How Changes In Leadership Behaviour And Management Influence Sustainable Higher Education In Bahrain

Saeed Hameed Aldulaimi and Marwan Mohamed Abdeldayem

Abstract: This research aims to investigate the influence of leadership behavior on change management in higher education in the Kingdom of Bahrain. Also to propose and examine a framework for the influence of leadership on change management in order to achieve sustainability in higher education. The study used a qualitative approach in terms of in-depth interviews with 10 faculty members from 4 different universities who undergo significant changes through achieving the HEA Fellowship, UK. The findings reveal that the proposed framework is applicable to examine the influence of leadership on change management. Further, participants confirmed 19 significant themes of leadership behavior which are crucial in leading change management in higher education. The study also provides a practical map for the most significant leadership behavior considering essential in achieving change plans effectively in higher education.

Keywords: Change Management, Kingdom of Bahrain, HEA and professional recognition, Leadership, Sustainability, Thematic Analysis,

1. INTRODUCTION
Recent studies of change management gives a greatest amount of attention to the way wherein leaders treat and incorporate personnel in the course of change and has been shown to be an effective determinant of people’s reactions to organizational changes. The entire dealing with organizational change is regularly not feasible without a change leader or an agent, whilst some authors argue that lack of popularity and unwillingness to include the urgency of change regularly avoid the change control process [1]. However, to advantage right and supposed consequences, alternate ought to be powerful and sustainable [2]. The Kingdom of Bahrain is seeking to enhance its level in competitiveness by improving the education system. Further, due to the change market and technology, change in higher education becomes imperative. In addition, higher education is facing a number of challenges, most notably the intensification of internal competition and technological development in light of what is now called globalization requires managerial leadership capable of meeting these challenges and has the competence to qualify to lead the change process. In order to increase efficiency at universities in the Kingdom of Bahrain, the universities urged the academic members to consolidate personal development and develop professional practice in higher education career. Furthermore, show commitment to coaching, learning and the students’ experience, via engagement in a realistic system that encourages research, reflection and development. For that reason, they recommend that each faculty member has to work to pursue the fellowship of Higher Education Academy (FHEA) in United Kingdom to provide institutional assurance that Fellowships are crucial indicator for academic development in higher education [3]. The achievement of the university’s goals is dependent on the availability of caliber academics who are qualified to lead and manage their universities in the best way possible characterized by a balanced sense of humor and ability to impress others and guide their thoughts and their attitude toward achieving those goals. Therefore, administrative leader is responsible for developing interaction between the university and maintaining its goals and initiatives to solve problems as a result of this interaction [4]. Leadership leads to a reciprocal interaction that is influential among students at the university leads to the development of trends and positive approaches to achieving the objectives [5]. Change leadership refers to “the here-and-now, focusing on the specific change at hand and how the leader is handling it from a tactical point of view” [6]. Kurt Lewin describes the most critical concept of change method that constructed from three stages of unfreezing, moving, and refreezing. Thinking about that then, researchers and practitioners have focused on the significance of change implementation methods in shaping employees’ attitudes and behaviors in the path of change [7]. It is far interesting to observe that transformational leadership’s notions of belief via vision, empowerment through involvement, and being sensitive to fans’ wishes are also key factors in those pointers (e.g., Kotter John). Change leadership talks of regarding others for the sake of improving their knowledge and possession of the unique change initiative, as a result improving their motivation to enact the change. These change-control behaviors are related to dedication or help for the change [8]. The Kingdom of Bahrain has taken many steps to adopt the goals of sustainable development 2030. It has paid extremely good interest to these dreams and the dedication to benefit them on the grounds that its adoption in 2000. The vision guarantees that wonderful training is the foundation for enhancing humans’ lives and conducting sustainable improvement. Big improvement has been made in the path of growing access to schooling in any respect degrees and increasing enrollment prices, in particular for girls. Analyzing and writing competencies have been hugely progressed, but great efforts are had to bounce in achieving the global desires of training. The technique of Bahrain become actually said that ministry of education is

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responsible for accomplishing this aim. The excellence of schooling begin from empowering the teachers in universities mainly [9]. The sustainable development of higher education of Bahrain emphasized on increase the number of qualified teachers, including through cooperation with international bodies. In addition, the application of the accreditation of academic institutions according to international standards as recognized by the European Association for Quality Assurance Education. Furthermore, the plan confirmed the importance of developing the capacity of teaching staff members and give them a certificate of practicing the profession in cooperation with the higher education academy in UK. This paper examines how leadership behavior plays a vital role in change management in the higher education sector in the Kingdom of Bahrain. The main objective of the study is to explore the influence of leadership behavior on change management in certain academic institutions. Then, examine how leadership behavior can comply with change process to end up with achieving the goal of sustainability.

