Pak. j. life soc. Sci. (2024), 22(2): 19843-19855 E-ISSN: 2221-7630;P-ISSN: 1727-4915

Pakistan Journal of Life and Social Sciences
www.pjlss.edu.pk

https://doi.org/10.57239/PJLSS-2024-22.2.001451

RESEARCH ARTICLE

# Evaluating the Effectiveness of Change Management in Jordanian Universities According to Lewin's Model: An Analytical Study of Faculty Members' Opinions

Dr. Rawan Kheder Abu Shaqra*

[1]Department of Educational Foundations and Administration, Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan[2]
[2]Assistant Professor, Department of Foundations of Education and Administration, Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan

***ARTICLE INFO***

Received: Oct 11, 2024

Accepted: Dec 16, 2024

***Keywords***

Change Management,
Lewin's Model
Jordanian Universities

***Corresponding Author**

rawank@hu.edu.jo

**ABSTRACT**

The study aimed to evaluate the effectiveness of change management in Jordanian universities using Lewin's model, focusing on faculty members' perspectives. Change management is critical in adapting educational institutions to the evolving demands of higher education, yet understanding its effectiveness within specific frameworks remains essential for strategic planning. The primary objective of the study was to assess how effectively change management practices are implemented in Jordanian universities, specifically through the lens of Lewin's three-phase change model. By doing so, the study sought to provide insights into the current state of change management in these institutions. A descriptive-analytical approach was employed for this study, utilizing a research tool developed based on Lewin's model. The sample consisted of 380 faculty members from various Jordanian universities. Data were collected through structured questionnaires to gauge faculty members' perceptions of change management effectiveness. Results: The findings indicated that faculty members rated the effectiveness of change management in Jordanian universities as high, according to Lewin's model. This suggests that universities are implementing change management practices that are perceived positively by faculty. Additionally, the study revealed no statistically significant differences in the assessment of change management effectiveness based on demographic variables such as gender, academic rank, and years of experience.

## 1. INTRODUCTION

The world is currently experiencing rapid technological progress and intense competition in various sectors, including the economy, society, science, and education. The integration of development tools such as artificial intelligence, biotechnology, robotics, automation, advanced materials, quantum computing, and digital cultures presents new challenges for all institutions, including educational ones. Educational institutions, particularly schools, are vital in driving societal growth and development, as they play a key role in shaping the future. Leadership is a critical factor in any institution's success, and many institutions, especially universities, aim to enhance their leaders' abilities to effectively manage change (Al-Saadi, 2024).

The concept of change and its management is considered one of the modern administrative concepts because it focuses on transforming the educational institution from its current status into an improved future reality, this concept is one of the most prominent global trends emphasizing continuous improvement, the leadership seeks to solve problems and face emerging challenges, employ the efforts and human and material resources available inside and outside the school .The

goal is to achieve educational goals and objectives, aligning with technological progress and knowledge explosion. (Abu Hasnain, 2015)

Al-Titi (2011) emphasized that change aims to achieve the commitment of subordinates to the change process, as it is mainly related to the implementation mechanism. Al-Titi (2011) emphasized that change aims to achieve the commitment of subordinates to the change process, as it is mainly related to the implementation mechanism. Subordinates play a vital and influential role in the success of change, by relying on specific measures and standards that are consistent with the needs of the institution; to identify the required and direct aspects of change in their implementation in order to assess the final results

Al Rashed (2022) confirmed that change management represents a structured way to adapt to the process of transition from the current to the target status. The need for change arises when current methods and practices become inadequate to achieve the desired goals. Current challenges, globalization, cultural and social policies, as well as technological and industrial progress, require a rapid response to changes affecting societies therefore, educational institutions have to deal consciously and effectively with these changes to ensure the protection of their interests and the achievement of their objectives. (Ben Harzallah, 2017).

Change management is one of the fundamental values that is concerned with learning about new developments and adapting to them, developing capabilities through openness to other cultures and benefiting from the advantages of change for growth and progress. Openness to change involves independence of thought and action when making decisions to meet one's personal needs, this value stems from the nature of the individual's needs (Hilal 2023)It is also linked to the spirit of challenge and motivation to maintain or reach the required level; to achieve the highest effectiveness of education, an appropriate environment must be provided that supports the comfort of students and teachers, in addition to the presence of a successful administration that works to raise teachers' morale by motivating them, enhancing human relations, and leading educational work towards achieving the desired goals, which will lead to improving the academic and social efficiency of students. Students (Rihi, 2015).

