



Nurturing Leadership Behaviours: A Study of School Organizational Change

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Abstract: *This study evaluated the key aspects associated with nurturing leadership behaviours to correspond with organizational change in educational institutions. The study explored the secondary data from relevant professional documents and peer-reviewed journal articles. The study revealed the emergence of new competitors into a market, technological integration, and desire for growth, government regulations, and demographic dynamics as the driving forces for organizational change. The study found unclear predefined objectives, a lack of the necessary managerial skills and organizational capacity, a deficit in organizational resources, resistance to change among staff, and prevailing culture as the stumbling blocks for organizational change. The study established strategies for effective organizational change, such as cultivating shared vision, continuous professional development, enhancing Internal School Quality Assurance, effective negotiation and rewards, and visible leadership commitment. Consequently, the study concludes that educational leaders should sharpen their leadership skills to enhance the smooth transition of the organization to improved practices in relation to contemporary employment market requirements. Based on the conclusion, the study recommended that educational stakeholders, such as academic and supporting staff, administrators, and managers, improve their practices of engagement as changes transform the overall structure of the organization. Moreover, the study made recommendations to the policy and decision makers to encourage the adoption of technology and modern practices by strengthening the internal quality assurance and continuous professional development programmes for improving organizational strategies.*

Keywords: *School leaders, leadership behaviours, organization, and organizational change*

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1. Introduction

School organization refers to the machinery of educational management with an identifiable boundary that functions on a relatively continuous basis to achieve a set of goals (Phakamach, 2023). Effective management depends on the physical setup of goals that enhance digital integration of programmed and non-programmed routing in the respective school organization. Hosseini and Aghdasi

(2023) stipulated that a school organization manifests into two forms: that is, formal and informal structure. Formal organization setup that is made up of three elements, namely objectives –main purpose and functions; structure – coordination and controlling system, and people – who are willing to contribute actions. An informal base that serves as an unofficial social structure within the organization, comprising informal leaders, norms, values, and a communication system (Matias & Cardoso, 2022).

This implies that for a school organization to work effectively depending on the nature and strengths of the organizational structure, which denotes the diagrammatic presentation of the administrative network from the national to the institutional level.

Likewise, this also depicts the organs responsible for policies, decision-making, and advisory boards to school committees for the efficient and effective running of the school organization. The stakeholders expect decisions to be made in a participatory style by utilizing bottom-up communication channels to reflect the demands of the established vision, mission, and objectives (Wickramasinghe, 2024). This signifies the call for educational stakeholders, including heads of institutions, instructors, parents, and learners, to embark on a shared responsibility of managing the school organization.

The structure also displays the internal organizational programmes and power of making shared decisions for deliberate, approving, or disapproving of significant aspects in accordance with the availability of scarce human, financial, and time resources to realize cherished objectives (Suherni, 2023). The effective structure of an organization exhibits clear lines of accountability and responsibility towards the management of the school. This can be done by specifying the positions and responsibilities of staff members in resolving managerial and operational issues (Nadeem, 2024). This shows the significance of school organization in fostering adaptive leadership, which is essential for creating a conducive school environment for improving students' academic achievements.

The studies done by Hassan (2011) and Barrack, (2025) acknowledged Robbins (2009), identified five stages of organizational life cycle namely; entrepreneurial stage: formation or start up stage; collectivity stage which involve innovation of the earlier stage through appropriate organization's vision and mission clarified; formalization and control stage by ensuring structure is stabilized and rules and regulations imposed; elaboration of structure to correspond on the markets for products or service diversified, creating of new products and growth opportunities with complex structure; and decline stage as a result of competition, shrinking markets and shortage of funds due to scarcity of resource to run the organization. The educational leaders are commonly known as agents of change who take initiatives and bring change to readdress the issues pertaining to the effective operation of a strong mental model to work in complex situations of the organization (Figueiredo, 2023). This implies that competent, visionary, and effective leadership is required to manage the change process successfully.

In addition, good learning abilities, a clear vision, and a strong mental model to work in complex situations are paramount aspects to accommodate change in the

organization. Consequently, Organizational change manifests into two dimensions, including planned change that occurs when deliberate decisions are made in an organization to carry out change, and unplanned change that results from unforeseen occurrences (Doeze et al., 2022). This is practiced in almost every sort of organization, including schools, which are under constant pressure from their internal and external environments. The change is not an easy process. It needs the ability of the one initiating the change, clarity of the change from the beginning, and deep knowing of the previous organization system.

