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Leading Changes in Education: Strategies for Managing Resistance and Building Buy-In

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Abstract

This study explores effective leadership strategies for managing resistance and fostering acceptance during educational reforms. The paper examines successful case studies, highlighting strategies such as stakeholder engagement, transparent communication, and comprehensive training in managing resistance and leading buy-in. Emphasizing the importance of strategic leadership, the paper identifies the necessity of creating a compelling vision, motivating employees, and fostering a culture of trust and collaboration. Additionally, it addresses the role of incentives and recognition in overcoming resistance. Future research suggestion includes exploring contextual factors influencing change management, the long-term effects of change strategies, and the impact of emerging technologies on stakeholder engagement. Based on thorough review of existing literature, it was discovered obviously, that leading change in education is a challenging process. However, understanding, and having the ability to address resistance to change is the ultimate. Key strategies for buy-in were highlighted among others to include; engaging stakeholders early and involving them in the change process, clear and transparent communication, to ensure that stakeholders are well-informed and that their concerns are adequately dealt with. Continuous professional development, acknowledging and rewarding the efforts of stakeholders.

Keywords: Buy-in, Change, Resistance, Strategies, Technology.

Introduction

Education, being a fundamental cornerstone of societal progress, has experienced notable changes throughout the years. The transition from traditional classroom setups in the past to the technologically enhanced learning environments of today signifies a broader transformation in educational methodologies. The 21st century has witnessed swift progressions in technology, globalization, and shifts in labour market requirements, all of which demand continual adaptation and innovation within the educational framework (Osuji & Nwisagbo, 2023). Historically, the field of education has shown resistance to change, often constrained by long-established customs and bureaucratic inertia. Nevertheless, the increasing

complexity of global issues, such as climate change, economic instability, and social disparities, has emphasized the necessity for educational institutions to be more flexible and responsive. These modifications are not superficial; rather, they entail profound structural and pedagogical changes aimed at better equipping students for an uncertain future. According to Chandler, (2013) and Faig, (2024), some of the significant changes and transformations in education are:

Technology Integration: The emergence of the internet and digital tools has transformed the dissemination and consumption of information. Online learning platforms, interactive digital textbooks, and virtual classrooms have become commonplace, granting students unparalleled access to knowledge and educational materials. These technologies enable customized learning experiences, enabling educators to address diverse student requirements and learning preferences.

Curriculum Reform: This is the changes have to do with updating and redesigning of educational programmes to enhance relevance, engagement, and effectiveness in teaching and learning.

Assessment Practices: These are changes that involves transitioning into new methods of assessment, such as formative assessment or competency-based evaluations, to better measure student learning.

Organizational Structure Changes: These are often initiated in response to external pressures, such as policy reforms, funding changes, need for improved educational outcomes. The changes refer to modifications in frameworks, roles and processes that explain how educational institutions operate. These changes can impact administrative hierarchies, departmental configurations, communication flows and decision-making processes.

Policy Alterations: The modification of educational policy encompasses the systematic process of amending existing educational regulations or implementing new directives that govern the operations and practices of educational institutions. This process involves the reassessment of rules, regulations, frameworks, and standards that dictate teaching, learning, assessment, and administrative functions. It encompasses a spectrum of modifications, ranging from minor adjustments (incremental changes) to comprehensive transformations (transformational changes) of prevailing educational policy, and plays a pivotal role in the evolution of contemporary education. The alteration of policies constitutes a fundamental component of spearheading transformative change within the educational landscape. Through meticulous

planning and the engagement of stakeholders throughout the process, educational leaders are equipped to mitigate resistance and cultivate buy-in, thereby enhancing the efficacy of educational practices and optimizing student outcomes.

