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Managing Change - Case Study of Al Asayel Primary School

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Strategy

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Abstract

Purpose: The paper aims to study the change process strategies and approaches followed by Al Asayel School administration and their change agent, Alef Education, to transform the school from being a traditional primary school to a smart technology-based one. This was performed through tackling the change process and its impact on different stakeholders, and highlighting the importance of managing change successfully, to better deliver a successful change journey.

Methodology: To further understand the change process and its impact on Al Asayel School – Abu Dhabi, an interview was held with the school's stakeholders who are: The school's principal, a primary school teacher, and a primary school student. The responses obtained were then supported with secondary research where literature and models were used to better illustrate and analyze the findings.

Findings: The study showcases a steady and gradual change process initiated by Alef Education. With the willingness, dedication and cooperation of Al Asayel School administration, teachers and students, the change process was successfully implemented. Regardless of minor issues, the initiator responded quickly, was constantly available to provide solutions before, during and after the change. The level of resistance of the different stakeholders was identified, along with how the school and its change agent dealt with it. The analysis showcased that Al Asayel School's principal and Alef Education implemented Lewin's change model successfully and communicated the change with teachers, students and parents in a motivational manner, through focusing on explaining all change aspects while addressing and easing raised concerns. This aided in controlling resistance to change and guaranteeing a successful transformation.

Unique Contribution to Theory, Practice and Policy: The paper showcases a unique case that broadens our understanding of the usage of Lewin's change model by Alef Education to education in the UAE through investigating the first school that implemented this change and how they managed to adapt while inspiring schools to adopt new platforms and educational technology.

Keywords: *Change Management, Process, Resistance, Change Agent, Change Leader*

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INTRODUCTION

Al Asayel Primary School (Girls) – Abu Dhabi, was once a traditional governmental primary school with blackboards, whiteboards, markers and books. It was chosen by Alef Education to undertake a change process and integrate a newly developed educational platform within the educational program of the school. Alef is known to be a privately held UAE-based education technology company whose vision is to design learning experiences that transform education with improved learning outcomes (Alef Education, 2022). Alongside this vision, Alef aligned with the Ministry of Education to interview different schools and choose a suitable one to conduct a trial run of the program; hence, Al Asayel Primary School was chosen. According to the interview with the school's principal, one of the reasons they were chosen was for their open-minded staff and risk-taking leaders who were flexible and open to change. Shortly after, Al Asayel School's traditional classroom equipment was replaced by servers, smart boards, smart calendars, and laptops, transforming it from a regular classroom to a technologically advanced one.

While carrying out the study, there was an equal reliance on primary and secondary research. Journal articles, newspaper publishing, and online books as well as the HBMSU Library database have contributed to the study. In addition, three online interviews were conducted to further understand the change Al Asayel School had undergone. With the preference to stay anonymous, no names will be mentioned. The first interview was held with Al Asayel School, the second with a primary school teacher, and the third with a primary school student who experienced this change. It was collaboratively decided to conduct interviews with the three parties to ensure a wider understanding of the change and the perspective of each. To further elaborate on the techniques that have been used during the change, primary and secondary research were performed.

Change Brief

In the year 2016-17, Alef Education introduced new technology to Al Asayel School classrooms. The classrooms were all transformed from traditional to technology based. Students were introduced to a new digital learning platform called Alef, which supports learning and provides an enhanced and personalized education.

Reasons for Implementing Change

During the interview, Al Asayel School principal discussed the implementation of change that the school underwent due to their collaboration with Alef Education. Already existing in other markets, Alef wanted to implement their vision and strategy within the UAE's market to transform education. This led them to approach multiple schools and see whether they were open to this change; however, most schools resisted. They generally responded with a lot of questions, wondering, hesitation and refusal to pursue the change. As Al Asayel's School principal highlighted in the interview, she was open to the proposed change and completely willing to take the risk. The leaders at Al Asayel School were open-minded, open to innovation

and highly visionary. They also held leadership qualities. And were knowledgeable and efficiently communicated with Alef regarding the change, its details and process timeline. Although fully open to this change, Al Asayel School admin were honest to explain to Alef that the classes and facilities would not fulfill the objective. The space was not equipped and designed for such a transformational change, to shift from traditional teaching and adopt technology in classrooms. Alef on the other hand was open about the process and further illustrated that all requirements for the change process would be provided by them. Eventually, they both agreed, and Al Asayel School was chosen as a hub for the implementation of the change as opposed to other schools.