2. LITERATURE REVIEW
It is understood that leadership is a set of behaviors that are available in a person and are intended to encourage individuals to cooperate in order to achieve the specific goals of the work. Hence, leadership function becomes a means of achieving organizational goals. The leadership of change is the essence of the process of administrative development in its various dimensions. The leadership of change means leading the planned and organized effort to reach the desired goals of change through the proper scientific recruitment of human resources and the material and technical resources available to the educational institution. Cameron and his colleagues argue that “change is orchestrated by the leader of the organization, or the change agents who are given the mandate to facilitate change, which is prone to significant resistance from employees” [10]. The argument of Kin et al. (2014) corresponds with that of Griffith–Cooper and King (2007), who state that change leadership refers to a set of ideas, strategies or activities implemented to the human aspects of change [11,12]. Change leadership can impact attractiveness of change and reduce employee resistance to it, leading to collaboration between leaders and employees so that it will assemble change together [12]. However, The Managerial Grid theory was developed by Hercie and Balencher , used two dimensions as a “mystery” for the successful leadership; they are task orientation and people orientation. Sashkm and Burke defined the leadership behavior from the perspective of leadership vision as “it is the organizational method that deals with how the leader can help employees to feel more adaptive and achieve their goals and work together when they retain a set of values and beliefs” [13]. Leadership styles have been recognized as one of the most important aspects affecting innovations since leaders effectively play prominent role in ideas production, goals setting, and creation a culture for innovation [14]. Moreover, leadership and its behavior can build a climate of trust that fosters innovation across the entire breadth of the organization [15]. Vaccaro and his colleagues found that transformational leadership styles have the ability to change organizational culture and encourages process and product innovation, while enhancing the creativity of employees. Transformational leadership is based on the motivation of individuals in order to improve their performance and develop innovative solutions to their problems. Also, leaders are able to develop vision about the goal of change and work to strengthen supportive organizational values to develop trends towards innovative action, organizational commitment, and training of staff members [16]. Invest in their abilities to help them realize the importance and value of the expected outcomes of change [17]. Leaders in the change time need to imagine comprehensive development plan by focusing on increasing the effectiveness of the working groups and helping an external component act as change agent which promotes new ideas among the members of the organization. According to Nazim and his colleagues “a change agent is someone who introduces a concept, idea or innovation that leads to an appropriate environment for change, facilitates the implementation of change and evaluates the impact of change” [18]. Studies in change management demonstrated that the change leaders to be effective, they must increase soft skills, behaviors and abilities [19]. The studies also revealed that change leaders should have abilities inclusive of human, technical and conceptual competencies [20]. Further, Miller, clarifies that the ideals of the leadership are important to the change management manner, and, as such, robust management is principal to the success of primary change [21]. Higgs and Rowland discover the leadership behaviors that are significant to change management [22]. However, the prevailing literature falls quick in explaining how management in academic group deals with knowledgably people, which, in turn, capable of make the vital affects to manage change process efficiently. From another point of view several studies revealed that leadership behavior is crucial in achieving sustainability. Burns, points out that if leaders choose to apply moral methodology which is perfect with all the taking an interest parties in the association and not just their solitary needs, at that point this would make a genuine plausibility for sustainable and effective change in an organization [23]. Arvey and his colleagues argue that leadership is absolutely affected by improvement. So we have the job of leadership as a significant factor inside the association to make sustainability [24]. Jong and Hartog claimed that if the leaders permit the gatherings practices in the authoritative changes to be open, this will offer efficiency in administrations and the improvement in the work procedure from the inventive learning that the gathering offers in association, while the consequence of this would be an expanded presentation and sustainability to the adjustments in the organization [25]. Burgoyn confirm through the results in their studies on leadership in higher education establishments in the United Kingdom that 78 % of senior academic officers agree that funding in leadership improvement provides value for money [26]. Consequently, it is crucial for sustainable development to discover the appropriate leadership style that makes the higher education in the Arab world adapts to new and ongoing changes as an urgent necessity despite its difficulty and complexity. Especially in light of the existence of many theories of traditional leadership and modern practice in institutions and non-profit, as well as overlap academic and administrative practices in higher education institutions in the Arab World.
1. Fellowships of the HEA and professional recognition

