

ROLE OF STRATEGIC CHANGE MANAGEMENT IN DEVELOPMENT OF EDUCATIONAL LEADERSHIP IN EDUCATION SECTOR OF ETHIOPIA

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ABSTRACT

Present study was based on strategic change management effect on educational leadership in case of education sector of Ethiopia. Researchers used quantitative research approach. In quantitative approach researchers adopted the exploratory research design. For analysis AMOS 26 was used as statistical software. Results of regression model manifested that strategic change management affected the educational leadership in education sector of Ethiopia. Because of strategic change management educational leadership was enhanced in education sector of Ethiopia. To support the argument researcher used the regression analysis. Study results will be footing steps for other higher educational institutes in Africa in implementation of strategic change management.

Keywords: Educational Leadership, Strategic Change Management, Education Sector.

INTRODUCTION

Strategic change is inevitable and education sector is transforming with time (Al-Ali et al., 2017). Strategic Change management as a step to step approach leads to drastic change in leadership at education sector (Turner, 2022). Pandemic of the COVID-19 in Ethiopia affected the way of traditional learning and way forwarded the new era of educational leadership (Leininger et al., 2021). Without transforming the current traditional education methods it's not easy to continue the learning and teaching (Nandy et al., 2021). Thus, Post COVID-19 periods evidence the strategic digital transformations of (Dereso et al., 2021). But without strategic Change Management realization it is not possible as a action research (Lerra et al., 2021; Maundrell, 2021). Also to fulfill demand of world market Ethiopian universities needs to upgade in all aspects that is possible by the educational leadership inclusion and to resolve the hidden challenges (Kumalo & Scheepers, 2020).

LITERATURE REVIEW

Leadership at the education level gives new dimension to society (Milon et al., 2021) by networking Educational leadership with strategically way of problem solving left behind the consequences if COVID-19 pandemic (Yokus, 2022). As a process Strategic change management affected also the leadership process (Dumas & Beinecke, 2018). Post COVID-19 period witnessed digital transformation of education system because of educational leadership (Hanelt et al., 2021).

Contradictory evidences found contradictory evidences like some studies like Wachira et

al. (2017); manifested the positive and statistical significant relationship between the strategic change management and the educational leadership but others showed the negative relationship between the strategic change management and the educational leadership like muliati Haq et al. (2022).

HYPOTHESES

H01: There is no significant relation between strategic change management practices and educational leadership

RESEARCH METHODOLOGY

The study will adopt descriptive and explanatory research design. The study used the quantitative research approach. Structured close-ended questionnaire was used to collect the responses (Table1).

DESCRIPTION OF STUDY AREA

As a comprehensive university of Ethiopia, Bule Hora University is located 470 km south of Addis Ababa in Bule Hora town, West Guji Zone, Oromia Regional State (Dereso & Kant, 2022).

Target Population and Sampling Size

The total populations of the employees in Bule Hora University at head office are 1065. Sample size is calculated by using the Slovins formula (Anand & Mishra, 2022).

$$n = \frac{N}{1 + N(e)^2}$$

$$= 1 + 1065 (0.05)^2$$

$$n = 275$$

Data Analysis

Model Fitness

S.N	Indicator	Gained Value	Acceptance Point	Decision
1	RMSEA	0.043	< 0.05	Accepted
2	CFI	0.921	Near to 1	Accepted
3	TLI	0.932	Near to 1	Accepted
4	χ^2/df	2.782	< 5.0	Accepted

Source: AMOS 26 Outputs (2022).

Parsimonious fit (χ^2/df) was 2.782 which is less than 5.0. All these values under acceptance level showed the confirmation of goodness of fit (Figure 1).

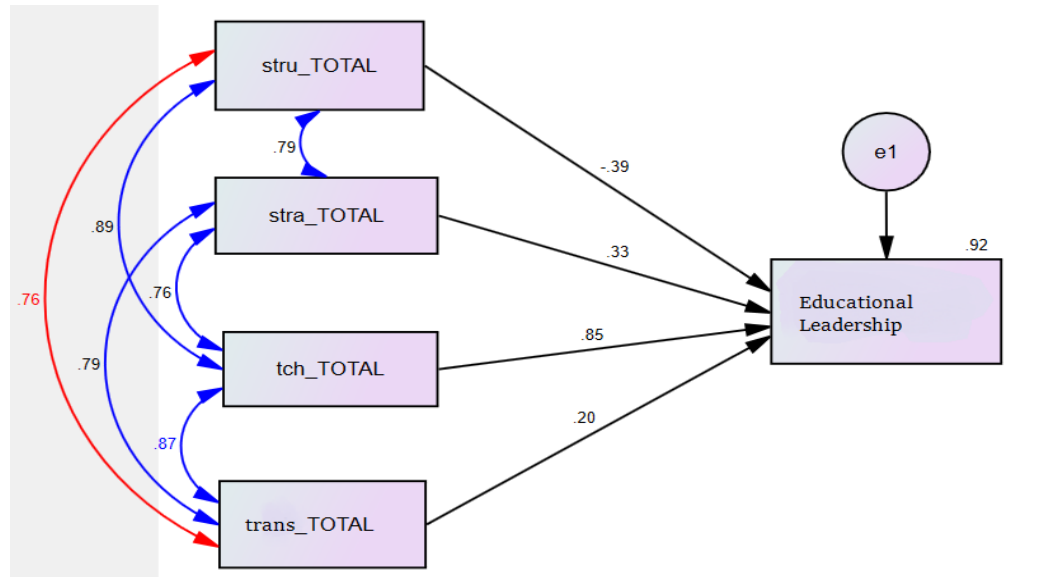


FIGURE 1
SEM MODEL

RESULT AND DISCUSSION

Outcomes manifested that structural change coefficient has inverse relation with educational leadership with -0.39 affect. Similarly strategic change coefficient has direct and significant relation with educational leadership with 33% affect. Similarly technical change coefficient has direct and significant relation with educational leadership with 85% affect. Similarly transformational change coefficient has direct and significant relation with educational leadership with 20% affect. Therefore, technical change affected the educational leadership the most (Saleem et al., 2021).

CONCLUSION

Educational leadership and strategic change were having significant relationship with respect to each other. Technical change affected the educational leadership the most.

Coefficient between strategic changes and Educational leadership has direct relation and has a strong correlation value.

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