforts to understand and implement sustainable educational reforms. We understand the importance of your role as a university leader, and we're grateful for the insights you've provided.

Best regards,  
Ghassan Al-Deek

## Appendix 2:

### List of Study Instrument's Referees

#	Name	Specialization	Place of Work
1	Prof. Abbas Alsharifi	Educational Leadership and Administration	Middle East University - Formerly
2	Prof. Afif Zeidan	Curriculum and Instruction	Al-Quds University
3	Prof. Ayman Alomari	Higher Education Administration	Hashemite University
4	Prof. Ghassan Sirhan	Educational Science	Arab American University
5	Prof. Mahmoud Abu Samra	Educational Administration	Al-Quds University
6	Prof. Mohammad Harahsheh	Educational Administration	Al Al-Bayt University
7	Prof. Yahya Nada	Educational Administration	Alquds Open University - Formerly
8	Dr. Ahlam Hamdoon	Supervisor	Ministry of Education / Amman
9	Dr. Buad Al Khalis	Curriculum and instruction	Al-Quds University
10	Dr. Fadwa Halabiyah	Educational Psychology	Al-Quds University
11	Dr. Inas Naser	Educational Administration	Al-Quds University
12	Dr. Izdiad Atallah	Educational Administration	Al-Itihad Company
13	Dr. Mohsen Adas	Curriculum and Instruction	Al-Quds University
14	Dr. Nadia Kharbat	Educational Leadership	Mayar International Schools
15	Dr. Nuha Iter	Educational Administration	Palestine Technical University - Kadoorie

### **Appendix 3:**

#### **The Study Instrument in its Final Version**

## **Questionnaire**

Dear Academic Leader / Respondent

As part of a PhD research dissertation in Leadership and Educational Administration in the Faculty of Educational Sciences at Al-Quds University, the researcher is conducting a research entitled: **A Proposed Educational Administrative Model of Change Leadership for Academic Leaders in Palestinian Universities in Light of Fullan's Framework for Change Leadership.**

This questionnaire is an integral part of a research study aimed at developing an educational administrative model to enhance change leadership practices among academic leaders in Palestinian universities. The focus is on deepening the understanding and execution of educational change leadership. Please rest assured that your responses will be treated with the highest degree of confidentiality and used strictly for the purposes of this academic research. The findings derived from the analysis of this survey will contribute significantly to the study.

Your participation and cooperation are sincerely appreciated, as your valuable insights will help shape and inform the proposed model. Thank you for taking the time to support this academic research.

**Ghassan Al-Deek**

## **Section One: Personal Profile (Demographic Data)**

Kindly, provide the following information by checking the appropriate box corresponding to your response:

### **1. Gender:**

- Male.
- Female.

### **2. Job Position:**

- President.
- Vice-President.
- Dean.
- Vice-Dean.
- Head of Department.

### **3. Years of Experience in Administration:**

- Less than 5 years.
- 5-10 years.
- More than 10 years.

## Section Two: Perceptions of Academic Leaders in Palestinian Universities on the Reality of Leading Change.

We kindly ask you to provide your candid assessment by marking the box that aligns with your viewpoint on a scale from 1 to 5, where:

**5** = Strongly Agree, **4** = Agree, **3** = Neutral, **2** = Disagree, and **1** = Strongly Disagree.

<b>Dimension 1: Personality Traits</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(Energy, Enthusiasm, and Hope)						
1	I find that the energy towards my role in educational administration which amplifies my dealing with change initiatives.					
2	I maintain high energy levels during change implementation, which motivate my team and help overcome the change resistance.					
3	The need for change in my university heightens my energy levels, which is crucial for driving change processes.					
4	I consistently use my energy in decision-making processes related to change initiatives.					
5	I am enthusiastic about implementing change in educational administration when I am leading initiatives considering the university modern strategic plan.					
6	My enthusiasm helps in overcoming challenges during change through keeps me motivated during setbacks.					
7	Through my enthusiasm, I effectively maintain the team's morale during change processes and search for innovative solutions.					
8	My enthusiasm is instrumental in crafting and executing a vision that aligns with the logic of change.					
9	During the change implementation process, my hopefulness guides decision-making, influencing the overall success of the transition.					
10	My sense of hope is instrumental in helping my team overcome resistance to change and in maintaining team morale, especially during challenges or setbacks.					

11	I am optimistic about the necessary changes in the mission and vision of my university, and this hopefulness propels the exploration of innovative strategic directions.					
12	My hope plays a significant role in both maintaining team morale during change processes and encouraging the exploration of new strategic directions.					
<b>Dimension 2: Core Educational Leadership Components</b> (Moral Purpose, Understanding Change, Relationship Development, Knowledge Sharing, and Coherence)		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13	I perceive my leadership role in educational change as having a moral purpose, which I effectively communicate and reflect upon with my team.					
14	My moral purpose inspires my team during change implementation and shapes my decision-making.					
15	The alignment of my moral purpose with achieving successful change is evident in the way I perceive the decision-making process in my university.					
16	The requirements for change in my university resonate with my moral purpose, reinforcing the effectiveness and unity of the change.					
17	I comprehend the intricacies of change and have honed this understanding over my years in the field.					
18	I effectively use the change understand for future planning and problem-solving.					
19	My comprehensive understanding of change dynamics shapes decision-making, which significantly impacts the success of change.					
20	I see the need for a modern strategic plan in our university in line with my understanding of change.					
21	I prioritize in relationship building within my team to foster unity and facilitate change.					
22	My confidence in relationship-building translates to effective change management, helping overcome resistance.					