The HEA operated a professional recognition scheme for university teachers who have demonstrated that their teaching practices are well-aligned with the United Kingdom Professional Framework (UKPSF). This is intended both to encourage excellence in teaching and to provide academics with a portable qualification transferable between universities. There are four grades:
- AFHEA: “Associate Fellow of the Higher Education Academy”
- FHEA: “Fellow of the Higher Education Academy”
- SFHEA: “Senior Fellow of the Higher Education Academy”
- PFHEA: “Principal Fellow of the Higher Education Academy”

The Associate Fellow grade represents the minimum level of competence expected of any university teacher, with the Fellow grade representing the level normally required in an established academic post. These grades can be awarded on the basis of an assessed portfolio or on completion of an accredited course such as a PGCHE or PGCAP. The higher grades of Senior Fellow and Principal Fellow represent significant leadership in the promotion of teaching excellence, and are only awarded on the basis of an assessed portfolio.

3. THE RESEARCH FRAMEWORK

Obviously leadership is working to easy the manner of imposing change initiatives. Based on the literature review, there are tremendous studies proposed that leadership affects change implementation in different aspects. For example, contingency version (Fiedler, 1967), leadership grid (Blake and Mouton, 1964), and transformational and transactional leadership [27]. The framework of this study is based on the concept that leadership plays a relevant role in imposing change in the context of improving education institutions. Further, change implementation has several logical sequential steps. For instance, Lewin points out that change contains three sequential stages: i.e. unfreezing (making ready for change with the aid of organizing the equilibrium), change (designing and putting in the change), and refreezing (institutionalizing in a new state of equilibrium). Therefore, in order to achieve the objective of this study, we developed and modified the model of Kuipers, by adding the variable of “sustainability” to the five existing variables of this model (context, leadership, content, process, outcome) as shown in figure (1) below.

The change leadership performance include understanding the main purpose and transform its comprehension to the employees then create the necessary passion to absorb and support the change [28]. First, context refers to ‘the organization’s external and internal environments’. The context, presented as the external circumstances that the Ministry of education in Bahrain urges higher education institutions to facilitate the process of encouraging the academic staff to earn the HEA fellowship from the UK in its different levels (AFHEA, FHEA, SFHEA, PFHEA) and set a certain plan for this project. While the internal context was represented by the response of the higher education institutions to comply with this recommendation positively. The context also include the plan details and timeframe for achieving this plan. In addition to the financial and logistic aspects considered necessary for this issue. Ensuring a need for change is an important condition since people are more likely to comply with the change if it is clear why it is needed [29]. Second, institutions with professional leadership can drive through and honestly find and nurture an environment adapted to change. Leadership behavior can lead to create the passion for change and facilitate the way for achieve it then inspire the followers to implement fruitfully [30]. Change-leadership behaviors as constructed from the organizational development literature on change leadership (e.g., [29], describing what leaders need to do to effectively implement a given change. Change Leadership behavior can identified as developed a clear vision, made a case for the urgency of this change prior to implementation, built a broad coalition up front to support the change, empowered people and communicated progress of the change implementation. Third, the content of change includes several aspects such as, what is change, and why change is needed and to what extent it is necessary for the institution, then how it is important to the organization strategy. Change initiatives normally seeking for enhancing the academic staff efficiency and to effectively achieve the learning objectives. Fourth and fifth variables of the model are the change process and outcomes. These variables are integrally explain the method and steps conveyed the implementation of change, while the outcomes are referring to the consequences of successful implementing change (Kuipers et al. 2014, p. 12).

