

The Reality of Change Management among Schools' Principals in Misan Governorate from the Perspective of Physical Education Teachers

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ABSTRACT

The importance of this study lays in shedding the light on the change leadership field and identifying their different aspects from the perspective of physical education teachers. The research problem lays in the question about the reality of change management among schools' principals from the perspective of the physical education teachers in Misan Governorate and their ability to effectively make change. This study aims to identify the extent of schools' principals' practices of their role as leaders of change management from the perspectives of physical education teachers. The study included a sample of 350 physical education teachers. Data were analyzed using the statistical package for social sciences (SPSS), version 26 for windows. The statistical measures of Pearson's correlation, Cronbach's alpha, Spearman-Brown coefficient, estimation ratio, and chi-square were used. The researchers concluded that there is a need for top management at the Ministry of Education to pay attention to the concept of managing change in schools.

Keywords: Change Management; Schools' Principals; Physical Education Teachers.

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INTRODUCTION

The management of the educational institution carries out many tasks that will implement the general policy of education in order to achieve the general and higher goals of society. In order to achieve the educational goals, an informed and effective administration was required. Since the school administration is entrusted with implementing the educational policy, determining the methods and dimensions of the way in which school administration is managed represents the pillar of the school's success in performing its mission in the best way (1).

The interest in modernizing and developing education is one of the most important issues that occupy large areas in the circle of concern of societies worldwide. It is the gate for the reform efforts. Education reform in Arab societies in particular has become one of the basic necessities that are beginning to be confirmed for us day by day (2).

Managing change was not an easy process, rather an "intertwined process, interrelated in its elements and components, characterized by creativity and innovation in its practice. Its success depends primarily on the human factor, which is represented in two basic aspects: the enthusiasm of change leaders on one hand and the commitment of those affected by change to implement it on the other hand." (3)

Perhaps, the role of the school principal in the process of change is one of the contemporary issues raised, as he/she is the one who demonstrates the school's role as a center of cultural outreach in the society in which it is located. It also contributes to achieving the goals of education, as the school participates in keeping pace with the changes and developments in the era of advanced technology. (4)

In light of the above, the importance of the current study is reflected in studying the importance of managing the change, the role of school administration in managing the change, and the concepts related to the roles of the school principal in light of the requirements of change management. This is what this study will try to present, in addition to the basic assumptions for successful

educational change in preparation for initiating change in all schools in Misan Governorate.

Research Problem

The style of change management is one of the administrative trends that have emerged recently, which aims to develop and advance the educational institutions. Despite the importance of this topic, there is a dearth of Arabic studies in this field. Thus, the researchers hope that the results of this study will be in line with the directions of the Ministry of Education in reaching the best results for change by pinpointing the strengths and weaknesses, supporting the positive ones, and developing appropriate solutions to address the negative aspects.

From this standpoint, the study problem is about the need to identify the reality of change management among school principals in Misan governorate, and the extent of their ability to effectively make change. This study aims to (1) identify the extent to which school principals in Misan governorate practice their role as leaders in managing change from the viewpoint of physical education teachers, and (2) offer proposals to develop the performance of school principals in Misan governorate in light of change management.

Research Questions

What is the future vision for the school from the point of view of physical education teachers?

- ✓ What are the procedures taken by school principals to encourage creativity and innovation among physical education teachers?
- ✓ Do school principals deal with an example and role model from the viewpoint of physical education teachers?
- ✓ What is the organizational culture that supports change among school principals from the viewpoint of physical education teachers?

METHODS

A descriptive design will be used in this study. The research community were selected from physical education teachers in Misan governorate for the academic year (2018-2019). The study included a convenience

*The Reality of Change Management among Schools' Principals in Misan Governorate
from the Perspective of Physical Education Teachers*

sample of (350) physical education teachers were selected from Misan governorate.

Measures

The study instrument was designed after a comprehensive reviewing of the relevant studies. The researchers distributed the questionnaire to all members of the sample from teachers of physical education in Misan governorate, where the questionnaire consisted of (51) items distributed over (4) subdomains; the first subdomain is the Future Vision of the School for physical education teachers (12 items); the second subdomain is Encouraging Creativity and Innovation among physical education teachers (12 items); the third subdomain is the Example and Role Model (14 items), and the fourth subdomain is the Organizational Culture Supporting for Change (13 items) .All items are measured on a 3-point Likert-type scale of agree, agree to some extent, and disagree.

The validity of the expert panel:

The researchers presented the questionnaire to a panel expert of nine experts who offered their feedback of omitting and rephrasing some items.

Validity

The validity of the study instrument was examined by calculating the internal consistency of the questionnaire by calculating the correlation coefficients between the degree of each item and the total score of the corresponding subdomain by applying the scale to a sample of (40) physical education teachers in Misan governorate as a pilot study.