Professional Development Change: The concept of professional development change pertains to continuous learning and training opportunities aimed at augmenting educators' competencies, knowledge, and effectiveness within the classroom setting. This form of change encompasses various modalities, including workshops, mentoring, coaching, and collaborative professional learning communities. The focus of this change is primarily on the enhancement of instructional methodologies, the integration of technological advancements, and the promotion of reflective teaching practices. It is imperative for educators to remain abreast of contemporary pedagogical strategies, research findings, and policy developments. Effective professional development is strategically aligned with institutional objectives and addresses specific needs, ultimately culminating in enhanced student outcomes.

Equity Initiative as a Change in Education: Equity initiatives are designed to guarantee that all students have equitable access to educational resources, opportunities, and support, irrespective of their background, race, gender, socioeconomic status, or ability. These initiatives encompass the revision of curricula to foster inclusivity, the implementation of culturally responsive pedagogical strategies, the provision of supplementary resources to historically underrepresented groups, and the elimination of systemic barriers. Equity initiatives are vital for addressing educational disparities, cultivating an inclusive educational environment, and advocating for social justice. They are indispensable in ensuring that all students achieve academic success and possess equal opportunities for advancement.

Community Engagement: Community engagement within the educational context involves the active participation of families, local organizations, and the broader community in the educational process, thereby fostering partnerships that enhance student learning and support. Engagement may manifest in various forms, including outreach programs, volunteer initiatives, and collaborative projects that address local challenges, thus providing students with authentic learning experiences while reinforcing community connections. The involvement of the community serves to establish a supportive learning atmosphere, augment transparency, and promote a collective sense of responsibility for the success of students. Moreover, it enriches the educational experience by incorporating diverse perspectives and resources.

Cultural Shift as an Educational Change: A cultural shift in the educational realm signifies a profound transformation in the dominant values, beliefs, and practices within a school or educational district. This transformation may encompass alterations in teaching philosophies, leadership paradigms, and organizational values. Cultural shifts frequently involve the promotion of collaboration, innovation, inclusivity, and a growth mindset among both educators and students. Additionally, it may necessitate a redefinition of success and accountability in the context of student learning and development. Cultural shifts are crucial for sustaining substantive change in education; they foster an environment conducive to innovation and adaptability, thereby ensuring that both educators and students flourish in an ever-evolving global landscape.

Each of these categories of change assumes a crucial function in the reformation of educational environments to more effectively cater to students and communities, while adept leadership methodologies assist in managing resistance and obtaining consensus from all involved stakeholders. Nevertheless, these transformations faced various impediments. Resistance to change manifests as a common phenomenon within educational institutions, arising from factors such as anxiety regarding the unfamiliar, potential loss of authority, and perceived threats to established practices and roles. Such resistance can substantially obstruct the execution of vital changes, emphasizing the critical role of proficient leadership and strategic management in steering these transitions.

Significance of Leading change in Education: The role of leadership in effecting change within the educational sector is of paramount importance for several reasons. Foremost, it is vital for maintaining the ongoing relevance and efficacy of educational institutions in fulfilling their fundamental mission of equipping students for future endeavors (Wilson, 2018). Additionally, it;

Enhances Student Performance: Proficient change leadership augments student achievement, engagement, and intrinsic motivation (Hargreaves & Fullan, 2012). **Promotes Innovation:** Leadership in change advocates for experimentation, creativity, and innovation within pedagogical methodologies and curriculum development (Fullan, 2016). **Addresses Inequities:** Change leadership plays a pivotal role in tackling disparities and advancing inclusive educational practices (Lindsey et al., 2015). **Cultivates Teacher Proficiency:** Leadership in change facilitates the professional advancement of educators, thereby improving their instructional capabilities and self-assurance (Knight, 2007). **Fosters a Positive School**

Environment: Change leadership nurtures a constructive and collaborative school culture, thereby enhancing teacher morale and promoting retention (Hoy & Miskel, 2013). Equips Students for the Future: Leadership in change ensures that educational practices remain pertinent, thereby preparing students for an increasingly dynamic and globalized environment (Wagner & Compton, 2012). Encourages Community Involvement: Change leadership actively engages stakeholders, fostering partnerships and community participation (Bryk et al., 2015). Facilitates Technology Integration: Effective change leadership promotes seamless integration of technology, thereby enhancing pedagogical practices and learning experiences (Koehler & Mishra, 2009).

