PRACTICES AND CHALLENGES OF CHANGE MANAGEMENT IN PREPARATORY SCHOOLS OF SOUTH WEST SHOWA ZONE OROMIA REGION

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A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP

Declaration

I declare that, the thesis entitled, *"*Practices and Challenges of Change Management in Preparatory Schools of South West Showa Zone Oromia Region*"*, is my original work and that all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

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Abbreviations/ Acronyms

ADKAR - Awareness Desire Knowledge Ability and Reinforcement

CPD- Continuous Professional Development

CTA- Curriculum, Text books and Assessment

EFA- Education for All

EMIS- Education Management Information System

ESDP- Education Sector Development Program

ETP- Education and Training Policy

GEQIP- General Education Quality Improvement Program

ICT- Information Communication Technology

MAP- Management and Administration Program

MDG- Millennium Development Goals

MOE- Ministry of Education

NLA- National Learning Assessment

TDP- Teacher Development program

PAP- Program Action Plan

SD – Standard Deviation

SIP- School Improvement Program

UEE – University Entrance Examination

UNESCO- United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to assess the practices and challenges of change management in preparatory schools of south west shoa zone. To accomplish this purpose, the study employed descriptive survey research design and mixed research method . The study was carried out in 6 randomly selected preparatory schools of south west shoa zone. A total of 122 individuals participated in the study. Among them 113 teachers were included as a sample through simple random sampling technique especially lottery method, 6 preparatory school principals, and 3 vice principals were included by census sampling. Questionnaires were the main instrument of data collection. Interviews and documents analysis were also utilized to substantiate the data collected through the questionnaire. The analysis of the quantitative data was carried out by using frequency, percent, mean, and standard deviation. While data obtained through open ended questions, and interview were qualitatively analyzed. The result of the study revealed that, less emphasis was given to the process of pre planning and developing implementation plan of change, as teachers were not well versed in skills and knowledge of change concepts before actual implementation of change and the way schools plan necessary resources for change were not adequate. Further, low attention was given to communication aspect of change, schools show low performance in identifying area of weakness and strength while implementing change, there is lack of giving training on the identified weaknesses and also school principals show low performance in providing continuous and timely feedback during implementation of change. Change implementations in schools encounter different challenges, the main reasons to these challenges are: lack of training, loss of freedom or inconvenience, group resistance, knowledge or skill gap and past habit experiences. Finally the study forwarded the following recommendations: creating awareness and empowering the implementers of change in skills and knowledge, planning necessary resources for change, communicating changes has to accompanied in feedback, schools has to identify area of weakness and strength in the implementation process of changes, and involving teachers in planning process of change, making open and regular discussion and rewarding those teachers who best implement the changes.

CHAPTER ONE

INTRODUCTION

This chapter presents the problem of the study and its approach which includes background of the study, statement of the problem, objectives of the study, Significance of the study, delimitation of the study, organization of the study and operational definition of key terms.

1.1. Back Ground of the Study

Change has been an integral part of human development with knowledge and education at its center and also knowledge has brought enormous change in the human situation and its surrounding physical, social and cultural milieu (Harris, 2009). This change in turn leads to great demands, challenges and opportunities for the development of knowledge. Since education system has taken over the tasks of knowledge generation and transfer in society, the struggle to regulate the cyclic and complex association between change and knowledge has been underway at different levels of the system with varying degree of concentration in different temporal setting (Levin, 2009).

Change has occurred when individuals in the organization begin working in new ways that is, displaying new behaviors, using new tools, adhering to new processes and adopting new values and hence, individual shifts in behavior are the cornerstone of change (Ledez, 2008). When numerous individual shifts are taken together as a whole, the desired future state of the organization is achieved. This leads to Organizational change that requires individual change**.**

Since change is ultimately an individual phenomenon, it is these individual factors that drive or sustain the value that a change creates. The ultimate utilization, speed of adoption and proficiency are the human factors that impact the overall return on

investment and the degree to which the desired outcomes are achieved. Success, specifically delivering results and outcomes, depends on individuals embracing and adopting the change. Hence, Organizational outcomes are the collective result of individual change (UNESCO, 2009).