Figure 1: A framework for the influence of leadership on change management

The final step in the model is to test the contribution of change program which aims to develop the academic intuitions based on the national vision of Bahrain 2030, on achieving the principles of sustainability development which enable the society take its responsibilities of continuing the welfare to next generation. It is from this background this paper will examine the pattern of behavior that supposed to work effectively in the Arab academic environment and helps improve its performance. Accordingly, and in light of the above mentioned literature review particularly [18, 20, 21 and 31] and based on the modified model of leadership behavior that was developed by Kuipers, we can deduce the study first hypothesis as follows [28]: H1 Leadership behavior has a positive effect on change management in the higher education institutions in the Kingdom of Bahrain. Furthermore, in view of the Bahrain’s national vision, the sustainable development of higher education can be accomplished via increasing the number of qualified faculty members in higher education. This view was supported in the previous literature review [23, 24]. Therefore, the second hypothesis of the study can be formulated as: H2 Leadership behavior in implementing change management boosts sustainability of higher education in the Kingdom of Bahrain.
4. RESEARCH METHODOLOGY

This study has used the qualitative approach in order to achieve the research objectives. It is commonly used in social and behavioral sciences such as psychology, anthropology, and sociology. Qualitative research is one of the methods of scientific research designed to detect a specific segment of the target audience in terms of behavior and perceptions that go with reference to specific topics. This type of research works on the use of deep studies and applied to small groups to guide specific hypotheses based on descriptive and non-predictive results. Garman asserted that “qualitative statements are speculated to illuminate, to provide an explanation for, to interpret, and not to confirm’ and that the critical mode of inquiry of qualitative research is for portraying deeper knowledge and not for verification of the phenomenon beneath observe” [32]. The qualitative study importance “lies not handiest inside the understanding that can originate from it, however it is an automobile for gift and treating research strategies as living entities that resist simple type, and can result in setting up that means and stable findings” [33]. To collect the required data, this study utilizes the interview as an appropriate tool to define the phenomenon and test hypotheses of this research effort. Since the researchers need to analyze the results of the interviews to be used in the treatment of the research problem, in-depth interviews have been used with several academic members who achieved the status of HEA fellowship (FHEA) and senior fellowship (SFHEA) from four different universities in the Kingdom of Bahrain. The aim of these interviews is communicating with individuals to obtain a large amount of information regarding personal data, experiences, and viewpoints, in an effort to explore their opinion on a sensitive issue. Interviewees were selected who had participated in the programme of gaining the HEA fellowship before the interview took place. To analyze the data, thematic analysis has been found the proper method to evaluate the statistics via breaking the textual content into extraordinarily small devices or themes. Having done that, we find out the primary points that were given the census from the respondents which replicate their viewpoints regarding the HEA fellowship and filing them to descriptive treatment (Sparker, 2005). Further, we followed the process of data analysis according to the thematic analysis as summarized by Braun and Clarke (2006) in five steps as shown in table (1) below.

<table>
<thead>
<tr>
<th>TABLE 1</th>
<th>PROCESSES OF DATA ANALYSIS BASED ON THEMATIC ANALYSIS (BRAUN &amp; CLARKE, 2006: 87)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis phases</td>
<td>Descriptions</td>
</tr>
<tr>
<td>1 “Familiarizing with data”</td>
<td>Recording statistics, facts and ideas.</td>
</tr>
<tr>
<td>2 “Generating codes”</td>
<td>Generate codes of the statistics</td>
</tr>
<tr>
<td>3 “Searching themes”</td>
<td>Gathering codes into ability issues, facts related to every subject.</td>
</tr>
<tr>
<td>4 “Reviewing themes”</td>
<td>Checking if the difficulty subjects paintings close to the coded extracts and the complete information set, generating a thematic map.</td>
</tr>
<tr>
<td>5 “Defining and naming themes”</td>
<td>Continuing evaluation and refining the subject to draw the overall story.</td>
</tr>
</tbody>
</table>