From the perspective of Al Asayel School, the two main reasons to implement this change was because they saw a need to adopt new technology and turn traditional classrooms into a space suitable for the minds of the new generation, as the principal mentions. “I as a principal have the duty to forecast what will happen in the future and work hard to fill those gaps today. If you get an opportunity, hold it, don’t let it go. And we were lucky to have such an opportunity when we did.” – Al Asayel School principal. Furthermore, the principal saw that one day in the future this classroom will need to transform to a tech-based one, so why not do it now when there is a chance. This will benefit the engagement of students as well as enhancing their learning environment. Similarly, Dr. Swaim (2014) highlights in his article multiple reasons why companies implement change. Some of which he mentions are due to a crisis, performance gaps, new technology or identifying opportunities.

As for Alef Education, the reason that pushed them to implement this change in the UAE is due to it being a new market for them to enter, and the high level of acceptance when it comes to change and development. The company has operated in other markets like the United States and Indonesia, wanting to expand further. Alef truly believes in designing improved learning experiences that are technology enabled to empower the workforce of the 21st century (Alef Education, 2022). This is a great drive to push for change. Their reason for choosing Al Asayel School for this project is due to their openness, cooperation, and willingness to take the risk, as per the principal’s interview. Because Alef was doing this for the first time in the UAE, it was important to choose a school that would ease the process rather than complicate it. Also, keeping in mind this school was going to be the pilot and taken as an example in the future for whether to take this forward and implement this change in other UAE-based schools or not.

The Change Model

Traditional learning has drastically changed due to the introduction of new technology, globalization, and pandemics such as COVID-19. However, Al Asayel Primary School has foreseen the future and noticed the importance of going through the change that was recommended by Alef. The process of change was scheduled to take three to six months. The first phase being pre-change, the change, and post-change.

Pre-Change Phase

The pre-change was the most important phase where a lot of effort and attention was put into it for it was the base-setter. Just before the end of the academic year June 2016, all admin staff and teachers, followed by students and parents, were fully briefed, and given an introduction on the change and the process that will take place. Hence meaning, there was an internal alignment that was expanding gradually. It began by creating a sense of urgency through ensuring that teachers, parents, and students believed and were convinced with the new change. This was fulfilled through awareness workshops that focused on promoting the vision, while also revolving around the importance of digitizing the learning system and coping with the new learning systems used globally. Errida and Lotfi (2021), emphasize on the importance of using an effective mode of communication to promote the urgency of change for it helps individuals to be informed about the progress and benefits of such a change, both on them as individuals and on the organization as a whole. Moreover, holding informative meetings and weekly catchups has proved to be an effective tool that helps maintain the commitment of the stakeholders into the change (Errida & Lotfi, 2021). As per the school principal, some of the teachers welcomed the change happily for they eagerly wanted to support their teaching through the usage of smart tools. That is because students nowadays show more interest in interactive smart learning.