Change management requires managing the people side of change. Hence, the success of organizational change starts with understanding how to manage change with a single person. Among the tools available to drive individual change, the ADKAR model (Awareness, Desire, Knowledge, Ability, and Reinforcement) is commonly used (Creasy, 2007). In principle, to make a change successfully an individual needs: Awareness of the need for change, Desire to participate and support the change, Knowledge on how to change, Ability to implement required skills and behaviors and Reinforcement to sustain the change (Rogers, 1983).Further, managing changes demands proper development of implementation plan for change, communicating changes, monitoring the process of changes and reducing resistance to change (Simose and Esposito, 2012).

Once the change has been introduced, the change has to be planned in terms of necessary resources for proper implementation, such as time, personnel, and budget (Kliem, 1996). Likewise, developing implementation plan for change is management aspect of change which requires deciding on the goals, costs, and risks associated with the change, including: description of the change, benefits of applying the change, costs associated with the change, risk assessment of the change, and costs and risk of not applying the change (Want J. H., 1995).

Communication plays an important part of change management. Accordingly, the main purpose of communication during organizational change can be to prevent resistance to change, or at least try to reduce this (Goodman and Dean, 1982). When resistance to change is low within an organization, the effectiveness of the change management will be higher. Hence, many managers assume that if they communicate clearly with their employees, their job will be well done (Ridder, 2003). However, employees may not

understand what managers are talking about the first time. Messages need to be repeated 6 to 7 times before they are cemented into the minds of employees (Schnieder and Reiches, 1983).

Monitoring is another important tool to manage change. Monitoring is the internal change activity of providing feedback to change management on the progress of the change, the problems it is facing, and the efficiency with which it is being implemented (Bamberger and Hewitt, 1986). And also, monitoring change benefits change management by: identifying the problems and their causes, suggesting possible solution to the problems, and providing the managers with information and insight (Richard, 1988).

Managing school change is one of the most complex tasks of school leadership. As Fullan (2009) point out, school leaders need to understand the change process in order to lead and manage change effectively. They have to aware to overcome barriers and cope with the chaos that naturally exists during the complex process of change (Fullan, 1992). Further Principals and other key school leaders should help teachers and other stakeholders build effective teams by creating a shared vision during implementation of change.

The dynamics of change in the educational arena have generated interest among the theorists and researchers, especially recently in the wake of high stake accountability and impact of large scale educational reform programmes (Harris, 2011). With the varying degree of activity in the political, social and cultural events, educational change has taken different form in different time and space zones, which has been the subject of a number of large scale research projects. The established and growing interest in the domain of educational change management has instituted it as a field of study (Fullan M. , 2009).

Change management increases the success of organizational change by applying a structured framework methods, tools and processes of managing the change. And also, proper change management reduces risks that encountered during implementation of change like resistance and sabotage to change (Mevorach and Ezer, 2010). Hence, an

efficient change management process creates the correct perception of the change for staff and public. Further, effective change management supports a smooth transition from the old to the new while maintaining employees' morale, productivity, and quality of work (Brown, 2012).

Once school leaders realize the need for change, they also face challenges in terms of successfully implementing initiatives that will lead to change. Here schools are concerned with issues such as how a change occurs, who initiates the implementation of change and reactions to the fairness of the change implementation, specifically whether the implementation process was handled fairly or unfairly (Shen, 2008). Other Studies show the failure of organization to implement changes. This leads to more studies focusing on the topic of change management (Amagoh, 2008).

In 1994, Ethiopia adopted a new Education and Training Policy (ETP) and has since translated the statement into a general education strategy and an action plan that named the Education Sector Development Program (ESDP) (MOE, 1998). The policy statement focuses on four major areas of reform (1) expanding equitable access to primary and vocational education to meet the demands of the country and the economy, (2) restructuring the education system, (3) changing the curriculum to increase the relevance of education to communities, and (4) improving the quality of education throughout the system (MOE, 1998). So, after adoption of 1994 ETP the Ethiopian education system passes through a number of changes through ESDP I up to ESDP IV that aims to make the education system effective (MOE, 2010).

Currently preparatory schools are on the track of implementing various changes introduced from MOE and changes initiated at school level for they mainly contribute to quality of education. The major changes which are adapted to school are: emphasis to science and technology, the strategy of team work, and general education quality improvement program (GEQIP).