Consequently, any institution leader must be knowledgeable about organizational change in order to best prepare to keep up with rapidly changing customs, policies, and procedures. Healthy change and development of schools is essential for the survival of the school as an organization and for accomplishing progressive social change in society (Smith-Woofter, 2022). Largely, leaders are expected to influence the process of planning and implementing new attitudes, values, and skills in a way as to minimize staff resistance to change and cost to the organization while simultaneously maximizing the effectiveness of the change effort. To this juncture, the study focused on three objectives, namely;

- a) To explore the organizational change-driving forces
- b) To assess the constraints for effective change
- c) To establish the gist for effective organizational change

2. Literature Review

The study reviewed related literature to take a deep dive into the issues relating to the nurturing of leadership behaviours to determine the driving forces, constraints, and gist for effective organizational change.

Rosenbaum et al. (2018) carried out an exploratory literature review on the planned organizational change management: forward to the past, which was anchored on Lewin's Three-Step Model of 1947. The study observed organizational change as a gradual process that focuses on exploring, planning, action, and integration. The reviewed study noted the significance of conducting situational analysis to determine the status of the organization towards the accomplishment of established objectives. This informed the current study to embark on the identification of organizationally driven forces to foster the smooth transition of organizations to the best standards of practices.

Likewise, the study done by Men et al. (2020) highlighted the power of vision, passion, and care that charismatic executive leaders attract employee trust and support for

organizational change in the United States. The study involved 439 employees who claimed that openness to change and behavioral support appear to be the constraints facing the adoption of new practices in the organization. These denote the existence of challenges associated with the process of adapting to new changes in the organization, and thus prompted the current study to explore and create a fertile ground for the management of resolving them.

Additionally, the study by Li et al. (2021) focused on the employee coping with organizational change in the face of a pandemic: the role of transparent internal communication. The study was carried out during the upheaval of the COVID -19 pandemic across the world. The study underscores the importance of effective internal communication networks that can be immersed by management to involve subordinates in the implementation of organizational activities, especially during a crisis. The reviewed study paved the way for the current study to address the gist of accommodating effective organizational change.

Moreover, the study carried out in Ethiopia by Ferede et al. (2024) on the effects of strategic leadership on change management in public organizations focused on the roles of accountability, knowledge management, and organizational culture. The study emphasized a conducive environment to be adapted for improving organizational practices, such as the enhancement of continuous professional development programmes, shared vision, and collective responsibility. The reviewed study informed the current study to explore the spotted issues in relation to school organizational change.

The reviewed literature indicates that nurturing leadership behaviours, especially in accommodating the organizational change dynamics, remains a crucial issue among educational gurus. Despite that, most of the studies carried out are in human resources development, policy, and planning. Consequently, the current study explored the change – driving forces, constraints, and gist for effective school organizational change.

3. Methodology

The study employed a semi-systematic review design using a qualitative approach to explore secondary data from institutional repositories, professional documents, and peer-reviewed journal articles, Google Scholar, Research Gate, and the Eric search databases relating to organizational change and leadership behaviours. The information gathered from empirical literature sources was analyzed thematically to generate themes supported by related studies. This design was appropriate to ensure saturation of relevant information needed by the current research on nurturing leadership behaviour, specifically for

adapting to unavoidable organizational change circumstances.

4. Results and Discussion

4.1. Organizational Change Driving Forces

Emergence of new Competitors into the market. The inception of new competitors prompts the transformation of the school organization to replace the longstanding practices by adapting to the up-to-date ones that fit the labour market (Bozhkov et al., 2024). This serves as a call for the continual improvement of the administrative system, teaching and learning processes, and organizational culture. Additionally, the emergence of competitors spurs the organizations to resolve the constraints on school performance, including a shortage of talented and skilled staff, by using in-service training programmes and recruitment of competitive staff (Subrahmanyam, 2025). This can also be enhanced by a change in organizational structure, workflows, and communication channels to improve the quality of services offered by the institution compared to its new competitors, which attracts more potential customers, mainly students, parents, and educational practitioners, through affordable prices and provision of excellent services.