Furthermore, Alef online platform is designed not only to help students improve their learning, but also to assist teachers to manage their workload by being able to easily gather and analyze student data while also minimizing time spent on lesson planning (Alyammahi, 2019). This allowed teachers to prepare individualized instructions that tackled the specific needs of each student (Alyammahi, 2019). The minority of teachers who feared the change had a sense of what the future requires. They started to put some effort into the change process when they received the necessary support and aid from the higher management to ease out the fear and minimize insecurity. Teachers, students, and parents were given workshops on the benefits of the new learning platform and how to use it. The workshops were further branched to serve the needs of each of the stakeholders. For instance, Al Asayel School teachers undertook professional development courses as well as workshops on how to use the new platform to deliver lessons and interact with students. Nonetheless, they were introduced to the IT support team and were eventually assessed to ensure that they are knowledgeable about the platform and its tools before leading a class. Introducing and preparing the students for the change wasn't hard at all as they are drawn to technology and are open to change that involves working using laptops and smart tools. Yet, students were still enrolled into workshops that familiarize them to the new platform usage and their login information. Furthermore, workshops were held for parents to familiarize them on the functionality of the platform and how they can monitor their child's progress. Moreover, parents were introduced to the benefits of the platform and how it doesn't affect their children's health. Errida and Lotfi (2021) highlighted the outcomes achieved when people experiencing the change undergo training sessions. The authors indicated that trainings manage to facilitate the change desired through developing the

technical competences required and persuading individuals on the importance of the change, which results in increasing readiness and involvement for the change (Errida & Lotfi, 2021). Such can further be proven by how the trainings given to teachers, students, and parents simplified the change desired and guaranteed their readiness.

Furthermore, looking at Alef's preparedness and execution, we are able to witness that they had a solid plan to follow and lead. They brought the plan, the knowledge, technology, tools, and resources to make it all happen. The first phase involved minor building and installing to transform the classrooms. The implementation did not only involve educating the teachers, students, and parents but also preparing the space with the proper tools and technology that will fulfill the objective of this change. Some of which include infrastructure, installing and expanding on the server and internet inside the school to provide the technology and resources like smart boards, smart calendars, and laptops for students. Helping to transform the classroom to a tech-based and reflect a futuristic feel.

Change Phase

The school's administration and leaders were assigned into different workshops that focused on professional development and feedback management. The learnings and workshops continued even in the change phase to ensure that the process is going as planned, while responding to any issues or recommendations brought up. The workshops and meetings conducted are considered important. They help the school's change agent, Alef, understand the hindrances and difficulties faced as a pilot school which will assist in further developing the platform for future schools and projects. Providing different workshops and professional development training to the change stakeholders indicates how change involves everyone from the macro to the micro level and vice versa. This is an important factor as stated by Pettersson (2020), for changes always requires a holistic strategy that involves all parties with the leadership being the driver of the process. This holistic strategy guarantees that everything is set in place through holding weekly meetings with the teachers, parents, and students. With the objective to negotiate and take constant feedback and generate solutions to any obstacle faced by any of the stakeholders. This allowed for the development of a strong chain between Alef, school's administration, teachers, parents and students. This led to smoothing the change journey and achieving the desired goal. Moreover, the effectiveness of a feedback system during the change process can further be seen by the study performed by Kho et al. (2020), where they state that holding meetings and listening to feedback led to a successful change for it (1) engages different stakeholders to reiterate the true value of the project (2) helps monitor change and implement improvements whenever and wherever needed (3) helps keep the information flowing resulting in more committed individual. Al Asayel Private School's efforts to prepare its people for change with the great help of Alef, has been highly positive. Not only preparing teachers, students, and parents but also providing them with the tools and knowledge required to succeed. Amendments were made to the old curriculum where it has been digitalized in terms of both the tools used and the classroom activities. To sustain change,

professional development support was provided on a weekly basis to monitor and check on teachers' readiness and ensure progress and functionality. Alef also performs on-site visits to check on the teachers and students as well as the readiness of classrooms and infrastructure. The preparation and routine check of the infrastructure helps make the change a success is important because the more the organization is ready, the better it is at initiating and sustaining such a major change (Weiner, 2009).

Post-Change Phase

This post-change phase is towards the end of the change where everyone has become used to the change at this stage, as it being integrated into the normal routine. Experiencing the change and being part of it is not easy, but with a good plan the process goes smoothly. Regardless of the issues, Alef is always there to quickly act and respond. IT support was always available during the school's working hours to ensure assistance in case of any issues. Even after the change has been implemented and integrated into the school system, Alef still continues to follow up and visit the school from time to another. They continue to track the data from the platform and analyze the performance of the school, students, and teachers to pick up on any major gaps or areas of improvement. Even though the change has been implemented, the process does not stop here. Miller (2020), points out Harvard Business School that even though the change is done, it is critical to analyze and review to better understand the results. This was Alef's role was post-change, while also providing support when required to sustain the change. In addition to that, teachers and students are being rewarded for their hard work and achievement. This motivates them to want to excel and work harder to sustain the change integrated.