Change models are essential tools in understanding and managing the transformations that organizations and individuals face in different contexts. These models aim to guide the change process in a systematic and organized way, facilitating the transition from the current situation to the desired future situation. By using these models, leaders and decision makers can identify necessary steps for change, anticipate potential challenges, and develop strategies to overcome them. Some popular models include Kurt Lewin's model, which focuses on freezing the current situation, creating change, then refreezing, and Kotter's model, which presents eight key steps for successfully implementing change. The effectiveness of these models depends on the ability to analyze the surrounding environment, estimate resistance to change, and promote effective communication between all parties involved. Thus, models of change contribute to achieving sustainable adaptation to the ongoing transformations in today's dynamic world (Al-Salami, 2021).

It also the change models are vital tools for understanding and managing the transformations that organizations and individuals face in various environments. These models aim to facilitate the process of moving from the current state to the desired future state in a systematic and organized manner, helping leaders and decision makers identify the necessary steps for change, anticipate challenges, and develop strategies to overcome them. These models aim to facilitate the process of moving from the current state to the desired future state in a systematic and organized manner, which helps leaders and decision makers identify the necessary steps for change, anticipate challenges, and develop strategies to overcome them. Among the most popular models is Kurt Lewin's (1947). which suggests three main stages: "Freeze" to understand the current situation, "change" to make desired transformation, and "refreeze" to stabilize new changes. In addition, Kotter's model (1996) provides an eight-step framework for successfully implementing change, starting from establishing a sense of urgent need to integrate changes into the organization's culture. The effectiveness of these models depends on the organization's ability to analyze the surrounding environment, estimate resistance to change, and promote effective communication between all parties involved, which contributes to achieving sustainable adaptation to continuous changes in the dynamic world (Burnes, 2004).

Kurt Lewin's model of change is one of the basic models in understanding the dynamics of change within organizations. Social psychologist Kurt Lewin developed this model in 1947, and it is considered one of the oldest and most influential models of change management. Lewin's model is based on three main stages of change management: (Burnes, 2004)

1. Unfreezing: The first stage aims to create awareness of the need for change. The organization or individuals must acknowledge that the current situation is unsustainable or ineffective, thus "dissolving" the natural resistance to change. At this stage, leaders must motivate individuals to abandon old habits and reduce the forces that support the status quo.

2. Change/Transition: At this stage, the actual changes begin to be implemented. These changes may include adopting new behaviors, introducing new processes, or modifying organizational structures. This stage requires effective communication and ongoing support for employees or individuals affected by the change to ensure a smooth transition.

3. Refreezing: After implementing changes, comes the "refreezing" stage, where new changes are installed in the organization's culture or individuals' behaviors. The goal of this phase is to ensure that the changes are sustainable and that we do not return to old ways. This requires promoting new policies, providing ongoing support, and celebrating successes to ensure change is accepted.

Lewin's model highlights the importance of understanding the driving and hindering forces of change and provides a framework that helps leaders plan and implement changes in a way that reduces individuals' resistance and promotes the success of the transformation process. It also has great importance in the field of change management thanks to its organized and comprehensive framework that contributes to facilitating the change process and ensuring its success. The model provides a clear path that includes three main phases: thaw, change, and refreeze, which helps organizations deal with resistance to change effectively and install changes successfully. In the dissolution phase, the model emphasizes the necessity of breaking the status quo and promoting awareness of the necessity of change. During the change phase, the model provides a framework for applying new adjustments and achieving effective adaptation. In the refreezing phase, it focuses on stabilizing new changes to ensure their stability and sustainability. Through this framework, the Lewin model provides a valuable tool for organizations to effectively plan and implement changes, enhancing change's chances of success and strengthening organizations' stability in meeting challenges. (Burnes, 2004).

Shah's (2014) study in Pakistan focused on applying a change management competency model for directors of educational institutions. Using a questionnaire, the study gathered data from 203 directors across northern, central, and southern Punjab. The findings revealed that directors in northern Punjab demonstrated superior competencies in managing change compared to those in central and southern regions. This highlights regional differences in leadership effectiveness and change management skills. The study underscored the need for targeted professional development to bridge these competency gaps in other regions of Punjab.

Abed al-Azim's (2021) research assessed the availability of self-regulation dimensions in public secondary schools in Minya Governorate, Egypt. Using the theory of complex adaptive systems and a descriptive approach, a questionnaire was administered to 832 teachers and principals. The findings revealed a generally low level of self-regulation, with moderate achievement in work rules, communities of practice, and feedback. There were significant differences favoring principals in terms of job role but not in terms of school location or size. The study concluded by proposing a model for change management, emphasizing preparation, capacity building, implementation, and sustainability.