23	The relationships I cultivate persist after the implementation, which reinforce our university's mission and vision changes.					
24	For me, establishing solid relationships is essential for realizing our university's strategic change plan.					
25	I actively encourage my team to exchange insights during the change process, Emphasizing the importance of knowledge sharing.					
26	I believe that sharing knowledge is instrumental in facilitating change and maintaining team coherence.					
27	Through knowledge sharing, our team's adaptability to change is enhanced, ensuring smoother transitions.					
28	I advocate for open communication about our university's strategic plan and the requirements for change to ensure everyone is aligned.					
29	I prioritize coherence during change implementation.					
30	I am confident in my ability to maintain coherence during the change process.					
31	Coherence helps in overcoming resistance to change.					
32	I ensure coherence between our strategic plan and the mission and vision changes.					
<b>Dimension 3: Change Secrets and Change Sustainability</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
33	Valuing employees and connecting peers with a shared purpose are pivotal elements in facilitating change the university.					
34	Capacity building of staff is the main fundamental activity for driving change within an educational institution.					
35	Maintaining transparency in operations is essential for the success of change processes in the academic context.					
36	Having adaptable systems that learn from experiences is key to achieving the desired change in a university setting.					

37	The role of a clear moral approach is important in holistic changes aimed at driving sustainable educational reforms.					
38	Building networks among stakeholders, shared responsibility, and institutional transparency are critical for ensuring the continuity and success of change.					
39	The deep learning experiences, such as experimenting with approaches, are used to balance the immediate achievements with long-term developmental goals.					
40	The idea of alternating between high energy action and reflective pauses is important for the visionary leadership that encompasses all facets of sustainable reform.					

**Thank You!**

We sincerely appreciate you taking the time to complete this questionnaire. Your feedback is invaluable to our ongoing efforts to understand and implement sustainable educational reforms. We understand the importance of your role as a university leader, and we're grateful for the insights you've provided.

Best regards,

Ghassan Al-Deek

#### Appendix 4:

##### List of the Proposed Model Referees

#	Name	Specialization	Place of Work
1	Prof. Afif Zeidan	Curriculum and Instruction	Al-Quds University
2	Prof. Mahmoud Abu Samra	Educational Administration	Al-Quds University
3	Prof. Yahya Nada	Educational Administration	Alquds Open University - Formerly
4	Dr. Ahlam Hamdoon	Supervisor	Ministry of Education / Jordan
5	Dr. Inas Naser	Educational Administration	Al-Quds University
6	Dr. Mohsen Adas	Curriculum and Instruction	Al-Quds University
7	Dr. Nuha Iter	Educational Administration	Palestine Technical University - Kadoorie

## Appendix 5:

### Letter of Ethical Approval from Al-Quds University's Research Ethics Committee for Facilitating the Research Study

Al-Quds University  
Jerusalem  
Deanship of Scientific Research



جامعة القدس  
القدس  
عمادة البحث العلمي

Research Ethics Committee  
Committee's Decision Letter

Date: October 30, 2023  
Ref No: 337/REC/2023

Dear Mr. Ghassan Al-Deek,

Thank you for submitting your application seeking approval for research ethics. After a thorough examination of your submission titled "A proposed educational administrative model of change leadership for academic leaders in Palestinian Universities in light of Fullan's framework for change leadership", the Research Ethics Committee (REC) at Al-Quds University is pleased to confirm that your application is in accordance with our research ethics guidelines.

This ethical approval will remain valid as long as there are no alterations to the data collection procedure or modifications to any aspect of the research protocol. Please be aware that while this approval authorizes your research, however, please keep in mind that this approval does not substitute for any departmental or other approvals that may be necessary, including but not limited to sample shipment, data sharing permissions or administrative approval to distribute questionnaires.

In addition, we kindly request that you provide us with a copy of your final research report or publication once it becomes available.

Thank you once again for your commitment to conducting ethical research, and we extend our best wishes for a productive research endeavor that serves the best interests of your research subjects.

PS: Please note that this ethical approval letter will remain valid for a period of two years from the date of issuance. Should your research extend beyond this timeframe, a request for renewal will be necessary.