Objective and Scope of the study: The principal aim of this manuscript is to investigate strategies for managing resistance and cultivating buy-in during the process of guiding educational transformations. Its objective is to provide a thorough understanding of the dynamics of change within educational contexts and to furnish practical recommendations and insights for educational leaders to adeptly navigate these challenges. This paper will analyze theories and change management frameworks relevant to the field of education, drawing upon perspectives from organizational behavior, psychology, and educational leadership. Furthermore, it will assess the prevalent sources of resistance to change within educational institutions and discuss strategies to mitigate these challenges.

Theories and Models of Change Management and Their Relevance in Education Change management theories furnish frameworks for understanding, administering, and facilitating transformation within organizations (Osuji & Nwisagbo, 2024). A variety of well-established models and theories offer valuable insights into the organizational transformation process, each possessing its distinctive emphasis and methodology, among which are highlighted by Altadonna (2020), Henry (2024), and Osuji and Nwisagbo (2024).

Kurt Lewin's Change Management Theory (1951): The theoretical framework established by Kurt Lewin represents one of the seminal and most influential paradigms in the domain of change management. It conceptualizes transformation as a tripartite process consisting of: Unfreezing, Changing (or Moving), and Refreezing. This framework serves as a valuable tool for educators to comprehend the intricacies of the change process and underscores the critical importance of preparing an organization for transformation, fostering awareness (unfreezing), executing the transition and implementing the change (changing), and institutionalizing or reinforcing new practices (refreezing) to ensure their long-term viability. Implications and

Application of Lewin's Change Management Theory in Education: - Acknowledge the necessity for change (unfreezing) within educational contexts (e.g., curriculum enhancement, technological integration) - Execute changes, while providing requisite training and support (changing) - Reinforce novel practices and establish sustainable routines (refreezing) Education Application: - Adoption of innovative pedagogical methodologies - Introduction of technology-augmented learning environments - Modification of institutional culture or policies.

John Kotter's 8-Step Change Model (1996): John Kotter's framework delineates eight essential steps for effective change management: Establishing a sense of urgency, forming a robust coalition, developing a vision for change, disseminating the vision, empowering stakeholders to act on the vision, strategizing for and achieving short-term wins, consolidating gains, and embedding new approaches within the organizational culture. Kotter's theory provides a systematic approach to change management that is pertinent to educational contexts through the articulation of his Eight Steps, which include: Establish urgency, Form coalition, Develop vision, Communicate vision, Empower action, Create short-term wins, Consolidate gains, and Anchor new culture. Adhering to these steps will facilitate the development of a coherent vision for educational change, foster comprehensive engagement among stakeholders (including educators, administrators, and parents), celebrate milestones, and reinforce new practices. Collectively, these actions will inevitably culminate in school reform initiatives, curriculum modifications, and the integration of technological advancements within the educational framework upon implementation.

ADKAR Model (2006): Developed by Prosci, the ADKAR model emphasizes the individual dimensions of change. It encapsulates the constructs of Awareness, Desire, Knowledge, Ability, and Reinforcement. This model highlights the sequential phases individuals must navigate to achieve successful transformation, thereby aligning personal and organizational change processes. Relevance to Education: - Concentrates on individual change management - Comprises five stages: 1. Awareness 2. Desire 3. Knowledge 4. Ability 5. Reinforcement - Implications: - Educate personnel regarding the rationale and advantages of change (awareness) - Involve staff actively in the change process (desire) - Provide necessary training and support (knowledge, ability) - Sustain change through feedback mechanisms and acknowledgment (reinforcement). Education Application: - Initiatives for professional development - Coaching and mentoring programs - Training in change management