Al-Mashaqba's (2022) study at Al al-Bayt University in Jordan examined the relationship between change management practices and organizational excellence from the perspective of university employees. The sample included 146 academic and administrative staff, with a questionnaire used to collect data on change management and organizational excellence. Results showed that both change management practices and organizational excellence were rated highly. Additionally, a statistically significant relationship was found between these two factors, though no significant differences emerged based on gender, academic qualifications, or experience. The study emphasized the importance of effective leadership in achieving organizational excellence.Abdullah's study (2023)

aimed to analyze how the Cotter model is applied to drive change and assess its effectiveness in improving the quality of education and managing change. The study relied on a qualitative research curriculum with an analysis of the study cases of five primary schools in Saudi Arabia. The results showed that applying the Kotter model contributed significantly to improving the interaction of principals and teachers with change processes and increasing the effectiveness of educational programs. It also helped improve staff morale and enhance cooperation within schools. The main recommendation of the study is to provide continuous training to principals and teachers on change strategies and to activate the role of educational leadership to support change to ensure positive and sustainable results.

Abdullah and Rasheed's study (2023) aimed to analyze the challenges faced by Jordanian universities in applying change management strategies and how to deal with them. The study used a qualitative methodology by conducting interviews with 30 faculty members and administrators at five Jordanian universities. The study found that universities face major challenges including resistance to change by faculty and lack of administrative support. The study recommended the need to enhance communication between administration and faculty members and provide continuous training to improve acceptance of change.

Jones's study (2024) aimed to evaluate how to improve the ability of schools and teachers to adapt to rapid changes in the education system, especially in light of technological developments and changing student needs. The study relied on a mixed methodology that included questionnaires and interviews with a sample of 600 teachers and school administrators from the United States and the United Kingdom. The results showed that schools that adopt an open approach to change are more successful in implementing new teaching strategies and improving student performance. The study's basic recommendation was the need to invest in sustainable training programs for teachers aimed at developing their skills in adapting to educational innovations and modern technologies.

The study by Momani and Saleh (2024) reviews the change management strategies adopted by Jordanian universities in the face of technological and administrative challenges. The study used a mixed approach combining quantitative and qualitative data, including questionnaires and interviews with 400 academic and administrative employees at 10 Jordanian universities. The results showed that universities that adopted comprehensive strategies, such as setting a clear vision for change, promoting effective communication, and providing continuous training, achieved noticeable improvements in academic and administrative performance. However, universities faced challenges related to resistance to change and lack of resources, which affected the speed of implementation of technological changes. The study recommends the need to improve communication strategies and provide appropriate support to deal with resistance to change to ensure the success of transformation processes.

The study by Abu Shakra and Khalil (2024) sought to examine the extent of green management practices in Jordanian universities, the level of openness to change among faculty members, and the relationship between these two factors. Additionally, it explored the impact of variables such as gender, experience, academic rank, country of graduation, and college on these practices during the second semester of the 2021/2022 academic year. A descriptive, correlational approach was utilized, with a study population consisting of faculty members from three public universities representing Jordan's northern, central, and southern regions: Yarmouk University, Hashemite University, and Mu'tah University. Out of the total population of 2,458, a stratified random sample of 312 faculty members (12.7%) was selected. The findings revealed that green management practices and openness to change were both perceived as moderate. Moreover, a statistically significant positive correlation was found between green management practices and openness to change at a significance level of ($\alpha = 0.05$).

Comment on previous studies: In reviewing previous studies on change management in Jordanian universities, it can be noted that they focus largely on analyzing the strategies and challenges faced by educational institutions. For example, Abdullah and Al-Rasheed's (2023) study found that resistance to change and inadequate administrative support pose major challenges. However, there is a gap in the literature regarding specific details about global models of change, and studies are needed that provide a more in-depth analysis of the varying outcomes. between different universities and determine their causes.

**The study problem and its questions:**

This study aligns with existing educational literature and previous research that emphasizes the need for further exploration of change management models, particularly in university settings. The current study seeks to address the following questions: - What is the level of effectiveness of change management, according to Lewin's change model, in Jordanian universities from the perspective of faculty members? - Are there statistically significant differences at the significance level of ($\alpha = 0.05$) in the perceived effectiveness of change management, based on factors such as gender, academic rank, and experience?

**The importance of the study:**

The study derives its importance from being one of the few studies that dealt with change management according to Lewin's model of change. The importance of the study stems from the following points:

1. 1.The current study presents a clear vision for those in charge of administration in higher education institutions as one of the models for change management.
2. The study enriches previous literature related to Lewin's model of change.
3. The current study paves the way for future studies related to the topic.

**Study objectives:**

This study aims to:

- Recognize the degree to which the effectiveness of change management in educational institutions is evaluated in accordance to Lewin's model from the faculty's point of view.
- Inferring differences in the degree of evaluation of the effectiveness of change management in educational institutions according to Lewin's model according to the variables of the study; Gender, rank, experience.

**Procedural definitions:**

Change Management: Change management is the process of planning, implementing and monitoring changes in organizations to ensure that new goals are achieved, and performance is improved. This process includes dealing with potential challenges and resistance, and applying strategies aimed at facilitating adaptation and transformation. Change management aims to achieve stability and sustainable growth by modernizing organizational processes and structures in line with internal and external variables. (Amer, 2015, 125).