Hence, concerning science and technology, all preparatory schools south west shoa zone are expected to give emphasis to natural science and mathematics specifically by taking grade 11 and 12 students 70% natural science and 30% social science and preparing these students for further higher educations (MOE, 2010). In addition the strategy of team work that is small group (1:5) learning for students and teachers small group for professional development is another changes in the school, here the intention of small team 1to 5 is also used to promote active learning. General Education Quality Improvement program (GEQIP) is also another introduced change at school level which comprises six programs namely school a)improvement program(SIP), b)teachers development program (TDP), c)civics and ethical education, d)Curriculum, text book and assessment(CTA), e)information and communication technology(ICT), and f) management and administration program(MAP) (MOE, 2013). Further, Changes initiated at school level like innovative idea at school level and also scaling up good practices are the changes initiated at school level.

In assessing the practice of change management in south west shoa zone preparatory schools mainly how schools develop implementation plan for changes, communicate and monitor the introduced changes, and also factors that hinder the implementation of changes were assessed.

When such new changes introduced to an education system and began to be implemented, it is necessary to assess its management aspects so as to identify the strengths and weaknesses in the process. Thus from school leaders it is expected that change have to be managed in an appropriate manner to achieve the goals of changes. Moreover, developing implementation plan for change with all stake holders, communicating and monitoring the process of change, and also managing encountered resistance in the process of managing change helps schools to make best out of the implementation of the change management system. Therefore to know the current status of introduced changes in the school, it was commendable to assess the practices and challenges of change management in preparatory schools of south west shoa Zone.

1.2. Statement of the Problem

Change can originate from external sources through technological advances, social, political or economic pressures, or it can come from inside the organization as a management response to a range of issues such as changing client needs, costs or a human resource or a performance issue (Jansson, 2009). It can affect one small area or the entire organization. Nevertheless, all change whether from internal or external sources, large or small, involves adopting new mindsets, processes, policies, practices and behavior (Steers et al., 2010).

There is a specific reason for any particular change and the reasons for change are varied as the change itself (Amagoh, 2008). Most change within the field of education is initiated for the improvement of the institution and majorly for contributing to quality of education (Waks, 2007). Similarly, shifting perspectives within the field of education are most often a result of an awareness of new ideas and new needs. Thus educational leaders have to understand and manage changes accordingly.

Despite rapid expansion of the education system, Ethiopia's education sector faces challenges in of quality education (MOE, 2008). The education sector shifts attention to quality concern in general and to those inputs and process which translate more directly in to improved students' learning which help change the school into a genuine learning center (MOE, 2010). Since 1994, various changes have been initiated in the education system in Ethiopia through Education Sector Development Plan (ESDP) and General Education Quality Improvement Package (GEQIP) (MOE, 2010). These changes are implemented in various ways.

There are various studies conducted in the implementation process of changes in the school. As the study of (Lerra and Teka, 2014), in the implementation process of GEQIP the main identified challenges were lack of supporting teachers, lack of commitment, lack of incentives, and weak collaboration of stakeholders. This shows the implementation of GEQIP demands Management issue.

Mesele (2011) in his study of SIP showed that lack of participation of stakeholders from planning to evaluation of the program and inadequate educational finance were influencing factors of SIP implementation. And also the finding of the study by (Zerihun, 2013) on challenges and opportunities in the implementation of SIP showed that lack of cooperation and lack of information among stakeholders are among influencing factors of SIP implementation. Both studies indicate there is management gap on implementing SIP. Further the study conducted on practice of SIP in south west shoa zone secondary school by (Abera, 2011), showed that the implementation of SIP were not well managed from planning process to evaluation of SIP out comes.

Regarding CPD implementation the framework of (MOE, 2009: 11)indicates that there are some problems with CPD practice in schools such as "lack of shared vision, lack of common understanding of partners on CPD, lack of collaboration in monitoring and evaluation system, and lack of adequate awareness among teachers" are identified problems in the CPD implementation process by secondary teachers. Also, the General Education Quality Improvement Program (GEQIP) document of the Ministry of Education also shows that the on- going CPD program is still in pain due to the lack of the need assessment of teachers training and lack of standardized training program (MOE ,2008).