McKinsey 7-S Model (1980): This theoretical framework emphasizes seven interrelated elements—Strategy, Structure, Systems, Shared Values, Skills, Style, and Staff—that require alignment for effective organizational transformation. It underscores the comprehensive nature of transformation and the imperative for coherence among all organizational components, while its educational implications align educational objectives with transformative initiatives (strategy), Organize resources and delineate roles (structure), Establish operational processes and procedures (systems), and Enhance staff competencies (skills) for effective change management while applying them in Institutional restructuring, Merging or consolidating of entities, and Development of strategic plans.

Kübler-Ross Change Curve (1996): this model was derived from the five stages of grief, it articulates the emotional phases individuals experience throughout change processes: This model is relevant to education and can be used to explore emotional reactions of both the students and staff to change through the following six phases: 1. Shock 2. Denial 3. Anger 4. Bargaining 5. Depression 6. Acceptance. It is particularly advantageous for comprehending the human dimension of change and managing emotional responses. It helps leaders to acknowledge emotional reactions to change, provide support for personnel during the transformation process, and address resistance and concerns proactively. It also assists the educational leaders to navigating teacher resistance, support staff throughout the change process, and address emotional responses effectively.

Implications for Educators and policy makers: Help to comprehend change processes and associated models, formulate strategic initiatives for transformation, engage stakeholders and communicate with clarity, manage resistance and emotional reactions effectively, and Sustain transformation through reinforcement and constructive feedback.

Understanding Resistance to Change

Resistance to change denotes the opposition or resistance encountered when an organization or its members are compelled to modify their established practices. Resistance can manifest in various forms, including active resistance, where individuals openly oppose change, and passive resistance, where there is a concealed lack of support or involvement in order to frustrate the change process (Tugba & Rahim, 2022; Osuji & Nwisagbo, 2023). These resistance in educational system according to these authors, occurred at different levels, as a result of;

Individual Resistance: Distrust and lack of confidence in leadership, plays a vital role in the acceptance or rejection of change. Previous failures in change endeavors can foster doubt and suspicion among faculty and staff. Apprehension of failure can make educators not willing to accept new approaches or technologies which may uncover their inadequacies in their abilities, leading to apprehension and opposition. Other factors associated with individual resistance include; Fear of uncertainty: Unclear expectations or outcomes of adopting change. Loss of control: Perceived threat to autonomy or decision-making. Emotional attachment: Attachment to existing practices or traditions. Lack of understanding: Unfamiliarity with new concepts or technologies, and Personal biases: Preconceived notions about change.

Organizational Resistance: The fear of loss of authority and reconfiguration of power dynamics or job responsibilities, raises worries about losing authority or impact within the institution during the change process (Wagner & Compton, 2012). Tradition and Cultural Factors are affected. Academic institutions often uphold deep-rooted traditions and cultures, changes that challenge these norms may encounter substantial resistance from stakeholders who had invested in the current state of affairs (Tugba & Rahim, 2022). Resistance in this category include; Cultural inertia: Resistance to altering established norms and values, Institutional memory: Past experiences influencing current attitudes, Power dynamics: Shifts in authority or influence, Departmental or team dynamics, Resource constraints: Insufficient support or funding, Communication breakdown: Poor information dissemination, and Organizational climate and culture.

