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Reflections of Organizational Communications on Commitment to Organizational Change in Egyptian Educational Institutions: A Study within the Context of Changing the Pre-university Education System in Egypt

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Abstract

Education is one of the important issues related to the development of society, and it is a tool for building a strong state capable of facing social, economic and cultural challenges. That is why the Egyptian state was interested in changing the pre-university education system to build an educational system supported by technology, based on efficiency and enhancing students' skills and their ability to think and innovate.

The success of the new system of pre-university education is linked to the presence of a clear vision for change supported by the Stakeholders during the various stages of implementing the change, which requires the availability of communication, organizational and technical efforts to support it. Therefore, this study aimed to identify the relationship between organizational communications managed by the Ministry of Education during the implementation of change, the style of transformational leadership that manages change processes, and the affective commitment of teachers to change in educational institutions, as well as testing the relationship between organizational factors and the personal and professional characteristics of teachers, and their acceptance of changing Pre-university education system and their commitment to this change.

The study found, through a survey conducted on a sample of teachers at the primary and secondary levels, that there was a moderate level of awareness of change, knowledge of how to apply it, and a desire to participate in and support it, while the level of feeling of ability to change among teachers increased. Organizational communications and transformational leadership have an effective role in managing change for the pre-university education system. The study demonstrated the existence of a significant relationship between organizational communications and affective commitment to change. It also found a significant relationship between transformational leadership and teachers' affective commitment to change in the pre-university education system. Organizational, professional and personal factors have an impact on teachers' affective commitment to change in the pre-university education system, while there was no impact of demographic factors on this.

Keywords: Organizational Change - Organizational Communication - Transformational Leadership - Organizational Trust - Knowledge Sharing - Organizational Readiness for Change - Self-Efficacy - Personal Benefit - Individual Readiness for Change - ADKAR Model - Lewin's Model - Commitment to Change.