Ethical Considerations

The researchers obtained the approval of the ethical committee at the Directorate of Education in Misan City. The researchers told the study subjects that their participation is voluntary, and all the data obtained from this study will be for the scientific research only and these data will be securely maintained and safeguarded throughout the research phases and after publication.

Table 1: Internal consistency among items and subdomains (n = 40)

Item	Correlation with		Item	Correlation with	
	Subdomain	Overall		Subdomain	Overall
First subdomain			Second subdomain		
1.	.685	.751	13.	.724	.796
2.	.730	.745	14.	.782	.729
3.	.708	.694	15.	.796	.685
4.	.969	.716	16.	.741	.696
5.	.711	.719	17.	.799	.774
6.	.669	.689	18.	.729	.779
7.	.774	.705	19.	.812	.811
8.	.792	.719	20.	.795	.777
9.	.743	.703	21.	.807	.689
10.	.777	.723	22.	.776	.755
11.	.743	.701	23.	.721	.706
12.	.737	.735	24.	.735	.722
Third subdomain			Fourth subdomain		
25.	.801	.724	39.	.796	.782
26.	.875	.741	40.	.781	.799
27.	.835	.730	41.	.816	.807
28.	.794	.711	42.	.821	.721
29.	.759	.669	43.	.818	.708
30.	.798	.787	44.	.779	.792
31.	.783	.743	45.	.799	.799
32.	.831	.776	46.	.787	.716
33.	.788	.735	47.	.811	.719
34.	.791	.812	48.	.793	.703
35.	.805	.795	49.	.757	.713
36.	.809	.705	50.	.784	.738
37.	.802	.719	51.	.881	.827
38.	.783	.723			

r value is significant at 0.05 = .264

Table 1 displays that there is a statistically significant correlation among items and the value of the corresponding subdomain at 0.05 where all scores range between 0.669 and 0.881 which indicates a good internal consistency for the study instrument.

Table 2: The internal consistency between the subdomain and the overall instrument

Subdomain	Correlation coefficient with the overall instrument
Future Vision of the School for physical education teachers	.759

The Reality of Change Management among Schools' Principals in Misan Governorate from the Perspective of Physical Education Teachers

Encouraging Creativity and Innovation among physical education teachers	.677
Example and Role Model	.820
Organizational Culture Supporting for Change	.849

r value is significant at 0.05 = .264

Table (2) reveals that there is a statistically significant correlation between the value of each subdomain and the overall score of the study instrument at $p \leq 0.05$. The values of the subdomains range between .677-.849 which indicates a good internal consistency of the subdomains.

Reliability

The internal consistency of the instrument subdomains was computed using the Cronbach's alpha and split-half method (Spearman's rho and Brown) and Guttman (Table 3).

Table 3: Cronbach's alpha and split-half method (Spearman's rho and Brown) and Guttman of the study instrument (n = 40)

Subdomain	Cronbach's alpha	Correlation coefficient between the two halves	Split half	
			Spearman's rho	Guttman
First	.988	.967	.983	.983
Second	.993	.985	.992	.986
Third	.973	.987	.985	.988
Fourth	.949	.984	.988	.992
Overall	.966	.995	.991	.988

r value is significant at 0.05 = .264

Table (3) demonstrates that the values of the correlation coefficient with split half method range between .984 and .995 and the Spearman's rho values range between .983 and .992 which indicates that the study instrument has an excellent consistency coefficient.

Study procedure

The researchers verified the validity and reliability coefficients by distributing the study instrument to a sample of 350 physical education teachers in Misan governorate.

Data analyses

Data were analyzed using the statistical package for social sciences (SPSS) for windows, version 25. The statistical measures of Pearson correlation, Cronbach's alpha, Guttman's coefficient, estimation values, and chi-square were used at a p-value ≤ 0.05 .

RESULT

Table 4: Future Vision of the School for physical education teachers

Item #	Item	Agree	Agree to some extent	Disagree	Weighted	Estimation value	Rank	Chi-square
1.	Teachers contribute formulating the future vision of the school	169	134	47	822	78.29	11	67.65
2.	Consider the use of flexibility in advance planning for manage change	191	121	38	853	81.24	8	100.57
3.	He/she appreciates the material and human potential that the school provides	238	91	21	917	87.33	2	210.28
4.	Considers the previous plans of the school when develops its future programs	229	103	18	911	86.76	3	193.21
5.	Helps in planning for future and educational decision-making by using the results of the studies	152	142	56	796	75.81	12	47.75
6.	Predicts that are expected to occur in the school problems are	209	113	28	881	83.90	6	140.58
7.	Works in a team spirit with the aim of realizing the goals that the school seeks to achieve	239	90	21	918	87.43	1	212.82
8.	Displays the practical	186	129	35	851	81.05	10	99.67