Most changes in schools are introduced to contribute to quality education and also to improve students' academic achievement (MOE, 2008). But in south west shoa zone preparatory school the students' national examination results on grade 12 University entrance examination (UEE) was poor. For instance in the year 2004,2005and 2006ECthe promotion rate of grade 12 students to higher education or university were 55.18%, 57.18 and 46.50% respectively which were low. As the standards of MOE from schools it were expected that, schools have to plan to improve the students' academic achievements by 70% and above (MOE, 2010)

By the past 13 years, the researcher was served in south west shoa zone as a teacher and school principal. On that period of time the researcher observes, the extent of

implementation of introduced changes and management aspect of changes. The school principals mostly absorbed with routine activities which come from the past experience and give little concern for the management of introduced changes. This is a hindrance to change management. As (Blood and Thorsborne, 2006)indicate for change to be successful, it needs to be strategic, well planned, incrementally implemented, well communicated, monitored and take into consideration how to change the behavior of peoples.

Therefore, there is a gap in managing the introduced changes in south west shoa zone preparatory schools to achieve what is expected from the changes. This study would emphasize how preparatory schools of this zone develop implementation plan for changes, communicate and monitor the introduced changes, and also manage factors that hinder the implementation process of changes. As far as the knowledge of the researcher is concerned, no systematic study was reported on the practices and challenges of change management in preparatory schools of south west shoa zone.

The unique features of this research was assessing the management aspect of changes in the schools, that is how the implementation plan for changes were developed, the manner in which principals and teachers perceive changes, the way changes are communicated and monitored in the school and also the way encountered resistance managed during implementation of changes.

In light of the above issues, the researcher was initiated to fill the gap and conduct descriptive survey research with reference to preparatory schools of south west shoa zone. Thus, to assess the practice of change management and to address the existing challenges the following basic research questions were formulated.

1. How do schools plan for the implementation of changes in preparatory schools of south west shoa zone?
2. How are the introduced changes perceived in preparatory schools of south west shoa zone?

3. To what extent have changes been properly communicated in preparatory schools of south west shoa zone?
4. To what extent are changes monitored in preparatory schools of south west shoa zone?
5. What are the major factors that affect implementation of change in preparatory schools of south west shoa zone?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this research is to assess practices and challenges of change management in preparatory schools of south west shoa zone.

1.3.2. Specific Objectives

The specific objectives of the study were:

- To describe how schools develop implementation plan for changes in preparatory schools of south west shoa zone.
- To explore the perception of school principals and teachers to changes in preparatory schools of south west shoa zone.
- To investigate the communication mechanism in the process of change management in preparatory schools of south west shoa zone.
- To explain the mechanism in which schools monitor the implementation process of changes in preparatory schools of south west shoa zone.
- To identify the challenges to change implementation in preparatory schools of south west shoa zone.

1.4. Significance of the Study

Educational Change management needs are emphasized by the government and educational experts to make an investigation on how the introduced changes are implemented and managed. Thus, the result of the study may have the following significance.

a) The findings might provide important information for principals on how to manage changes, that is how to develop implementation plan, communicate and monitor changes, and manage resistance that encountered changes at school level.
b) The study would help to point out the strengths and weakness on how preparatory schools of south west shoa zone manage changes. Hence, it provides a feedback to woreda and zone education office on the implementation and management of change at school level.
c) This research may provide an insight for further investigation on the topic.

1.5. Delimitation of the Study

In order to make the study more manageable, this study was delimited in content, geographically and time. Regarding content, this research was delimited in assessing the practices of change management by considering how preparatory schools prepare implementation plan for changes, how changes are perceived by teachers, vice principals and school principals, how school communicate changes to the stakeholders and monitor the process of change, and also major challenges in the process of implementation of change and mechanism in which schools minimize resistance to change would be assessed.

Geographically the scope of this study was delimited to preparatory schools of south west shoa zone. This means it does not include general secondary schools found under the study area. Therefore, the findings of this research will be generalized for preparatory

schools of south west shoa zone. Concerning time the study was confined to school practices to change management during the 2014-2015 years.

1.6. Limitation of the Study

Limitation is conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The limitation of this study could be the fact that the findings cannot be generalized for all schools in Oromia regional state, because the study focused only on south west shoa zone preparatory schools. Hence, the findings and conclusions were limited to area of study that is to south west shoa zone preparatory schools.