Al Asayel Primary School succeeded in such a change and became a role model and a reference point to other schools. This inspired them to become more open to change and have the desire to grow out of the traditional learning system. Furthermore, His Highness Sheikh Hazza bin Zayed Al Nahyan, Vice Chairman of the Executive Council of the Emirate of Abu Dhabi, was full of praise and gratitude for acquiring such change (Mohamed & Bashir, 2018). This move had well prepared Al Asayel School for the future, they faced little to no difficulties when the pandemic hit. Introducing the change early saved a lot of time and effort during Covid-19, since the school was well prepared and adjusted unlike other schools that were not introduced to online learning system previously.

Assessing the above change model and steps taken towards fulfilling the end goal, we can relate these steps followed by Alef to Lewin's three-step model to manage change (Lewin's Change Model). Similarity lies in Lewin's 3-step process of unfreeze, change, and refreeze, which in the school's case is pre-change, change and post-change. To better understand Lewin's framework, Cameron and Green (2019) illustrate that Lewin had provided an overview of the process of making a change. The first phase is to define the change, manage and support the change, while understanding concerns. The unfreeze phase is similar to the pre-change phase directed by Alef. This is where they introduced the change and ensured the support. They not

only created the need and purpose for change but also responded to all questions and concerns that leaders and teachers had to better communicate and put them at ease for better clarity. Secondly, the change phase for Lewin was about involvement and participation with constant communication. Alef in this phase was implementing the same with constant communication with everyone involved. Communication was extended to admin, teachers, students, and parents to provide the needed support and get them fully involved in the process. In addition to setting tasks for each, providing workshops, and constantly monitoring behavior (teacher and student learning). The third phase Lewin refers to as refreeze which is to train and develop different ways to sustain the change in addition to rewarding success. Alef achieved the same through constant meetings, motivation, and rewards. Those who were new or required help were provided support. Training continued for teachers as well. They are fully aware that although the change was implemented, analysis and observation must continue which aids in maintaining success.

Leading the Change

Alef initiated the change, helped to execute it, and led it along with the school and its leaders. A big part of the change was led by the openness and willingness for change from the school's internal parties. When Alef proposed its digitizing program to several schools, they ended up doubtful and perceived it as a challenge which resulted in their refusal. The spread of such negative feelings, hesitation, and fear, is a result of lack of trustworthiness between leaders and their followers. Rousseau and Have (2022) indicate that change tends to fail and be viewed as a challenge due to two reasons which are (1) lack of trust from employees towards their leaders, (2) leaders' reliance on top-down change initiatives without taking others into consideration because they don't trust their people in supporting the change program (Rousseau & Have, 2022).

Unlike the other schools, Al Asayel understood the challenge, and instead of letting go it decided to embrace it while knowing it would pay off, regardless of the hardship knowing that a lot of time and effort should be put into it. Every challenge is hard to take on until there is a clear and precise plan, and an encouraging leader that supports and coaches individuals. The planning and execution were performed by Alef where it was the change agent that stimulated, facilitated, and coordinated the change with the help of the school's administration. The school leadership qualities revolved around openness, adaptive, empowering employees, and welcoming opinions. While interviewing the teacher at the school and one of the students, they were asked what leadership qualities were considered essential and had led to the success of the change. Both replied with collaboration and frequent communication. The admin at Al Asayel provided teachers, students, and parents the opportunity of collaborative work where ideas were shared through surveys and allocating meetings with them on a weekly basis. Those meetings were facilitated by the school's administration to provide the support needed. Meanwhile, the change agent was present to provide any further guidance. Surveying stakeholders and meeting them frequently assisted in monitoring and providing evidence on

