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FACTORS FACILITATING OR HAMPERING CHANGE IMPLEMENTATION: A CASE STUDY ON HIGH PERFORMING AND LOW PERFORMING CYCLE III SCHOOLS IN AL AIN

by

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Blackboard Collaborate Ultra

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Abstract

This is a qualitative multiple case study of four secondary schools' administrators' and teachers' perceptions of factors facilitating and factors hampering change implementation. The sample consisted of four secondary schools in Al Ain city. Selected schools included two high performing schools and two low performing schools, according to the national inspection program. The four selected schools included two male schools and two female schools. Data collection methods included repeated, face-to-face semi-structured interviews and focus group interviews with selected teachers and administrators, and an opened-ended survey for all staff in these schools. Data analysis revealed that the views of participants were similar in some aspects and contradictory in others. Facilitating factors included time, resources, professional development for teachers, visionary leadership, collaboration between the administration and teachers, and teachers' competency. The hampering factors mentioned by the participants included sudden and rapid top-down decisions, inadequate time to implement change, lack of collaboration between the administration and teachers, poor parental involvement in their children's education, and division within and between the administration and teaching staff. Teachers' expressions reflected their annoyance about the sudden and inconsistent changes initiated every year. Although they were welcoming change, they lacked the means to have their voice heard regarding changes in curriculum and assessment. Heavy teaching loads and lack of parents' involvement were also among the hampering factors. The study provided recommendations for policymakers, which included communicating with schools about change and initiatives before implementation, establishing a reward system by MoE/ADEK for successful implementation, adherence to technology integration, a need for re-culturing through adjusting adopters' skills, knowledge and professional behaviors, providing comprehensive timeline for change implementation, building qualified educational leaders, creating shared decision making opportunities, and reconsidering teachers' work context during change implementation. For school-related practices, the study recommended developing shared-decision making, encouraging collaborative environments, improving teachers' attitudes towards change, and insuring parents' and students' involvement in the process of change implementation.

Keywords: Change implementation, Facilitating Factors, Hampering Factors, Educational Leadership, Educational Change, UAE, MoE, ADEC, ADEK.