Lewin's Model of Change: Lewin's Model of Change is a framework used to facilitate organizational change through three main stages: Unfreezing, Changing, and Refreezing. The dissolution stage begins with dismantling the status quo and preparing individuals for change by raising awareness of the necessity and arousing readiness for change. In the change phase, actual adjustments in processes and structures are implemented, and support is provided to individuals during the adaptation period. Finally, in the refreezing phase, new changes are stabilized in the institutional system by strengthening them to ensure their sustainability and avoid a return to old conditions (Lewin, 1947).

Method and procedures:

This section provides a detailed description of the study's methodology, population, sample, sampling technique, research tools, procedures for verifying validity and reliability, study variables, and the statistical methods employed to analyze the results.

## STUDY METHODOLOGY:

To achieve the study's objectives and answer its questions, a descriptive-analytical approach was adopted. Data was collected through electronically distributed questionnaires, which were then statistically analyzed using appropriate methods.

**Study Population:**

The study population comprised all schoolteachers working in the northern region within the Green Line during the 2023/2024 academic year, totaling 11,878 faculty members in Jordanian universities.

**Study Sample:**

A simple random sampling method was employed to represent 5% of the study population. This resulted in a sample of 383 questionnaires.

**Table (1) illustrates the distribution of the study sample according to independent variables.**

| Variable | Level /category | Number | Percentage |
|---|---|---|---|
| Gender | Male | 196 | 51.6% |
| | Female | 184 | 48.4% |
| Academic ranks | Assistant professor | 59 | 15.5% |
| | Associate professor | 221 | 58.2% |
| | Professor | 100 | 26.3% |
| Years experience | Less than five years | 49 | 12.9% |
| | From 5 to 10 years | 97 | 25.5% |
| | More than 10 years | 234 | 61.6% |

**Study tool:**

For the purposes of applying the tool, reference to the educational literature and previous studies related to change management, such as the study (Jones, 2024) and the study (Al-Momani and Saleh, 2024), the respondent places a check mark in front of each item of the domains on a scale of five grades (very large, large, medium, low, very low), and the tool is corrected by giving the following weights (5, 4, 3, 2, 1) to the aforementioned grades, The validity and reliability of the tool were also verified

**Construct (content) validity of the study instrument:**

The questionnaire was applied to a survey sample of (30) faculty members from the study community, and they were excluded from the study sample. Correlation coefficients were calculated between the score of each item and the total score for the field to which the item belongs. Correlation coefficients were also calculated between the score of each field of the questionnaire and the total score of the questionnaire. As shown in the following:

**Table (2) Correlation Coefficients between the Item and the Overall Score and the Domain to which it belongs**

| # | Correlation coefficient with domain | Correlation coefficient With tool | # | Correlation coefficient with domain | Correlation coefficient With tool | # | Correlation coefficient with domain | Correlation coefficient With tool |
|---|---|---|---|---|---|---|---|---|
| 1 | **7.7 | **.66 | 13 | **17. | **.77 | 25 | **67. | **.71 |
| 2 | **.90 | **.87 | 14 | **.73 | **.67 | 26 | **.77 | **.64 |
| 3 | **.77 | **.75 | 15 | **.65 | **7.4 | 27 | **.92 | **.90 |
| 4 | **.76 | **97. | 16 | **.67 | **.71 | 28 | **.70 | **.75 |
| 5 | **.72 | **.74 | 17 | **.76 | **.70 | 29 | **.75 | **.75 |
| 6 | **.76 | **.79 | 18 | **.90 | **.73 | 30 | **.77 | **.71 |
| 7 | **.77 | **.73 | 19 | **.76 | **.72 | | | |
| 8 | **.72 | **.75 | 20 | **.90 | **.79 | | | |
| 9 | **76 | **81 | 21 | **77 | **.76 | | | |
| 10 | **.76 | **62 | 22 | **.66 | **.62 | | | |
| 11 | **.59 | **.59 | 23 | **.61 | **.59 | | | |
| 12 | **.59 | **.62 | 24 | **92 | **.70 | | | |

It is important to highlight that all correlation coefficients were found to be acceptable and statistically significant. As a result, none of the items were removed. Additionally, the correlation coefficient for each domain with the overall score, as well as the correlation coefficients between the different domains, were calculated. The following table presents these findings.

**Table (3): Correlation Coefficients between each domain and the overall score**.**

| Domains | Need for change - melting the ice | Change process | Sustaining change - Refreeze |
|---|---|---|---|
| Need for change -melting the ice | 1 | | |
| Change process | **.880 | 1 | |
| Sustaining change - Refreeze | **.780 | **.705 | 1 |
| The total tool | **.907 | **.863 | **.906 |

The previous table shows that the correlation coefficient values for the study tool domains with the overall tool exceeded (0.20), and the inter-correlation values between the domains were also above (0.20), which is suitable for achieving the study's objectives.