Professional Resistance: Professional resistance to alterations in the educational sphere pertains to the opposition that emerges when educators or administrative personnel perceive that such modifications may jeopardize their professional identity, autonomy, or expertise. This particular manifestation of resistance is intricately associated with the manner in which educators interpret the repercussions of change upon their professional identity, growth, and authority within the educational framework. It constitutes a prevalent form of opposition and is characterized by several fundamental factors: Threat to Expertise: Educational professionals, particularly those with extensive experience, may exhibit resistance towards changes they view as undermining their established knowledge or competencies. They may perceive that the introduction of new methodologies or innovations diminishes their expertise or renders their prior contributions obsolete, along with perceived additional responsibilities. Loss of Professional Autonomy: Educators and administrators frequently place a high value on

autonomy regarding their decision-making and instructional methodologies. When modifications are mandated by external authorities or senior management without soliciting their perspectives, it can be construed as a relinquishment of control over their professional practices, precipitating resistance. Impact on Professional Relationships: Transformations in educational practices can influence collegial relationships. Certain educators may oppose change if they believe it will disrupt established professional dynamics, collaborative frameworks, or professional networks. Concerns about Professional Development: Numerous educators may harbor apprehensions regarding their capacity to acquire the requisite skills or resources to adapt to the proposed alterations, resulting in anxiety concerning professional inadequacy. This situation is particularly pronounced when they perceive that sufficient training and support have not been made available (Tugba & Rahim, 2022).

External or Environmental Resistance: Resistance at this level within the educational context pertains to the barriers that emerge from outside the educational institution. Such resistance frequently originates from external factors or pressures that impede the implementation of changes within schools or educational systems. These external influences can decelerate or obstruct the acceptance and enactment of change within educational environments (Osuji & Nwisagbo, 2024). Several principal sources of external resistance encompass; **Government Policies and Regulations:** Modifications imposed by governmental entities, such as new curricular standards or evaluation policies, may engender resistance if educational institutions or educators feel that these changes are misaligned with their values or impose excessive administrative burdens. **Community and Parental Expectations:** Resistance may also emanate from the local community, parents, or other stakeholders who may dissent with the educational reforms or perceive them as a threat to the established norms or traditions of the school. **Economic Conditions:** Insufficient funding or budgetary constraints can complicate the ability of schools to implement new initiatives. If changes necessitate new technologies, training, or infrastructure, yet external funding is not forthcoming, resistance may arise due to the practical challenges of adapting to change. **Political and Social Pressures:** Broader political and social dynamics, including political instability, societal expectations, or shifts in cultural attitudes, can also foster resistance if educational institutions perceive that the change contravenes their educational philosophies or values.

Inadequate Communication and Engagement: Limited communication regarding the change process and the failure to engage key stakeholders in planning and decision-making can result in resistance as well (Kilicoglu & Kilicoglu, 2013).

Impact of Resistance on the Change Process

Comprehending and addressing resistance to change is essential for educational leaders to navigate the intricacies of introducing new initiatives and ensuring continual enhancement within their institutions (Tugba & Rahim, 2022; Chandler, 2013). Resistance to change in the view of Wilson, (2018) and Kealy, (2021), can have notable repercussions for the change process in educational environments:

1. **Prolonged Implementation or Failure:** Persistent resistance can prolong the implementation of change initiatives or lead to their complete failure. This is frequently attributed to a lack of cooperation or deliberate obstruction by resistant individuals.
2. **Escalation of Expenses:** Overcoming resistance may demand additional resources, including time, finances, and exertion, to tackle concerns, provide training, and cultivate support from stakeholders.
3. **Diminished Morale and Productivity:** Resistance can cultivate a negative ambiance, resulting in decreased morale and productivity among staff. This can further impede the advancement of change initiatives and impact overall organizational performance.
4. **Jeopardized Quality of Education:** In an environment where resistance is widespread, the quality of education may suffer due to disruptions in the learning process, reluctance to adopt innovative teaching methods, and diminished enthusiasm for teaching and learning.

Strategies for Managing Resistance to Change

Upon identifying the forms of change resistance within an institution, employing a combination of strategies to counteract the opposing forces can aid in effectively managing resistance to change, facilitating a smoother transition and greater overall acceptance of new initiatives.