1.7. Definition of Key Terms

This section provides conceptual and operational definitions of key terms.

- **Change**- is the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices (Shen, 2008). Conceptually in this study change is a new practice introduced at school level, Like: school improvement program (SIP), Continuous Professional development(CPD), small team 1 to 5 Learning, emphasis to science and Technology (70:30), scaling up good practices from model school and etc.
- **Change Management**- is a structured approach for ensuring changes are systematically and smoothly implemented and for achieving lasting benefits of change (Creasy, 2007, P.7).
- **Preparatory School**- is a two year education and training after successful completion of grade 10 national examination which enables students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work, which will completed at grade 12.
- Resistance to change - a significant factor that can influence the outcomes of an organizational change effort (Lunenburg, 2010, p.3).

1.8. Organization of the Study

This study is organized in to five chapters. Chapter one presents the introduction of the study and it covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, organization of the study, and definition of key terms. Chapter two discusses the literature review of change management to place the problem in a broader perspective. Chapter three presents research design and methodology specifically it includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations, and also ethical consideration. Chapter four presents the presentation, analyses and interpretation of the study. The final chapter presents summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter starts with the implications of varying concepts of educational change management. The subsequent part of the chapter describes perspective on educational change management and also strategies and models of change management. The chapter also considers a number of issues related to the management of change that are relevant to this research from different literature: strategies and models of change management, stages in the process of change, implementation and process planning for change, communicating changes, monitoring changes, teacher and school leadership role for change management, resistance to change and school culture, and also an overview of the progress/ changes of Ethiopian education system will be discussed. Throughout these sections, change has been examined firstly, as a general concept and then has been linked to educational change in particular. This extensive discussion of different theories and models of change management and strategies for the implementation process reflects how it can inform the practice of newly introduced changes.

2.1. The Concept of Change and Change Management

2.1.1 Definitions of Change

There are almost as many definition of the change as there are writers on the subject, despite this there are some broad areas on this are explained below:

Samons and Martimore (1995, p. 91) give the definition of change: “Change is an alteration of an organization’s environment structure, technology or people.” Also, “Change can be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices.” (Carlopio, 1998, p.2). Fullan (1992:22) claims, “Change is a process of learning new ideas and things. It is learning to do and learning to understand something new”.

Further, Change is a program that improve the organization in some fashion - for instance reducing costs, improving revenues, solving problems, seizing opportunities, aligning work and strategy, streamlining information flow within the organization(Hargareaves, 2006, p. 19). And also, Organizational change is the movement of an organization away from its present state and toward some desired future state to increase its effectiveness (Luneburg,2010 p.5)

Of all the definitions, people are given an idea that change is a process of improving your practice. The process of change is complex, with many different types change possible. Further, there are a number of different strategies for implementing these changes, with the success of implementation being highly variable and Handling change is not easy.

2.1.2. Definitions of Change Management

Many articles are devoted to give definition of change management. For this study some are taken as follow: "The first and foremost obvious definition of change management refers to the making of changes in a planned and managed or systematic fashion" (Blanchard, 2006, p. 20). Change Management is the art or science of making changes to a certain method or system in an orderly, systematic fashion, to make sense out of the organizational chaos that is permeating the company, its employees, its suppliers and vendors and most importantly its customers.

Change management is the process, tools and techniques to manage the people side of change to achieve the required business outcome. Change management incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change (Creasy, 2007, p.5).

Change management refers to the making of changes in a planned and managed or systematic fashion. Change Management is the art or science of making changes to a certain method or system in an orderly, systematic fashion, to make sense out of the organizational chaos that is permeating the company, its employees, its suppliers and vendors and most importantly its customers (Ledez, 2008, p.112). From this, Managing change in an organization is not easy task it requires understanding the process of change.