**Second: Reliability:**

Two methods were employed to verify the reliability of the study tool. The first method involved test-retest reliability, while the second utilized the Cronbach's alpha coefficient. For the test-retest method, the questionnaire was administered twice to a pilot sample of 30 respondents with a two-week interval, and the Pearson correlation coefficient (reliability coefficient) was calculated between both applications. In the second method, internal consistency was determined using Cronbach's alpha coefficient. Table (4) presents the results.

**Table (4): Test-retest reliability coefficient and Cronbach's Alpha for the study tool and its domains.**

| Scale and its domains | Internal consistency Stability | Re-test |
|---|---|---|
| **Need for change -melting ice** | 0.83 | 0.79 |
| Change process | 0.85 | 0.82 |
| **Sustaining change - Refreeze** | 0.82 | 0.71 |
| The total tool | 0.84 | 0.77 |

The results in Table (4) indicated that the Pearson correlation coefficient between the participants' scores during both administrations of the tool resulted in an overall reliability coefficient of (0.84). Additionally, the internal consistency reliability coefficient (Cronbach's Alpha) for the entire tool was (0.77), indicating a high level of reliability. These values were deemed appropriate for fulfilling the objectives of the study and ensuring the credibility of its results.

**Scoring the Study Tool:**

To calculate the total score, five alternatives were developed, and respondents selected one that best reflected their opinion. The alternatives were scored as follows: (5) for "very high," (4) for "high," (3) for "moderate," (2) for "low," and (1) for "very low." To interpret the means for the items, domains, and overall tool, a statistical standard was established using the following formula:

Category range = (highest value - lowest value) ÷ number of options.

Category range = 5 - 1 = 4 ÷ 5 = 0.8, leading to the judgment criterion shown in Table (5).

**Table (5): Statistical standard for determining the range of arithmetic averages.**

| Arithmetic average | Degree |
|---|---|
| **Out of 1.00 less than 1.80** | Very low |
| **Out of 1.80 less than 2.60** | Low |

| | |
|---|---|
| Out of 2.60 less than 3.40 | Medium |
| Out of 3.40 less than 4.20 | High |
| Out of 4.20 less than 5.00 | Very high |

**Statistical analysis:**

To address the first question of the study, arithmetic means and standard deviations were calculated. For the second question, both arithmetic means and standard deviations were used alongside a three-way analysis of variance without interaction.

## RESULTS:

This study aimed to assess the effectiveness of change management in Jordanian universities based on Lewin's model through an analytical examination of faculty members' opinions. The questions were addressed in order, and the following presents the findings:

**Results of the First Question**: The question posed was: What is the assessment of the effectiveness of change management in Jordanian universities according to Lewin's model? To answer this, arithmetic means and standard deviations were computed for the study sample members' evaluations of the effectiveness of change management in Jordanian universities based on Lewin's model, as well as for each of its domains. Table (6) displays these results.

**Table (6): Means and standard deviations of the study sample members' evaluations of the effectiveness of change management in Jordanian universities according to Lewin's model, organized in descending order based on the arithmetic mean.**

| Domain Number | Domain | Mean | SD | Rank | Degree |
|---|---|---|---|---|---|
| 2 | Change process | 3.59 | .815 | 2 | High |
| 3 | Sustaining change - Refreeze | 3.58 | .465 | 3 | High |
| 1 | Need for change -melting the ice | 3.51 | .833 | 1 | High |
| | The total tool | 3.56 | .687 | 4 | High |

The previous table indicates that the means for all study domains were significant, with an overall arithmetic average of (3.56). The domain of the change process ranked first with an average of (3.59), followed closely by sustainability of change at (3.58), while the domain of the need for change received the lowest average at (3.51). This finding suggests that Jordanian universities recognize the importance of change and the value of implementing change strategies and models, such as Lewin's model. Additionally, means and standard deviations were calculated for the study sample members' evaluations of each item within each domain regarding the effectiveness of change management in Jordanian universities according to Lewin's model, detailed as follows:

**The first domain: The need for change melting the ice**

**Table (7): Means and standard deviations of the study sample members' ratings on the domain items (the need for change - melting the ice), arranged in descending order according to the arithmetic averages**

| # | Paragraph | Mean | SD | Rank | Degree |
|---|---|---|---|---|---|
| 6 | At university there are effective strategies used to reduce resistance to change | 3.76 | .911 | 1 | High |
| 1 | There is consensus on the need for change at the university | 3.74 | .948 | 2 | High |
| 4 | Faculty members have an appropriate response to the need for | 3.71 | .951 | 3 | High |