1. **Proficient Communication Approaches:** Proficient communication is crucial in handling resistance to change. Leaders must elucidate the rationale behind the change, its anticipated benefits, and the implementation process. Transparent communication nurtures trust and diminishes uncertainties among stakeholders. Regular updates, open avenues for dialogue, and prompt addressing of concerns can significantly alleviate resistance (Musaigwa, 2023).

2. Provision of adequate training and support for staff is imperative in alleviating apprehensions and facilitating a seamless transition. Training initiatives should focus on equipping individuals with the requisite skills and knowledge to embrace the forthcoming changes. Continuous support mechanisms such as coaching, mentoring, and help desks play a pivotal role in bolstering staff confidence and competence in their new capacities (Osuji & Nwisagbo, 2024).

3. Engaging stakeholders in the change process can result in heightened acceptance levels and diminished resistance. When stakeholders are actively involved in the planning and execution phases, they tend to develop a stronger sense of ownership and dedication to the change endeavor. Strategies like focus groups, advisory committees, and pilot programs enable the incorporation of stakeholder insights and foster collaborative efforts (Kilicoglu & Kilicoglu, 2013).

4. Establishment of a culture characterized by trust and transparency necessitates consistent and candid communication, demonstration of empathy, and adherence to ethical standards. Leaders must exhibit a genuine appreciation for their employees' perspectives and well-being. Cultivating trust involves engaging employees in decision-making processes, acknowledging their contributions, and upholding transparent lines of communication (Kealy, 2021).

5. Directly addressing specific concerns and fears can effectively mitigate resistance towards change. Leaders should actively listen to their employees' apprehensions and offer precise, fact-based explanations. This may entail dispelling misconceptions, providing assurances regarding job security, and elucidating the positive implications of the impending changes. Tailored support and counseling can also prove instrumental in assuaging individual anxieties (Faig, 2024).

Building Buy-In in Change Management

Building buy-in denotes the process of securing acceptance, backing, and dedication from stakeholders for a proposed change. It entails involving and convincing individuals and groups to comprehend the necessity for change, align with its objectives, and actively engage in its execution. Effective buy-in guarantees that all parties concerned are in agreement, diminishing resistance and cultivating a cooperative atmosphere (Fullan, 2016).

Importance of Buy-In for Successful Change Implementation

In the course of this study, Buy-in is seen as an essential for the success of any change process. In the absence of stakeholders' support and dedication, changes may encounter substantial

opposition, leading to setbacks, escalated expenses, and potential collapse. When stakeholders are sincerely committed to the change process, they are more inclined to contribute constructively, cooperate efficiently, and aid in overcoming obstacles (Jacoby, 2014). This collective endeavour is vital for realizing the intended results and upholding the change over time.

Role of Leadership in Fostering a Supportive Environment

Faig (2024) and Rimon (2024) discovered that leadership assumes a crucial role in fostering a supportive environment for change and that proficient leaders should:

A. Exemplify the Change: Leaders should manifest commitment to the change through their conduct and choices,

B. Foster Trust and Transparency: Cultivate a climate of trust by being transparent, attentive to concerns, and acting with integrity. To be transparent, you must uphold open and truthful communication regarding the change process, encompassing potential challenges and how they will be tackled,

C. Empower Stakeholders: Enable faculty, staff, and students by engaging them in decision-making and acknowledging their contributions,

D. Provide Resources: Ensure ample resources, such as time, training, and financial support, are accessible to facilitate the change process.

Strategies for Managing Buy-In, in Educational Settings.

Implementing the following strategies, educational institutions can effectively establish buy-in, guaranteeing a smoother transition and enhanced success in executing change initiatives. Bryk, et al, (2015), Rob, (2020) and Evanick, (2023) in their works collectively support the buy-in strategies below;

1. Collaborative Planning: In a particular university, a collaborative methodology for redesigning the curriculum entailed faculty, students, and administrators collaborating in committees to devise and execute the new curriculum. This approach heightened buy-in and decreased resistance.