Therefore, in step (1), “familiarizing with data” we met face to face with every interviewee and made them familiar with the study objectives and the proposed framework of the influence of leadership on change management. Hence, they started to express their views and semantics on the role of leaders in making the change happen via achieving the different levels of the HEA fellowship. During the interview we were recording all information provided by respondents and writing them down to pave the way for the codification process (step 2). Codes are “tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study” [34]. Having done that, we started reading, investigating and analyzing the data in order to come up with the more frequent themes related to the main variables of the study (step 3). In step (4) “reviewing themes”, we reviewed all themes that seem relevant and consistent with the study framework. Finally, in step (5), we finalized a certain number of themes that defining the role of leadership on change management in higher education institutions in the Kingdom of Bahrain. Doing the thematic analysis based on the above process resulted in transcripts which written in English with total 24 pages notes. After, the transcripts have been entered and saved to computer using excel software. Classifying the feedback according to the framework phases and each phase has several themes. Codification process entails giving specific codes to every theme. With using excel sheet, the frequencies have been calculated to find out the most themes elected and nominated by the participants.

5. RESEARCH FINDINGS AND DISCUSSION

In this study, we addressed the leadership behavior and how it plays a vital role in change management in the higher education context. The main objective of the study was to investigate the influence of leadership behavior on change management in academic organizations in the Kingdom of Bahrain, and to examine how leadership behavior can comply with change process to end up with achieving sustainability in higher education. This part of the study discusses the results of the change implementation in higher education as the most complex phenomena in the leadership of HE institutions in the Kingdom of Bahrain. Accordingly, the research design was built upon several phases as it was explained earlier, which helps in briefing the change strategies. The participants of the study were exposed to these phases to be aware of the study plan and let them become free to put their information in line with the study framework and its six phases. Table (2) below shows the six phases of the proposed change implementation framework along with the 19 themes resulted from the thematic analysis and their frequencies.
Table 2
Results of framework phases and themes frequencies

<table>
<thead>
<tr>
<th>No</th>
<th>Phase description</th>
<th>Theme</th>
<th>Significant statement</th>
<th>Code</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Context</td>
<td>Creating urgency</td>
<td>Highlighting the urgent need of HEA fellowship</td>
<td>CUX</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Planning</td>
<td>set a certain plan for this project</td>
<td>CUX</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspiration</td>
<td>Academic feel they are impelled to pursue implementing the change plan</td>
<td>CUX</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Leadership</td>
<td>Contextual motivation</td>
<td>The daily attendance and psychological support.</td>
<td>LTO</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reinforcement</td>
<td>Actions and behavior lead to instigation/threaten</td>
<td>LTO</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cooperation</td>
<td>The proceso of working together</td>
<td>LTO</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>openness to experience</td>
<td>Enjoy and inspire others to try new practices</td>
<td>CYN</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>identity the gap</td>
<td>What is the gap between what they do and what they should do to cope with the new change</td>
<td>CYN</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to the change</td>
<td>The introduction of the opportunity by the leader and explains the UKPFS</td>
<td>CYN</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supportive infrastructure</td>
<td>Provide teaching technology e.g., online learning system, smart board,</td>
<td>CYN</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The HEA fellowship</td>
<td>Fellowship is crucial and important to the academic career</td>
<td>CYN</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Process</td>
<td>Coaching</td>
<td>Sponsoring to Release peoples continual</td>
<td>FIC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing self</td>
<td>Developing people's confidence &amp; abilities so that they wish to stay</td>
<td>FIC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Financial support</td>
<td>The payments and perquisites</td>
<td>FIC</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Unintention</td>
<td>Restructuring</td>
<td>Income building up staff to exchange views and practices</td>
<td>OUC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skill rotation</td>
<td>stabilize the organization at a brand new without regression</td>
<td>OUC</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural transformation</td>
<td>Institution's culture, values, roles and practices modified with behavior</td>
<td>OUC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognition and certification</td>
<td>Each academic member get recognitions and certifications from HEA</td>
<td>OUC</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Sustainability</td>
<td>education system development</td>
<td>improve the national education institutes and accumulation to promote the quality of education.</td>
<td>SUS</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economic growth</td>
<td>The contribution of education institutes in financing and satisfy the economy</td>
<td>SUS</td>
<td>2</td>
</tr>
</tbody>
</table>