| | | | | | |
|---|---|---|---|---|---|
| | change | | | | |
| 8 | There is clarity of messages regarding the impact of change on the role of members in the university | 3.59 | .934 | 4 | High |
| 10 | Members have sufficient readiness to adapt to the required change | 3.57 | .934 | 5 | High |
| 9 | The necessary information is available to support change processes at the university. | 3.57 | .960 | 6 | High |
| 7 | Effectiveness of actions taken to remove obstacles that hinder change | 3.56 | .961 | 7 | High |
| 3 | The vision and goals for the change were agreed upon | 3.54 | .980 | 8 | High |
| 2 | Effective communication channels are used to convey information about the change | 3.22 | .919 | 9 | Medium |
| 5 | Sufficient support is available from senior management to prepare members for change | 2.86 | .864 | 10 | Medium |
| | **Need for change - melting the ice** | **3.51** | **.833** | | High |

Table (7) reveals that the means for the domain items varied between (2.86) and (3.76). Item (6), which stated, "At the university, there is effectiveness in the strategies used to reduce resistance to change," ranked highest with an arithmetic average of (3.76). In contrast, item (5), stating, "There is sufficient support from senior management to prepare members for change," ranked lowest with an average of (2.86), indicating a moderate degree. The overall average reached (3.51). This finding suggests that university administrations have developed effective strategies to combat resistance to change, successfully enhancing the work environment and creating a more stable and productive atmosphere. Additionally, universities have effectively managed the change process, which has helped minimize obstacles to change implementation.

The second domain: the process of change:

**Table (8) : Means and standard deviations for the estimates of the study sample members on the domain items (the process of change), arranged in descending order according to the arithmetic averages**

| # | Paragraph | Mean | SD | Rank | Degree |
|---|---|---|---|---|---|
| 10 | The effectiveness of the educational and training programs that have been added to support change is effective | 3.80 | .893 | 1 | High |
| 3 | The necessary resources are available to successfully implement the change | 3.79 | .900 | 2 | High |
| 1 | There is great effectiveness in the training and development that a faculty member receives to support change | 3.78 | .892 | 3 | High |
| 8 | Evaluations and follow-ups during the period of change are carried out appropriately | 3.77 | .895 | 4 | High |
| 2 | There is clarity of roles and responsibilities during the period of change | 3.76 | .915 | 5 | High |

| | | | | | |
|---|---|---|---|---|---|
| 9 | There is general satisfaction among faculty members towards the changes being implemented | 3.75 | .892 | 6 | High |
| 4 | There is clarity among faculty on how to deal with new changes in operations | 3.57 | .946 | 7 | High |
| 5 | Effective communication takes place between faculty members during the change process | 3.29 | .927 | 8 | Medium |
| 7 | Faculty members are committed to implementing change strategies | 3.24 | .955 | 9 | Medium |
| 6 | Leadership has the ability to deal with problems that can arise during change | 3.10 | .834 | 10 | Medium |
| | **Change process** | **3.59** | **.815** | | High |

Table (8) indicates that the means for the domain items varied between (3.10) and (3.80). Item (10), which states, "The effectiveness of the educational and training programs that have been added to support change is effective," ranked highest with an arithmetic average of (3.80). In contrast, item (6), which states, "Leadership has the ability to deal with problems that may arise during change," ranked lowest with a mean of (3.10). The overall mean was (3.59). The researcher believes that this strong result reflects significant success in designing and implementing these programs, suggesting they were tailored to meet individuals' needs and address the challenges of change. This contributed to enhancing participants' skills and their understanding of how to adapt to changes. The high effectiveness rating indicates that participants found the programs relevant and useful, enabling them to navigate change and overcome potential obstacles. Furthermore, this demonstrates that educational and training initiatives have effectively supported the achievement of organizational goals related to change, bolstering the ability to implement and sustain changes successfully.

Third domain: Sustainability of change – Refreezing

**Table (9): Means and standard deviations for the estimates of the study sample members on the domain items (Sustainability of change), arranged in descending order according to the arithmetic averages**

| item number | Paragraph number | Mean | SD | Rank | Degree |
|---|---|---|---|---|---|
| 9 | Feedback is provided to leadership regarding the changes | 4.09 | .477 | 1 | High |
| 8 | Faculty members have the ability to adapt to sustainable changes | 3.92 | .630 | 2 | High |
| 1 | There is high sustainability of the changes that have been implemented | 3.77 | .897 | 3 | High |
| 2 | There is integration of new changes with existing processes | 3.76 | .895 | 4 | High |
| 4 | There is satisfaction among faculty members with how the changes were implemented | 3.74 | .917 | 5 | High |
| 5 | Efforts to support sustainable changes are effective | 3.61 | .959 | 6 | High |
| 10 | There is effectiveness of the strategies used to maintain new changes | 3.61 | .753 | 7 | High |
| 6 | Changes to the organization's culture are reinforced with appropriate resources | 3.14 | .395 | 8 | Medium |
| 3 | The systems and procedures used | 3.10 | .854 | 9 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| | ensure the stability of changes | | | | |
| 7 | There is clarity of guidance regarding compliance with the new changes Sustaining change | 3.08 | .857 | 10 | Medium |
| | **Sustainable change** | **3.58** | **.465** | | High |