*The Reality of Change Management among Schools' Principals in Misan Governorate
from the Perspective of Physical Education Teachers*

	applications of educational programs related to the educational process							
9.	Can develop preventive plans to treat students' health, social, and educational problems	189	125	36	853	81.24	9	101.22
10.	Keens to display the future vision of the school to the parents	199	113	38	861	82.00	7	111.26
11	Helps in objectively formulating the future vision of the school	213	116	21	892	84.95	5	157.99
12	Establish annual and quarterly plans that cover all school activities	234	93	23	911	86.76	4	198.01
13	Contributes to enriching the curriculum, increasing creativity by developing practical ideas	193	123	34	859	81.81	6	108.86
14	Encourages the teachers to present practical applications of creativity	205	107	38	867	82.57	5	120.73
15	Discusses with the teachers the suitability of the curriculum to students' needs	173	131	46	827	78.76	10	71.77
16	Helps the teachers to create new methods and activities that help in teaching the curriculum appropriately	180	128	42	837	79.81	9	83.27
17	Encourages the teachers to provide demonstrative lessons	206	107	37	869	82.76	4	123.61
18	Contributes to teachers' professional growth and their performance development according to a specific time plan	187	119	44	843	80.29	8	87.71
19	Provides a school atmosphere that helps to disseminate the culture of creativity and improve education	194	111	45	849	80.86	7	95.56
20	Directs the teachers to produce the educational aids necessary for the students' needs from the materials of the local environment	209	110	31	878	83.62	3	136.36
21	Cares for the achievement level of talented students on the one hand and slow achievement on the other hand	221	99	30	891	84.86	1	160.36
22	Provides financial and moral incentives for teachers and students to achieve creativity in education	150	127	73	777	74.00	12	26.78
23	Encourages the teachers to solve the problems they encounter in school	221	94	35	886	84.38	2	154.87
24	Offers initiatives and suggestions to solve problems they encounter in school	146	152	49	800	76.19	11	58.91

Chi-square value at $p \leq 0.05$ is 5.990

Table (4) displays that there are statistically significant differences among subjects' responses where the table chi-square value is greater the calculated value at $p \leq$

0.05. Also, the weighted value ranges between 796 for item #5 and 918 for item #7. Thus, item #7 comes in the first rank (87.43%), while the item #3 comes in the

*The Reality of Change Management among Schools' Principals in Misan Governorate
from the Perspective of Physical Education Teachers*

second rank (87.33%), item #5 comes in the last rank (75.81%). The study finding; in terms of the future vision of the school, agree with that of Al-Quraishi who stated that the administrative practices related to decision-making, the follow-up, and the motivation were practiced to a high degree (5), displays that there are statistically significant differences among subjects' responses in all items where the table chi-square value is greater the calculated value at $p \leq 0.05$. Also, the weighted value ranges between 777 for item #22 and 891 for item #21. Thus, item #21 comes in the first rank (84.86%), while the item #23 comes in the second rank (84.38%), item #22 comes in the last rank (74.00%).

This finding agrees with that of Abu Samra Al-Titi, and Qasim who stated that the reality of the administrative practices of the Jerusalem District school principals were high, which helped teachers solve their problems (6). On the other hand, this finding; in terms of encouraging creativity and innovation among physical education teachers, disagrees with that of Muslim who stated that many school principals do not involve teachers in the decision-making process, and that a percentage of principals do not inform teachers about the meeting agenda in advance. Thus, teachers do not have the opportunity to participate effectively (7).

Table 5: Example and Role Model

Item #	Item	Agree	Agree to some extent	Disagree	Weighted	Estimation value	Rank	Chi-square
25.	Contributes to providing a model for teamwork and social collaboration	242	90	18	924	88.00	4	224.18
26.	Characterized by good behavioral manifestations	259	75	16	943	89.81	2	275.39
27.	Encourages the physical education teachers to the work competently to bring about the remarkable change	241	82	27	914	87.05	6	211.72
28.	Develop the physical education teachers' self-confidence	229	99	22	907	86.38	7	187.65
29.	Characterized by flexibility and augmenting the administrative practices to achieve the required change	217	103	30	887	84.48	12	189.95
30.	Has the ability to know the scientific foundations of planning for change management	217	112	21	896	85.33	8	152.27
31.	Keens to consolidate the relationship between the school and the local community	226	94	30	896	85.33	9	164.92
32.	Encourages the teachers to integrate between the curriculum and the local environment	221	101	28	893	85.05	10	171.25
33.	Outstandingly deals with students' parents	265	67	18	947	90.19	1	162.79
34.	Keen to follow the educational and cognitive changes up	215	111	24	891	84.86	11	293.18
35.	Applies change management actually	206	117	27	879	83.71	14	156.76
36.	Contributes to overcoming the obstacles that hinder the desired change	214	109	27	887	84.48	13	137.32
37.	Offers an atmosphere of mutual affinity and respect among the teachers, workers, and students	244	85	21	923	87.90	5	150.62
38.	Has the ability to manage conflict and solve disputes inside the school	245	90	15	930	88.57	3	226.02