It can be seen from table (2) that in phase 1 (context) there are 3 main themes. The respondents gave the highest frequency for the “creating urgency” theme (5.6%). Context refers to “the organization’s external and internal environments”, the participants reported that the leadership of their institutions made it clear that the Ministry of education in Bahrain urged all HE institutions to highlighting the urgent need of academic staff to earn the HEA fellowship and set a certain plan for this project. While the internal context was represented by the response of the higher education institutions to comply positively with this recommendation. The context also includes the plan details and timeframe for achieving this plan, in addition to the financial and logistic aspects considered necessary for implementing this change. Ensuring a need for change is an important condition since employees are more likely to comply with the change if it is clear why it is needed. At this stage it is very crucial to show that the academic staff were not felt forced to accept the change and threatened to be transferred to avoid strict disciplinary actions. Instead, the participants revealed that the academic staff agreed that they were freely accepted to engage in this process of change and were inspired by their leadership behavior to pursue the change implementation and to be involved in the HEA fellowship scheme. The participants stated that during the application of the change process, they realized and visualized vision of the university. They imagined the image of the organization in the future as envisioned by their leaders, and this picture includes the image of the university in the country in terms of division, reputation, production and services. Of course, the ideal form of the organization can be determined only in light of the exploitation of its strengths, its ability to move in this future to achieve new ideals and values for itself and society. The participant stated that the change plan was clarified to them via leadership and they understand the important of revising their teaching and learning activities to cope with UKPFS. Furthermore, the feedback from participants revealed the role of leadership in paving the road for simplify the adoption of new professional standards in higher education institutions. The teaching technologies and online learning system, library, smart boards, computer, new facilities in fancy building as supportive infrastructure. This made the application of new teaching and learning activities quit easy due to bring the internal training which taken place inside the university to prevent confusion between teaching and training. Table (2) also reveals that phase 2 (leadership) contains 4 main themes. In which the theme of “continual motivation” scored the highest frequency as reported by interviewees (8%). The participants acknowledge several kinds of leadership support. The transformational leadership enhance the process of psychological support during the application of change. Furthermore, cooperation of leadership with academic staff was emerged prominently in reducing the fear of the unknown, grant confidence to overcome the lack of computer skills, status-quo, vested interest and self-interest in addition to all support to keep them mentality far from the causes of resistance [35]. Also, leaders who are excessive in openness to experience are more likely to monitor their surroundings, assignment assumptions, apprehend the possible implications of outside forces, and then interfere as suitable. Subsequently, leaders who are emotionally stable may be
much more likely to remain calm. The leader behavior is the satisfactory predictor of leadership influences and as a result, is the quality determinant of his or her management fulfillment. The behavioral theories have displayed that leadership instead of being based totally on specific traits is based totally on behavior that can be sincerely defined and learnt. Behavioral concept also confirmed that leaders specifically had two varieties of behavior. Our findings that leader behaviors have a tendency to predict more variance throughout a ramification of effectiveness standards than do leader traits additionally presents steering for destiny researchers. Thus, behaviors can be learned and evolved, this locating high spot on the want for more studies on what individuals and companies can do to increase leaders' ability to exhibit such behaviors [36, 37]. Specially, our outcomes indicate that the character of the leadership effectiveness standards performs a critical position in figuring out which trends and behaviors are most crucial. Also, table (2) reveals that phase 3 (content) contains 4 main themes. In which the theme of "importance of the HEA fellowship to academic career" scored the highest frequency as reported by interviewees (4.8%). Content of change refers to answering the questions of: what is change, and why change is needed then, to what extent it is necessary to institution, at that point, how it is important to the organization strategy. Change initiatives normally seeking for enhancing the academic staff efficiency and to effectively achieve the learning objectives. This demonstrates that change leaders have precise responsibilities to carry out change management. For example, Hudescu and Ilies explained that leaders need to speak a broader information of the basic concepts surrounding the change process [38]. The feedback from interviewees indicated that before embarking the change process, there were several procedures has been done to ensure the readiness of academic to implement the change initiative. Introduction of the opportunity by the leaders and explain the UKPSF. Alongside with introducing the HEA and bring feeling to the applicants that HEA fellowship is crucial and important to the academic's career and university. It can be seen from table (2) that phase 4 (process) contains 3 main themes. In which the theme of "financial support" scored the highest frequency as reported by interviewees (7.2%). Furthermore, physical support including training and coaching process was very essential. The university brought an experts to make the training of the new