It is noted from Table (9) that the Means for the domain paragraphs ranged between (3.08) and (4.09), where paragraph (9), which declared "Feedback is provided to the leadership regarding the changes," came in first place with a arithmetic average of (4.09), in While Paragraph (7), which stated, "There is clarity in the directives related to adherence to the new changes," came in last place with a mean of (3.08), while the overall mean was (3.58). This result confirms that there is an effective system for providing and reviewing information about the changes being made. This indicates that leadership receives accurate and continuous information about the impact and progress of changes, which contributes to continuously improving the change process. This includes providing regular reports and feedback, which enhances leadership's ability to make informed decisions and direct strategies more effectively. This effective feedback system enhances communication between leadership and team members and ensures that all concerned parties are kept informed of developments, which supports smooth adaptation to changes and enhances the success of the change process.

Answering the second question, which stipulated: "Are there statistically significant differences at the significance level (a=0.05) in the degree of evaluating the effectiveness of change management in Jordanian universities according to Lewin's model according to the variables (gender, academic rank, experience)?

To answer this question; Means and standard deviations were calculated for the study sample members' estimates of the degree of evaluating the effectiveness of change management in Jordanian universities according to Lewin's model, according to the variables of gender, academic rank, and experience. Table (10) shows this.

**Table (10): Means and standard deviations according to study variables**

| **Variable** | | **Mean** | **Number** | **Standard deviation** |
|---|---|---|---|---|
| **Gender** | Male | 3.54 | 196 | .679 |
| | Female | 3.58 | 184 | .696 |
| | Sum | 3.56 | 380 | .687 |
| **Academic ranks** | Assistant professor | 3.50 | 59 | .674 |
| | Associate professor | 3.58 | 221 | .647 |
| | Professor | 3.55 | 100 | .779 |
| | Sum | 3.56 | 380 | .687 |
| **Experience** | Less than 5 years | 3.52 | 49 | .488 |
| | From 5 to 10 years | 3.55 | 97 | .799 |
| | More than 10 years | 3.57 | 234 | .674 |
| | Sum | 3.56 | 380 | .687 |

It is noted from Table (10) that there are apparent differences between the arithmetic means of the study sample members' estimates of the degree of evaluating the effectiveness of change management in Jordanian universities according to the Lewin model, according to the variables of gender and academic rank. To determine the statistical significance of these apparent differences, a three-way analysis of variance was applied without interaction. Table (11) shows.

**This Table (11): Analysis of triple variance for the assessing the effectiveness of change management in Jordanian universities according to Lewin's model, according to the variables of gender, academic rank according to the variables of the study**

| **Source of variation** | **Sum of squares** | **DF** | **Mean squares** | **F value** | **Sig.** |
|---|---|---|---|---|---|
| **Gender** | .059 | 1 | .059 | .123 | .726 |

| | | | | | |
|---|---|---|---|---|---|
| **Academic ranks** | .412 | 2 | .206 | .432 | .649 |
| **Years of experience** | .176 | 2 | .088 | .185 | .831 |
| **Error** | 178.169 | 374 | .476 | | |
| **Sum** | 4993.632 | 380 | | | |
| **Adjusted total** | 178.771 | 379 | | | |

It is noted from Table (11) that there are no statistically significant differences at the significance level (a = 0.05) evaluating the effectiveness of change management in Jordanian universities according to Lewin's model according to the variable of gender, as well as according to the variable of academic rank and years of experience. The researcher attributes this result to the absence of statistically significant differences in how the effectiveness of change management was evaluated between males and females, which means that the evaluation of the effectiveness of change was similar between the genders, and the evaluation of the effectiveness of change was almost similar between the different academic ranks. There were no statistically significant differences in the evaluation of the effectiveness of change management based on years of experience, which means that people with different years of experience evaluated the effectiveness of change management similarly.

**Recommendations:**

In light of the study results, the researcher recommended:

- Emphasizing the importance of clear and continuing communication with all individuals concerned with change. This includes Explanation of the reasons for the expected changes, Effective communication helps build trust and acceptance and reduces resistance to change.
- Providing integrated training programs and ongoing support during the implementation of changes. This helps individuals understand how to adapt to changes and acquire the skills needed to succeed. Support and training increase individuals' efficiency and enhance their ability to adapt to new changes.
- Increasing the ability of faculty members to deal with urgent problems.
- Providing sufficient support from material and human resources to support change.
- Conducting other similar studies.