Innovation of technology. The intensification of customer satisfaction necessitates alignment of technological integration and the teaching and learning competencies. This can be done by adapting digital e-learning platforms, tools like computers, interactive whiteboards, and educational cloud systems (Fulgence, 2022). This facilitates organizational change by increasing the speed and accuracy of data and information search, which acts as a bridge for teaching and learning resources acquisition beyond geographical location. Moreover, the invention of new technology tends to simplify the complexity of running organizations by restructuring administrative machinery to create a fertile ground for achieving goals through conventional or blended learning processes (John, 2024). In addition, the application of new methods of conveying information and ideas, namely WhatsApp, Email, Zoom, and Skype, enhances the effective communication between subordinate and managerial posts as compared to traditional patterns (Masele & Rwehikiza, 2024). Besides, technological innovation enhances the adoption of new practices for keeping students' records, that is, from traditional-manual record keeping to digitalized management systems.

Desire for growth. The ambition of an organization to grow creates room for improving teaching and learning practices that maintain the standard and quality of education (Nyerere, 2022; Schroeder, 2023). This necessitates the

initiative to strengthen internal quality assurance services to maintain the quality of students' performance while growing into a fully-fledged organization. The educational institution, for example, embarks on establishing effective ways of the teaching and learning process by using a standardized competence – based curricula approach. On top of that, the organization that manifests growing behavior attracts new ways of administration and management of human, financial, time, and physical resources (Singer-Brodowski, 2023). This calls for participative leadership elements by insisting on the adoption of a distributed leadership style to share and empower subordinates to be in charge of organizational responsibilities.

Government regulations. This is a powerful external influence for organizational change in an attempt for approval and legitimacy for running their institutions. It's a coercive apparatus that maintains legal mandates to ensure that the internal structures are aligned with the country's goals and objectives (Green, 2024; Lewis, 2025). The notable government directives in the Tanzanian educational system include the implementation of a Competence-Based Curriculum to replace the Content-Based Curriculum, which led to a change in instructional design, as well as the creation of Internal School Quality Assurers (ISQAs) to maintain the quality and standards of education provision (Ng'hoboko, 2024). Moreover, the adoption of the Fee-Free Education Policy led to the introduction of Force Account Committees to oversee the capitation grants issued by the government for the construction of infrastructure instead of mobilizing funds from parents (Matto, 2023). Besides, the government imposes regulations to maintain the quality of institutional structure, like gender balance and community representation, introduction of collaborative learning through Teacher Professional Development to enhance continuous school-based training programs (Amuli et al., 2025). The existence of a strong standing government tends to influence the improvement of educational organization culture and thus contribute to the change of their practices.

Demographic dynamics. This entails the changing of population characteristics, including but not limited to age, birth rates, urban-rural migration, and gender distribution. The rapid population growth tends to influence organizational change in various ways. This can be noted through the need for expanding physical infrastructure like classrooms, playing grounds, and hostels, and staff recruitment to resolve the challenge of a high increase in students' enrollment at various levels of education (Enefu, 2022). Moreover, Tanzania's child population of 28.8 million children under 18 is expected to double by 2050, resulting in massive strategic plans for consolidating the established schools and constructing schools to

accommodate the population growth pressure (Acevedo, 2025). This was also estimated by the UNICEF Tanzania report of 2021/2025 that the child population will grow to 59 million by 2050. This indicates the domination of young people in the population structure, forcing the organization to change its teaching and learning techniques that are relevant to the labour market.

4.2 Constraints for Effective Change

Unclear predefined objectives. When change objectives are predefined but unclear, vague, jargon-heavy, and confusing to stakeholders who are required for implementation, thus making it difficult for the organization to move forward (Elkjaer, 2022). This creates low staff morale and accountability, and the existence of a gap between the vision of the leadership and the daily reality of the staff. Moreover, the formulation of unrealistic objectives subjects the entire organizational structure to a state of strategic ambiguity, whereas the formal procedure of implementing the objectives cannot match actual practice (Waldorff & Madsen, 2023). For example, the staff may continue with old methods of teaching and learning and administrative operations while superficially adopting new terminology to please the management of the institution. The sustainability of the organization's objective may also be affected by staff turnover, especially when staff or a leader leaves the organization, which can delay the move to change the organizational structure.