how the change is progressing, and it exposes the efforts undertaken to remove barriers while ensuring a smoother change experience (Rousseau & Have, 2022). Furthermore, having the school's administration supporting and coaching people to increase commitment indicates that the leadership has the quality of a motivator. They also are considered as catalysts that ease the change through cooperation and continuous communication between teachers and parents. This results in sustaining students' behavior in the school environment through involving the teachers and parents in the change and in developing the leadership of the admin (Isnaini et al., 2021). Furthermore, the involvement of teachers, parents, and students throughout the change process built personal leadership traits. Wang et al., (2020) emphasized in their study on how the empowerment and involvement of people within the change processes results in building individual leadership qualities that leads to generating creative initiatives and increase proactiveness towards the steps taken during the change. Those traits resulted from peoples' willingness to undergo the change after understanding its urgency, and due to the self-reference, that comes along with an acceptable level of self-direction and self-motivation (Wang et al., 2020). Also, the admin facilitating creative ideas results in the generation of solutions to the problems faced (Isnaini et al., 2021). Those leadership qualities obtained from the school's administration and Alef resulted in change accepting individuals that trusted their leaders and appreciated the process because resolutions were taken in a timely manner.

Resistance

The principal of Al Asayel Primary School and the primary school teacher indicated that there was almost no resistance from the admin, staff, and students. However, they pointed out a minimal resistance from some of the teachers and parents. According to the principal, the school's teachers prefer the traditional way of teaching and are afraid of being unable to use the new educational platform effectively. According to Metz (2021), employees tend to resist change in order to maintain the current situation and avoid any modification that the change could cause. Additionally, Kalman and Bozbayindir (2017) mentioned that the results of their research on randomly selected primary and middle school's teachers demonstrated that the highest teacher's resistance was a cognitive resistance characterized by routine seeking, emotional response, and only present time focus.

Moreover, the school's principal mentioned that they, the admin and Alef, have dealt with the teachers' resistance through awareness workshops that focused on explaining the change and ensuring a clear understanding is achieved. Both the principal and Alef held regular feedback meetings to address the teachers concerns and obstacles to generate solutions that will help guide them through the change process. The teacher eulogized the school's administration and Alef for the efforts made at the beginning of the change process, for they were very motivating, encouraging, supporting and spreading positivity. The teacher highlighted in the interview that what kept them motivated during the process is how the management shared real-time data from Alef platform analytics, which showcase how students were progressing quickly through the platform. The teacher also indicated that the encouragement received to share their feelings

and suggestions during the weekly feedback meetings and surveys, as well as the usage of the open-door method increased their motivation and commitment to the change. It was also mentioned that Alef's team worked simultaneously with the feedback they received which resulted in adding more features to the platform that aimed at resolving most of the challenges faced. Stryja and Satzger (2018) emphasized that cognitive resistance is very threatening and needs appropriate attention, tactics, and guidance.

Authors Kalman and Bozbayindir (2017) emphasized on the importance of communicating the change effectively before and during the process with the people undergoing to reduce resistance. According to Bateh et al., (2013) employees must believe in the change benefits during the long run, and that they are worth the discomfort and disturbance that change causes at the beginning of the process. Furthermore, Robbins et al., (2018) stated that resisters' involvement in the change is very important. That is because when people affected by the change are involved in the decision making of the change process, they will be encouraged to share their thoughts and feelings towards the change. Hence, they will be more responsible to make this change succeed (Robbins et al., 2018). This in turn builds a trust bond between employees and their management, resulting in a remarkable impact on their perspective and behavior towards the change (Pereira et al., 2019). Similarly, Lomba-Portela et al., (2022) stressed the importance of providing teachers with training on a regular basis to encourage self-criticism, improve their mindset flexibility, and broaden their perspective towards changing or reshaping their teaching and learning methods.