## CONCLUSION

This study provided valuable insights into the effectiveness of change management in Jordanian universities, specifically through the lens of Lewin's three-phase change model. The findings indicated that faculty members perceive the change management practices implemented in their institutions as highly effective, reflecting a positive alignment with the theoretical framework established by Lewin. This suggests that universities in Jordan are successfully navigating the complexities of change, which is crucial for adapting to the dynamic demands of higher education. Additionally, the absence of significant differences in perceptions based on gender, academic rank, and years of experience points to a shared understanding among faculty members regarding the effectiveness of these practices. These insights can serve as a foundation for university administrators to enhance their change management strategies, ensuring continuous improvement and adaptation in an evolving educational landscape.

**Acknowledgment**

I would like to express my sincere gratitude to all the faculty members who participated in this study and shared their valuable insights. Your willingness to provide feedback and engage in this research was essential to the success of this project. I also extend my appreciation to the administration of the participating universities for their support and cooperation throughout the research process. Additionally, I would like to acknowledge the contributions of my colleagues and mentors who provided guidance and encouragement during the study. Finally, I am thankful for the resources and

opportunities that made this research possible, as well as the academic community that continues to inspire and challenge me in my work.

**REFERENCES:**

Abdel Azim, Mohamed Ahmed. (2021). Self-organization is an introduction to change management in public secondary schools in Egypt: a field study in Minya Governorate. *Journal of Research in Education and Psychology*. Mug. 36, p. 4, c. 1, October 2021. Pp. 365-478.

Abdullah, Muhammad, & Al-Rashid, Ali. (2023). Change management in Jordanian universities: challenges and strategies. *Journal of Higher Education Management*, 15(2), 45-67.

Abdullah, Samia. (2023). Applying Kotter's model for leading change in schools: an analytical study for primary schools. *Journal of Education and Educational Administration*, 22(1), 30-45.

Abu Hassanein, Muhammad (2015). *The degree of educational supervisors' practice of change management and its relationship to the level of performance of their teachers in middle schools in the Gaza governorates*, unpublished master's thesis, Islamic University, Gaza.

Abu Shakra, Rawan, Khalil, Fidaa (2024). The degree of green management practice in Jordanian universities and its relationship to the level of openness to change among faculty members, *Arab Journal of Quality Assurance in Education* 3(1), 112-126.

Al Rasheed, M. (2022). The Reality of Change Management among the Female Managers of High Schools in Qassim Region, International Journal of Learning Management Systems10 , No.2, 73-95,

Al-Mashaqba, Reem Muhammad Suleiman. (2022). *The degree of practice of change management by academic and administrative leaders at Al al-Bayt University and its relationship to organizational excellence* (Master's).

Al-Momani, K., & Al-Salhi, M. (2024). *Managing Change in Jordanian Universities: Strategies and Challenges*. *Jordan Journal of Business Administration*, 16(2), 97-115.

Al-Saadi, Faleh. (2024). Training needs for principals of governmental primary schools for boys in Medina to activate the change management method. *International Journal of Contemporary Educational and Humanities*, Issue 4 (319-359).

Al-Sulami, Fahd bin Abdan Joud Allah. (2021). *Administrative empowerment and its relationship to change management among secondary school principals in the city of Mecca*. Research book of the International Conference on Qualifying and Empowering Educational Leaders to Achieve Institutional Excellence. (pp. 404-425.

Al-Titi, Khader Misbah, (2011). *Change Management: Challenges and Strategies for Contemporary Managers*, Amman: Dar Al-Hamid.

Amer, Saeed Yassin. (2015). *Management and the Speed of Change*, 2nd edition, Cairo: Wide Service Center for Administrative Development.

Bin Harzallah, Murad (2017). The impact of leadership competencies in managing change, Journal of Human and Social Sciences, Mohamed Kheidar University of Biskra, *Journal of Humanities and Social Sciences* 2(11), 163-182.

Burnes, B. (2004). Kurt Lewin and the planned approach to change: A re-appraisal. *Journal of Management Studies*, 41(6), 977-1002.

Hilal Abdel Haq. (2023). *The role of transformational leadership in managing organizational change, a case study of the Ibn Badis University Hospital Center*, unpublished master's thesis, Institute of Economic and Commercial Sciences and Facilitation Sciences, Algeria.

Jones, S. (2024). *Openness to Change in Schools: Enhancing Educational Resilience*. *Journal of Modern Education*, 46(2), 89-112

Kotter, J. P. (1996). *Leading change*. Harvard Business Review Press.

Lewin, K. (1947). Frontiers in grocup dynamics: Concept, method, and reality in social science; social equilibria and social change. *Human Relations*, 1(1), 5-41

Rabhi Mustafa Alian (2015). Change Management, Jordan: Safaa Publishing and Distribution House.

Shah, M. (2014). *An application of ADKAR change mode; for change management competencies of school heads in Pakistan*. Journal of Managerial Sciences. 8(1), 77-95.

.