Lack of the necessary managerial skills and organizational capacity. This is a major hindrance to successful change of the organization, regardless of advanced technology and government intervention. This finding aligns with the study by Sehnem et al. (2022), that most organizations lack qualified personnel with adequate knowledge, skills, and attitudes. Inadequate managerial skills hinder the implementation of policy on paper and the practice of school administration for effective teaching and learning. On the other hand, an organization with low capacity due to an ineffective training program that always acts as a one-time event through workshops instead of a continuous process (Ali et al., 2025). Moreover, educational managers with inadequate coaching skills cannot mentor the new staff to master the teaching and learning process, student discipline, and extra-curricular activities. Besides, school managers and administrators may depict unprofessional delegating of power and authority without considering that the workload of subordinates, gender, age, and talents affect the human capacity to sustain organizational change (Herring, 2023). This implies that the inadequate managerial skills of organizational leaders act as an obstacle to resolving conflicts and making negotiation professionally rather than the application of coercive power.

The deficit in organizational resources. This includes financial, human, and physical resources shortages that may result in structural decay and mission shift (Papamichail & Carayannis, 2025). Limited resources led to a lack of budget for Continuous Professional Development (CPD), an increase in workload associated with regular meeting attendance, attending new software usage training, and re-writing lesson plans due to understaffing. Moreover, the scarcity of instructional resources like textbooks and laboratory equipment enforces the superficial adoption of the new curriculum while in practice reverting to the traditional curriculum (Shuai, 2023). Besides, staff lose trust in the leadership due to unfulfilled promises of motivation, digital technology usage, and failure to implement strategic plans after the pilot study circles. New pedagogical methods, like active learning strategies such as group discussion and presentation become impossible due to overcrowded classrooms

Resistance to change among staff. Most of the academic staff tend to oppose organizational change due to its interference with need fulfillment, and fear for the position, inadequate information, comfort zone syndrome, and mistrust of the change itself affect the implementation of organizational change (Akdeniz & Konakli, 2022). This can also be manifested in forms of passive resistance by agreeing in the meetings but failing to implement the change agreed and openly criticizing the new change, such as curriculum in the staffroom or to the parents. It can also be indicated by a tendency of malicious compliance through adopting the rules too strictly in a way that causes the new system to fail. Moreover, the studies noted cognitive dissonance that creates a dual reality between formulated policy and practice on the ground. According to the study by Warrick (2023), resistance occurs when employees believe the change does not make sense and thus there are better ways to resolve the case, and in the end, turn out to be worse than expected. In addition, the use of force to punish staff who resist or to ensure their cooperation increases the tension between staff and management, and to a large extent leads to poor implementation of agreed objectives.

Prevailed organizational culture. The institutional culture, such as deeply embedded habits and norms affect staff, parents, and students in advancing their mindset to accept the change (Rozman & Milfelner, 2023). This implies that deep-rooted daily practices enhance informal power structures that mismatch with the new ways of running an organization and embracing business as usual practice. In most cases, relying on the top-down communication model excludes subordinates from decision-making and thus denies their opportunity to share feedback in regard to organizational improvement (Akinwalere et al., 2025). Most of the old behaviours practiced in educational

organizations include inadequate follow-up, failure to anticipate risk and the process of mitigating them, vague goals, outdated policies, and guidelines, which tend to slow down the process of accepting the change. School organizations with negative attitudes among the administrators, teaching staff, parents, and students fail to establish a conducive environment for improving the teaching and learning process and thus hinder the positive mobility of the institution.

4.3 The Gist for Effective Organizational Change

Cultivating shared vision. Participative leadership relies on collaborative goal setting, strategic communication, and the enhancement of the quick-win strategy (Amos et al., 2022). The level of staff, students, and parents' involvement is crucial for the success of organizational change by creating psychological ownership of institutional plans. This is also compounded by effective utilization of multiple open communication channels, such as staff meetings, digital dashboards, and informal briefings, to accommodate valuable insights (Emmanuel & Onesmo, 2025). Moreover, the identification of small and achievable targets at the strategic plan designing stage enables organizational members to celebrate the victories at the earliest point and thus builds working momentum and reduces change fatigue among the key players.