teaching methods besides they didn’t let employees swimming alone, instead they provide a professional coaching with existence of experts with every stage which made the application of new teaching process quit easy and applicable. Continually coaching and instant feedback emerged when the applicants need to identify and provide evidence on their achievement to convince the HEA panel they meet the standards. However, the approach of implementation was different i.e. change was forced rather than educated, the change was top-down rather than bottom-up, the change was not communicated or announced as it was not an initiative of the organization rather than imposed by the government. The results revealed the importance of people in accomplishing the change as they play a prominent role in understanding and shaping ideas and solutions. They are positive and effective and have their experiences, ideas and teachings. Coaching starts from investing what people have at the beginning before adding anything new. The university consider them to have the resources needed to make a change. Coaching is a facilitator and director of a collaborative dialogue that helps them reach the right solutions for their resources and context. Coaching is a social activity benefiting from interpersonal skills and yet also goal-oriented focusing on bringing about change, usually an improvement in the performance because the general purpose of coaching is to change behavior [39]. We have concluded that there is a need to combine management and leadership skills in order to address the main challenges of higher education in the Arab world, because the separation between them will be reflected on Institutional performance as recommended in the study of Sandra jones (2010) in the Action Self-Enabling Reflective Tool (ASERT) [40]. Individuals can learn by direct experiences, human dialogue and interaction, and observation. Social learning theory, later renamed social cognitive theory, proposes that behavior change is affected by environmental influences, personal factors, and attributes of the behavior itself. It can also be seen from table (2) that phase 5 (outcomes) contains 4 main themes. In which the theme of "recognition and certification" scored the highest frequency as reported by interviewees (8%). The change outcomes are referring to the consequences of successful implementing change [28]. The most significant outcomes was the teams build upon implementing the change process. The participants stated that the formulation of team was remarkable idea which help academic staff to change views and best practices. A vast majority of the academic staff who applied to get the HEA fellowship were gained this certificate and they become eligible to claim their teaching and learning methods and philosophy are harmonious with the UKPSF scheme. The success of the organization requires the intervention of several factors, and organizational culture is one of the key determinants of success business institutions are superior, as organizational culture is a system of values and common rules among members of the organization which the organization adopts to guide its actions and practices {41}. Likewise, the participants identified that the university recognition via top leadership was representing great rewards to their efforts and time they spend along months of work. It has profitable influence on continuing with exert more efforts in order to attain the strategy goals and make additional success. In addition, the celebration and ceremony prepared by university made a countless outcome on people morality whether for the HEA applicants or other academic staff to motive them to more achievements. Finally, table (2) indicates that phase 6 (sustainability) contains 2 main themes. In which the theme of "education system development" scored the highest frequency as reported by interviewees (8%). Final stage in the study model is sustainability because it is connected to the country vision in order to demonstrate that the application of the development program are associated to the main strategy of education in the country. Sustainability has been defined as economic development that meets today’s generation needs without compromising the opportunity and ability for future generations [42]. The findings of the current study revealed that one of the key strategic objectives of sustainability in Bahrain is to focus on the lives of future generations and the quality of life, thus
creating a society that can understand and act to protect our natural resources. The requirements of sustainability require educating the younger generation in a way that enables them to play a leading role in maintaining the sustainability strategy. The implementation of education system development (ESD) requires a clear local strategy and is part of the global network that helps achieve this goal. There are a large number of experiences that can be used to improve the potential of education to create a youth generation ready to build high sustainability knowledge capacity, and to support a culture of local sustainability. Sustainable development has shifted the focus of economic policies from mere economic growth - represented by GDP growth - to development in its broad sense, which takes into account the conservation of natural resources and the environment. Sustainable development aims at achieving social justice, not within a single generation but between successive generations. The participants ensured that the policy of government of Bahrain to allocate 3% of the university budget for scientific research is a good step to bridge the knowledge-based to encourage the scientific research and the acquisition of advanced technologies that are important to employ these budgets in universities to serve the sustainable development and activate the partnership between the public and private sectors and civil society and change of experiences that there are opportunities for studies related to the 2030 Sustainable Development Agenda and how to align them and practical experiments. Therefore, it is necessary at this stage to harmonize the goals and objectives of sustainable development 2030 within the various stages of education.