Along with the teachers, some parents were also resisting the change due to the concern that their children will not be able to cope properly with the change and hence will result in a negative effect on their academic performance. They were also concerned that their children could not deal with long screen-time due to some medical conditions that they are undergoing. Kotter and Schlesinger (2009) revealed that people are resistant to any change in their life by nature, for many reasons such as: routine seeking, anxiety of the unknown, self-doubt, and lack of information about the change. Therefore, the principal and the Alef team has worked with parents to get through their fear towards the change by explaining and communicating everything regarding the change. The principal also worked on figuring out suitable solutions for students with medical issues that obstruct their smart learning. It was stated in the principal's interview that the workshops held for parents helped a lot as they introduced the platform's functionality to them and showed them how they could monitor and observe their children's academic performance. Furthermore, both the school's principal and Alef have discussed with the concerned parents the issue related to those children who cannot have long screen-time due to medical reasons and resolved it by reducing learning hours on screens using the platform and spending the remaining hours learning off screen. Dobbin (2009) and Kellogg (2012) studies showed that the reason behind change strategies deficiency is that they didn't tackle obstacles and difficulties at the root cause. Hence, the principle at Al Asayel school undertook the needful actions to reduce and eventually eliminate parent's fears through looking into possible root causes.

A primary school student at Al Asayel, stated that there was no resistance from her side or from her colleagues. The student emphasized on how the continuous support and guidance received from the school's administration and teachers made the change easier. It was also mentioned that teachers implemented different strategies to keep the lessons entertaining and exciting for them. Alyammahi's (2019) study indicates the positive impact of using different strategies in classroom on the students' performance. For instance, Alef's usage of videos to introduce and summarize lessons helped in attracting and engaging students which resulted in enhancing their performance (Alyammahi, 2019). According to her, dividing the class students into groups was very beneficial in sharing their thoughts, discussing their concerns, and supporting each other. Metz (2021) mentioned that reducing employee resistance to change must be done with support and engagement from their managers. This can be seen at how the school's administration supported students and their parents during the change through parents-teachers' meetings. To further enhance the engagement, the school provided parents with a guardian application that gave them the benefit of observing their children's academic performance and progress. The interviewed parent noted that the change benefits were communicated to them continuously and that helped in managing their previous resistance. This approach is supported by Erwin and Garman's (2010) study which states that communicating change benefits helps in managing resistance. The parent indicated how the change did not only benefit them through allowing the monitoring of academic progress, but also benefited their children by encouraging them to become responsible-independent learners that are able to follow up upon the learning material undertaken when they were absent. This is further emphasized by Alyammahi (2019) where she indicated in her study the role that Alef platform played in enhancing student confidence and independent learning.

Critical Success Factors of Change Management

Successful implementation of change in an organization is driven by effective change management. It helps workers get on board with the shift, commit to it, and do their best job while on it. Companies might save time and money during transitions if they have competent organizational change management. Virtually every business will, at some point, change or shift to remain viable and scale (Cameron and Green, 2019). Whether onboarding new workers, growing a department or combining with another company, these adjustments can considerably impact one's organization's trajectory. Regrettably, organizational change is not always simple to adjust to and can be scary for all team members who find themselves touched by it.

Based on the interview of both the teacher and the student, the critical success factors of change management at the school revolved around ensuring everyone is on board with the change, giving people enough training and support, and communicating clearly and concisely. These are all crucial to effective change management. Making sure everyone is on board with the change is the first step in effective change management (Cameron and Green, 2019). This means that everyone is on board with the new direction and is willing to make the necessary effort to see it through. To achieve this goal, it is required to develop a consensus on the desired

outcome of the transition and to clarify roles and responsibilities for all parties involved. The second most important factor in making a change successful is preparing those who will be affected by it with the proper knowledge and tools (Cameron and Green, 2019). This involves ensuring that all employees are aware of and are equipped with the necessary tools needed to use the new systems and follow the new procedures. This is seen in Al Asayel Primary School's case where Alef worked upon providing the tools as well as workshops to guide teachers, parents, and students on how to use the new platform. Giving people access to constant help in the event of issues is crucial. Having clear and concise communication throughout the change process is the third crucial success factor (Cameron and Green, 2019), and that is seen through the weekly meetings held to listen to the teachers, students and parents' concerns. As such, it is essential to ensure everyone is in the loop and knows what is expected of them. Additionally, it is crucial to keep people apprised of the transformation's development and address their concerns consistently.