Chi-square value at $p \leq 0.05$ is 5.990

Table (5) displays that there are statistically significant differences among subjects' responses in all items where the table chi-square value is greater the calculated value

at $p \leq 0.05$. Also, the weighted value ranges between 879 for item #35 and 947 for item #33. Thus, item #33 comes in the first rank (90.19%), while the item #26 comes in

*The Reality of Change Management among Schools' Principals in Misan Governorate
from the Perspective of Physical Education Teachers*

the second rank (89.81%), item #35 comes in the last rank (83.71%). This finding: in terms of the role model, agrees with that of Al-Daoor who stated that the degree to which the school principal has practiced his/her role as an educational leader was high, and the most areas practiced by the school principal to activate his/her role as an educational leader is his/her role toward teachers,

followed by hi/hers role in good planning, and his/her role toward parents and the local community (8). This finding also agrees with that of Imaduldeen who indicates that school principals deal well with parents to a high degree, and treating parents well leads to parents providing financial and moral support to the school (4).

Table 6: Organizational Culture Supporting for Change

Item #	Item	Agree	Agree to some extent	Disagree	Weighted	Estimation value	Rank	Chi-square
39.	Introduces many shared values and principles within the school	236	100	14	922	87.81	2	214.79
40.	Helps instill a school culture based on innovation	196	125	29	867	82.57	12	120.42
41.	Keen to develop a school climate that helps change	208	124	18	890	84.76	6	120.90
42.	Tries to prepare the physical education teachers in the school to accept change and convince them of the need for it	203	120	27	879	83.43	8	155.41
43.	Provides authorities for school personnel to achieve the desired change	210	110	30	880	83.81	7	132.90
44.	Motivates the physical education teachers to present new initiatives and ideas	228	91	31	897	85.43	5	139.43
45.	Works to develop new methods for evaluating teachers and not contenting with classroom visits	202	117	31	871	82.95	11	174.79
46.	Believes in the importance of educational change and development to improve school performance	235	99	16	919	87.52	3	125.32
47.	Encourages the teachers to benefit from experiences of other schools	206	114	30	876	83.43	9	209.56
48.	Considers the fit of the rules and instructions applied in the school with the requirements of change	208	108	34	874	83.24	10	115.29
49.	Urges the teachers to respect students' opinions and ideas	238	91	21	917	87.33	4	132.85
50.	Offers chances for using advanced technology in developing education	184	124	42	842	80.19	13	130.72
51.	The good teacher is helped and encouraged to get along with the school environment	242	89	19	923	87.90	1	126.32

Chi-square value at $p \leq 0.05$ is 5.990

Table (7) displays that there are statistically significant differences among subjects' responses in all items where the table chi-square value is greater the calculated value at $p \leq 0.05$. Also, the weighted value ranges between 842 for item #50 and 923 for item #51. Thus, item #51 comes in the first rank (87.90%), while the item #39 comes in the second rank (87.81%), item #50 comes in the last rank (80.19%). This finding agrees with that of Assaf who stated that school principals have clear concepts of the principles of strategy and positive trends toward their application in school administration (9). This finding also agrees with that of Imaduldeen who indicates the necessity of disseminating the organization culture of the educational organization (4).

CONCLUSION

There were statistically significant differences among the subjects' responses in all items of the Future Vision of the School for physical education teachers, Encouraging Creativity and Innovation among physical education teachers, Example and Role Model, and Organizational Culture Supporting for Change.

RECOMMENDATIONS

Striving seriously to provide the financial and technical capabilities that help in the process of change and its implementation and to invest in the appropriate conditions and situations to introduce change in the school. Striving to emphasize the style of change management, and work to achieve tangible achievements

The Reality of Change Management among Schools' Principals in Misan Governorate from the Perspective of Physical Education Teachers

for use in enhancing efforts aimed at making change and development. The school principals in Misan governorate need to follow up all that is new in the science of school administration by reviewing modern educational resources relevant to the work of the school principal. Attempting to instill a culture of change in schools through effective work performance and teamwork. Improving school principals' skills and capabilities in order to enhance their abilities to successfully manage change, and work to disseminate the culture of change in schools.

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CONFLICT OF INTEREST

The researchers declare that there is not any conflict of interest.

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