2. Pilot Programs: Introducing pilot programs to trial new initiatives prior to full-scale implementation enables adjustments based on feedback, ensuring stakeholders feel acknowledged and esteemed. This tactic was effectively employed in a college that trialed a

new learning management system with a select group of faculty and students, as recorded by Rob, (2020).

3. Incentives and Recognition: Teachers who effectively implemented the new curriculum should be recognized and rewarded, which will motivate others to embrace the change.

4. Effective Communication: Articulate the vision, objectives, and advantages of the change clearly. Utilize diverse communication channels to reach all stakeholders and address their concerns promptly.

5. Training and Support: Furnish essential training and resources to assist stakeholders in adjusting to the change. Extend continuous support to ensure they feel self-assured and competent in their new roles.

6. Educational leaders are required to illustrate the significance of professional development in relation to teachers' daily pedagogical practices, provide a range of training options, and cultivate an environment that promotes growth and collaborative efforts.

7. Educational administrators ought to foster support for equity initiatives by engaging the community in dialogues concerning equity, presenting data that underscores existing inequalities, and disseminating success narratives from analogous initiatives.

8. In order to enhance community engagement, educators should establish robust relationships, communicate effectively regarding the advantages of participation, and proactively solicit input from community constituents in the decision-making processes.

9. Educational leaders are tasked with facilitating cultural transformations by exemplifying desired behaviors, articulating a coherent vision, promoting open dialogue, and actively engaging stakeholders in the co-creation of the emergent culture.

In a study conducted by Nwanji, Howell, and Oladipo (2017) at Nkosa, a University in Nigeria, the researchers investigated the efficacy of change management through the introduction of a computerized system for recording student attendance. The institution employed a holistic change management approach to enhance administrative procedures and academic offerings. The primary strategies utilized were: Engaging Stakeholders: The institution actively engaged faculty, staff, and students in the change process, ensuring their perspectives were taken into account during decision-making. Transparent Communication: Regular updates and open discussions were organized to address concerns and provide clear explanations regarding the

objectives and advantages of the change, and Training and Development: Comprehensive training initiatives were implemented to equip staff and faculty with the essential skills needed to adapt to new systems and procedures. At the end of the study, it was discovered that the computerized system of recording student's attendance was easier, faster, more accurate and better than the traditional way of taking and recording student's attendance.

Kilicoglu and Kilicoglu (2013) conducted a study in a K-12 school in Turkey, similar to the Nigerian UBE education plan, focusing on overcoming resistance to a new curriculum. The strategies employed for successful implementation included:

1. Establishing Trust: School leadership cultivated a culture of trust by involving teachers in the planning phase and maintaining transparency throughout the process.
2. Pilot Programs: The new curriculum was introduced in a few classes as a pilot to identify potential challenges and gather feedback for enhancements.
3. Providing Incentives and Recognition: Teachers who effectively implemented the new curriculum were acknowledged and rewarded, inspiring others to embrace the change.

Conclusion

Obviously, leading change in education is a challenging process. However, understanding and the ability to address resistance to change is ultimate. Key strategies for buy-in were highlighted to handle resistance and gaining support including, engaging stakeholders early and involving them in the change process, clear and transparent communication, to ensure that stakeholders are well-informed and that their concerns are adequately dealt with. Continuous professional development, Acknowledging and rewarding the efforts of stakeholders. These strategies contribute to fostering a positive outlook on change endeavours and make leading change in education a worthwhile process.

Suggestions for further Studies

Subsequent research should concentrate on;

1. Gaining a deeper insight into the contextual factors influencing change management across diverse educational settings,
2. Longitudinal studies could offer valuable insights into the enduring impacts of various change strategies,

3. Investigating the role of emerging technologies in facilitating change and engaging stakeholders will be of utmost importance, and
4. For practitioners, ongoing professional development and the cultivation of adaptive leadership skills will be crucial in addressing the evolving challenges of educational reform.

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