During the interview with the principle and student, they posited that there were various issues that they had addressed and that had necessitated the change that was at hand. They had aired their grievances and mutually agreed with them on the way forward as much as the merging of the institutions was concerned. Every week, the school's administration and Alef met with the teachers, parents, and students to discuss issues of concern as this generally relates to the success of a project (Cameron and Green, 2019). The purpose of these gatherings was to work out differences and get input in order to find ways to overcome any problems that may rise for any of the parties involved. Having a solid line of communication between the Alef and the school's administration, teachers, parents, and students facilitated a more seamless transition during the process of transformation and made the change that other schools feared successful to Al Asayel. Nonetheless, having the school's leadership work as a supporter and motivator that focuses on aligning the stakeholders with the change goals and agendas is an essential factor for a successful change. Effective empathetic leaders help encourage teachers, students, and parents to undergo change and increase their commitment. They also assist in developing good followers that: Excel at required tasks, acquire a high sense of personal responsibility, participate in transformation, and are loyal towards the organization and its mission (Suda, 2013) (Elsan Mansaray, 2019).

Summary

Unlike the doubtful schools that Alef contacted and studied, Al Asayel Primary School has open-minded staff and leaders ready to take risks which qualified them to be transformed into a smarter school. The school used to operate previously like any other traditional school, but it underwent Alef's change project which was aligned with the Ministry of Education approach towards a smarter future. This study was built on the usage of primary research, interviewing a principal, teacher and a student that underwent the change, and the usage of secondary research methods, which included journal articles and newspapers. The change process in Al Asayel Primary School began with creating a sense of urgency to ensure that everyone believes

in the importance of the change and its benefits. The literature review performed enabled for a better understanding of the importance of communicating the change effectively to ensure commitment towards the change. The school's administration faced some resistance from teachers and parents, and no resistance from students who were excited about the change as they're curious and eager towards technological development. The school's administration supported all people undergoing the change, including the administration team, with various workshops that emphasized on professional development to ensure an efficient transition and acquisition of the true value behind the change. This resulted in empowering people involved and accelerating the change process efficiently. Hence, the importance of involving everyone in the change plan within all phases was concluded, as it strengthens the bond between all those experiencing the change. Also, the study highlights how routine infrastructure check and preparation of required tools helps in implementing and sustaining the change. Alef used a clear and precise plan to execute the change which was supported by school leaders' effective frequent communication and collaboration. Surveys and weekly meetings helped monitor the change process which ensured a smooth transition and exposure to the barriers that may hinder the intended results. Although resistance was minimal, Alef showed its significance to ensure that it was relieved effectively. The study showed that the teachers' resistance was cognitive as their reaction was emotional, not based on valid reasons. The teachers also showed their desire to stick to what they're used to. Hence, the study highlighted how such a resistance should be dealt with care, strategic support, and guidance through the different change phases. Communication and involvement were perceived by the study as effective strategies to reduce resistance for they: Allow resisters to understand the change and its long-term benefits and allow change stakeholders to share their feelings and feedback about the change. Those factors resulted in building a trust bond between teachers, school's administration, and the change agent which in turn made the change success reflect remarkably on both parent satisfaction and student performance, through a noticeable shift from 20% to 60% in the average student exam scores (Alyammahi, 2019).

At last, an effective change in any organization depends on the leaders as they ensure that the staff are involved and are executing the change effectively to the latter. Effective management will save time and money by empowering the staff and supporting those of a contrary opinion alongside frequent communication. People affected by the change should be equipped with knowledge and tools. Surveys stand best to evaluate the risks the change may cause and the management strategies to be applied. The study affirmed integrative leadership to be the most efficient. We invite future researchers to focus on covering the effect of self-development training on teachers who incurred cognitive resistance, and how it helps them in transforming their mindsets to be flexible and open to new technological changes.

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