6. RESEARCH IMPLICATIONS AND CONCLUSION

This study contributes to the body of knowledge by observing a fruitful experience of change management that aims to reform and develop the education system in the developing country's by focusing on the implementation of organizational change initiative. In addition this study qualitative research method was based on narratives to study the concept of organizational change in-depth and in detail in contrast to majority of studies in the same field which done based on general investigation. This research contribution to the research methodology and choice of organization provides a new model of implementing and observing change management by clarifying the practical map with clear steps for achieving change effectively in higher education in particular. Moreover, the real experiences of academic staff assist in understanding the process of change starting from the context to content and leadership until the outcomes as this study built on. The findings of this research are useful in identifying the steps, the successful map and valuable factors must be considered in the implementing change plans in higher education institutions. Additionally, this study dedicated to study real case of change in Arab culture and it considered as unique study in this realm especially in education industry. This observe without delay responds to requires greater integrative processes to the study of leadership [27]. Consequently, the process of data analysis based on thematic analysis along with the results of framework phases and themes frequencies presented in tables (1) and (2) and discussed earlier enabled us to conclude and draw the idealistic map for implementing change in higher education in the Kingdom of Bahrain as shown in figure 2.

![Figure 2: Conceptualizing the idealistic map for implementing change in higher education.](image)

In terms of the realistic implications, the findings of this study propose that leadership behavior must emphasize the significance of actively and assertively occupying the leadership function. Powerful leaders of change should touch on all 3 dimensions of leadership behavior: challenge, relational, and change and need to efficiently plan and agenda paintings (task-orientated behaviors), help and assist their fans. Moreover, leadership is very important for all educational organizations and institutions without exception. But higher education institutions differ from many academic organizations because leadership is a more participatory phenomenon if compared to most institutions under the control of profit in higher education is the central engine in the pursuit of academic excellence and prestigious institutional position. The leadership also takes over managers at all levels of higher education, managers at senior levels should not be considered the sole officials to maintain them. The future of academic institutions is based on the development of effective leadership skills at all organizational levelsAs mentioned earlier, this study conducted in Arab culture, therefore it is illustrated by linking the dimensions of culture. So the whole planning or implementing change management strategies ensures that it succeeds by knowing the prevailing behavioral construct that expresses the prevailing organizational culture and the exclusion of this aspect makes the management of change far from implementation and achieving the objectives in founder. On the ground of the findings of this study, the classical leadership behaviors are not really predictive of certain results in implementing change plans. In compare to transformational leadership, was a relatively strong predictor across all stages of achieving the change plan. Therefore, we stimulate management researchers for pursuing that discover the traditional, hierarchical view of leadership negative effects in change processes in organizations. Generalization of the findings of this study has fatigue because it is conducted in Arab culture and probably there is differences in application within other environment. We encourage leadership scholars to preserve pursuing this line of research to move towards an integrative expertise of leadership processes in groups. Generalization of the findings of this have a look at has fatigue because it is miles carried out in Arab tradition and in all likelihood there's variations in software inside other environment. To conclude, basically leadership appreciably have superb effect on change management. Furthermore,
the study determines that the leadership conduct leads to boost sustainability in Bahrain. In addition, based on the findings of the current study, we suggest that universities who are seeking for implementing improvement programs, should care about leader professionally to sufficiently achieve the organizational vision. This study is in line with thoughts of Bolden Richard on the subject of management and academic leadership where he developed the idea of leadership as a responsibility shared academic and academically independent staff, as opposed to the traditional model that separates the two practices. Which has become their view of the university as a community of scientists' works within a high degree of democracy and decentralized decision-making, with the use of leadership approaches in business are increasingly being led to the management of universities [42, 43]. Bolden adds that individual motivations can be to change over time, because of the work of tension and therefore believes that the current thinking on leadership must move from the idea of leadership as one the innate characteristics of the individual to the idea of leadership as coefficients, and shifts close or distant in the context of changing the academic environment [43, 44]. This is what led to reflect on the use of new leadership approaches in higher education. Therefore, this study shared the call for making the interaction of three concepts (management, academic leadership, self-leadership) associated primarily with tasks, academic processes, advocacy, and academic identity which operate under change, to achieve high educational quality.

REFERENCES