Facilitating continuous professional development. This entails the smooth transition from one-off seminars or workshops to school-based mentorship through peer-to-peer coaching (Ude, 2025). When the staff, administration, and management constantly update their skills, knowledge, and attitudes, the DNA of the institution transforms. This implies that the inclusive residential programming on culturally relevant activities, supportive staff and mentoring, and diverse and inclusive spaces results in academic success and a feeling of belonging. On top of that, there is a prerequisite for continuous professional development to conduct a needs assessment of the capacity-building programme to foster resource realignment, especially in the most pressing areas for change (Maxwell, 2024). The improved budgets for IT and infrastructure support, such as specialized classrooms for vocational training and installation of reliable electricity to facilitate digital transformation, instead of focusing only on the stationeries. The notable impact of CPD transforms a school organization from a static bureaucracy into a learning organization, as CBC changes its focus from what a teacher is doing to how the student is learning.

Enhancing Internal School Quality Assurance. There is a high demand for changing the negative perception among the educational stakeholders from inspection to total quality management practice. The presence of Internal

School Quality Assurers (ISQA), peer observations, and interactive lesson study groups is meant to enhance the effective teaching and learning process (Idris & Wasliman, 2022). For instance, the presence of ISQA is no longer perceived as a threat but rather as a tool for professional growth through regular classroom observations and document reviews. Additionally, ISQA organizes school-based training to increase teacher competency and advises the heads of organizations on resources needed (Hidayah, 2022). The school organization expects to strengthen its teams to act as an engine room for bridging the gap between national policies, such as the Competence-Based Curriculum, and actual classroom practice. Moreover, ISQA teams act as agents of change by shifting the focus from compliance, such as having a lesson plan, to a competence-based approach, by observing how the students actually perform in the learning process.

Effective negotiation and rewards strategies to ensure staff cooperation. School organization to strategize on cooperative negotiation and systematic rewards to stimulate the human aspect in leadership (Qodir & Hanif, 2025). In the first place, leaders, staff, parents, and students expect to discuss shared interests like student achievement and reducing workload. Also, use of radical acceptance, transparency, and a compromise approach to accommodate flexibility of deadlines, as change is a process and not like a thunderstorm. Employing reward strategies for staff cooperation through monetary (financial) and non-monetary (psychosocial) incentives as an enhancement strategy, rather than considering it as a bonus. Tangible rewards like lunch, housing assistance, and health insurance are powerful retention rewards during the organizational shifts (Hansamali et al., 2024). Meanwhile, the organization may employ psychosocial rewards such as offering prestigious workshops, scholarships, and instituting public recognition for the outstanding staff and students to boost their morale. There is a high demand for translating theory into practice to satisfy the ego and self-actualization, like job autonomy and participation in decision-making processes, as emphasized by Maslow's Hierarchy.

Visible leadership commitment. The ability of leaders to influence and model the new behavior of the organization, and align decisions, rewards, and priorities with the change. The effective leaders are likely to enhance the bottom-up communication channels and provide opportunities for staff, students, and parents in planning and problem – solving (Ganske & Carbon, 2023). There is also a need to repeat key messages of change across the channels and develop competencies in the listening skills before persuading to resolve the issue relating to resistance to change. Utilization of data-driven decision-making before adapting to the change and enforcing it for the sustainability of the organization (Malik, 2024). The

commitment of leaders can also be strengthened by equipping them with relevant skills and resources to enhance their capability and avoid frustration. This can be done through training, coaching, and the tools necessary for updating the Key Performance Indicators, processes, and outcomes, and setting time for learning to take place.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings, the study concluded that school organization change is an avoidable phenomenon that intends to align institutional curricula with the contemporary societal requirements of creating self-employment skills as a catalyst for eradicating the unemployment problem. However, the change from traditional to relevant practices may face several constraints relating to the resistance of stakeholders to accept the new ways of running an organization. Educational leaders ought to play their role in influencing subordinates in the process of resolving the constraints relating to the provision of quality education for preparing human capital to manage socio-economic and political aspects.

5.2 Recommendations

Based on the conclusion, the study recommended that:

1. Educational stakeholders, such as academic and supporting staff, administrators, and managers to improve their practices of engagement as changes transform the overall structure of the organization.
2. Policy and decision makers to encourage the adoption of technology and modern practices by strengthening the internal quality assurance and continuous professional development programmes to improve the culture of organizational strategies.
3. The study also recommends further study to be carried out to accommodate qualitative and quantitative data from respondents to widen the scope of the study.

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