Sincerely,

Suheir Ereqat, PhD  
Associate Professor of Molecular Biology

Research Ethics Committee Chair

Cc. Prof. Imad Abu Kishek - President  
Cc. Members of the committee  
Cc. file

Abu-Dies, Jerusalem P.O.Box 20002  
Tel-Fax: #970-02-2791293

[research@admin.alquds.edu](mailto:research@admin.alquds.edu)

أبوديس، القدس ص.ب. 20002  
تلفاكس: #970-02-2791293

## Appendix 6:

### Letter of Ethical Approval from Bethlehem University's Research Ethics Committee for Facilitating the Research Study



Ref: IRB66/201/2023

Date: 3 November 2023

Re: A Proposed Educational Administrative Model of Change Leadership for Academic Leaders in Palestinian Universities in Light of Fullan's Framework for Change Leadership."

Dear Mr. Ghassan Al-Deek,

The above-referenced has been APPROVED following a full review by Research Ethics Committee of the Research Council at Bethlehem University. The Committee concluded that it is in line with Bethlehem University guidelines governing the protection of participants' rights.

Please, be advised that this approval does not grant permission to distribute the questionnaire to BU faculty and staff via email, without prior notification and approval of the DOR. This approval is valid as far as there is no change in the procedure of data collection or modification in any aspect of the research protocol. This approval does not also replace any departmental or any other approval that may be required.

Furthermore, it is anticipated that you will inform participants of the purpose of the research and explain to them the way the data will be used. Please, download the consent form from the DOR website and make sure that each participant completes the form and understand it.

Finally, Bethlehem University kindly requests that you submit either a soft or a hard copy of the final product of your research (e.g., master's thesis, publication, etc.) to the Office of Dean of Research for copy right protection and future references.

Thank you for your interest in Bethlehem University and you may have our best wishes for success in conducting this research project.

Sincerely,

*Jamil Khader*  
Dr. Jamil Khader  
Dean of Research  
Professor of English



5 Rue des Frères, Bethlehem, Palestine

٥ شارع الفرير، بيت لحم، فلسطين

P.O. Box 9, Tel: +970-2-274-1241 هاتف: Fax: +970-2-274-4440 فاكس: صندوق بريد ٩

E-mail: info@bethlehem.edu - www.bethlehem.edu

**Appendix 7:**

**Table for Determining Random Sample Size from a Given Population**

HANDOUT #16 Accreditation Study Course 2003  
 Universal Accreditation Board

**Table for Determining Random Sample Size from a Given Population**

(Confidence level 95%; Margin of error + or - 5%)

Population N	Sample S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	308
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,000	<b>384</b>
				1,000,000	<b>384</b>
				10,000,000	<b>384</b>

**NOTE:** - Opinion surveys of the entire United States  
 Frequently consist of 1500 to 2000 interviews,  
 to permit valid information for subgroups  
 such as geographic regions, age, gender, and income.  
 In a state of 3,000,000 population, surveys often  
 involve a sample of 500 to 600, to permit breakouts.

**Source:** Adapted from Educational and Psychological Measurement  
 David A Payne; Robert F McMorris 1967 English Book x, 419 p. illus. 23 cm.  
 Waltham, Mass., Blaisdell Pub. Co.

# أ نموذج إداري تربوي مقترح لقيادة التغيير للقيادة الأكاديميين في الجامعات الفلسطينية في ضوء إطار عمل فولان لقيادة التغيير

إعداد

غسان محمد الديك

المشرف

الأستاذ الدكتور راتب سلامة السعود

ملخص

هدفت هذه الدراسة إلى اقتراح نموذج إداري تربوي لقيادة التغيير للقيادة الأكاديميين في الجامعات الفلسطينية في ضوء إطار عمل فولان لقيادة التغيير. استخدمت الدراسة المنهج الوصفي التطويري لتحقيق أهداف الدراسة. تألفت عينة الدراسة من (165) قائدًا إداريًا ذكورًا وإناثًا من ثلاث جامعات في الضفة الغربية تم اختيارهم عشوائيًا، واحدة في شمال الضفة الغربية، وأخرى في المنطقة الوسطى، وثالثة في جنوب الضفة الغربية. تم تطوير استبيان بصيغة مقياس ليكرت مكون من 40 بندًا حول قيادة التغيير بأبعادها الثلاثة (السمات الشخصية، مكونات القيادة التعليمية الأساسية، أسرار التغيير واستدامته). أشارت نتائج الدراسة إلى أن الوضع الراهن لقيادة التغيير في الجامعات الفلسطينية من وجهة نظر القيادة الأكاديميين كان مرتفعًا في جميع الأبعاد، وإلى وجود فروق دالة إحصائية ( $\alpha \leq 0.05$ ) في الدرجة الكلية لتصورات عينة الدراسة، المتعلقة بتغيير سنوات الخبرة في الإدارة، لصالح الخبرة التي تزيد عن 5 سنوات في الإدارة، بينما لم تظهر فروق دالة إحصائية عند ( $\alpha \leq 0.05$ ) في الدرجة الكلية لتصورات عينة الدراسة، المتعلقة بتغييرات الجنس والمنصب الوظيفي. وعليه، طور الباحث نموذجًا إداريًا تربويًا لقيادة التغيير في الجامعات الفلسطينية وتحقق من مدى ملائمته، وأوصى بتبنيه في الجامعات الفلسطينية.