2.2. The Concept of Educational Change Management

Waks (2007) has described educational change from different angles creating varied images for change. These images envisage change as a process or a product, the result of intentional processes or the consequence of unintentional processes, change may be individual or collective, may result in profound change or a partial change, may be a pattern of stages or just an event, may be locally or universally valid and may be gradual or abrupt. Thus change is a variable. Dawson (1994) has identified those factors that shape a particular change process as being: the substance (type and scale) of change, the politics (social conflicts, pressures, negotiation) of change and the context of change. If the conceptualization of both Waks educational change and that of Dawson on general change are seen together, it can be concluded that the dynamics of the determinant of change the substance, politics and context of change create the specific image of change in a particular context. Apart from a series of images, changes can also be perceived as a broad spectrum term covering an extensive range of concepts. The expansiveness of the term change makes it a complex phenomenon as researcher (Amagoh, 2008) have pointed out change is not a routine, technical, purely linear and programmatic process rather it is a complex social phenomena.

Social and technological changes demand a through and timely response from education systems change may also arise from internally generated innovation (Bush and Coleman , 2000). It can be initiated for various reasons such as personal status, bureaucratic self-interest, concern to meet perceived but currently unmet needs, concerns to comply with external pressures and so on (Amagoh, 2008). Therefore, sources of educational changes can be multiple including new legislation, inspection, pressures from staff, parents and students, and technology development (Lumby, 1998).

Several researchers talk about change as superficial or deep. Change can be surface or structural, first order or second order change (Hargreaves and Goodson, 2006). The surface or first order change does not affect the structure, roles and culture. However, the structural and second order change focuses on goals, roles, structure and culture for

transformation. Real, sustained change does not occur unless basic beliefs and assumptions also change (Waldron and Mcleskey, 2010).

2.3. Perspectives on Educational Change Management

Whatever the source of the initiation of educational changes it in any case requires effective management (Bush and Coleman , 2000). Those holding different views on the purpose of education and how it should be managed to achieve these see the concept of the management of change in education differently. These perspectives and their implementation for the study of educational change can be analyzed from different angles. When seen from the organizational point of view which emphasize simple rationalistic models of change management and organizations change is like working towards a known end in a predictable environment. From rational point or classical perspective, schools are seen to function as structuralist, functional bureaucratic establishment and termed the model of schooling (Wolff, 2008).

Amagoh (2008) argues that organizations comprise structures and culture in which people do tasks with the help of technology and control. They discus to organizational models: the systems (also described as scientific or structural or classical or bureaucratic) model and the cultural models. The system approach is based on bureaucratic, hierarchical and rigid organizational structures is considered logical, rational and is complemented by the use of quantifiable data in the course of the input/output linear process of operation.

The cultural approach is more humanistic and subjective in the perspective adopted to examine organization (Stoll, 1998). Here the attitudes and perceptions of those involved are the focus of organizational structure and culture. As every school is a distinctive organization with its own workforce determining its particular culture, so flexible structures are needed to accommodate this cultural picture.

As UNESCO (2009) change is not just about the creation of new policies and procedures to implement external mandates. It is also about the development of personal strategies

by individuals to respond to , and seek the influence the impact of structure and cultural transformation, personal change as well as organizational change (UNESCO, 2009). Therefore deep, true , and sustainable change can only be ensured through a cultural transformation of attitudes, behaviors and beliefs.

Steers et al. (2010) has categorized different approaches to educational change as adoptive and adaptive. Adoptive approaches are top down and assume change to be linear and externally motivated. Therefore, it requires the adoption of certain practices, ways and services. The adaptive approaches are responsive to the context, culture, and environment in which change is introduced. With this approach to change management, there is a structural flexibility in the reform to adapt according to the situation and requirements of the context.

2.4. Strategies and Models for Change Management

The perspective on how the organization itself is perceived with reference to its structures, roles and functions affect the strategy or models adopted to bring into the organization. The various strategies for change management relate to and reflect the different constructions of the concept of change. Warford (2005) provided types for change management. This gives three models or approaches to change management. These three models are: Bureaucratic, collegial and political.

Bureaucratic Model: This Model assumes that people are influenced by rationality and they follow their rational self-interest. Therefore, if change is rationally explained and justified to them, linked to their self-interest and they are trained to adopt it, change will work. Wendel (2009)has criticized this model on two grounds. Firstly, human beings are not purely rational beings and secondly rationality is a subjective term.

Collegial Model: This model does not reject the concept of rationality but assumes that change in knowledge or intellectual orientations should be accompanied by a change in relationships, attitudes, skills and values. Wendel (2009) has explained this model as

being based on the notion that people are influenced by the behavior and attitudes of their peer. Therefore, if some people change their attitudes and values others will follow.

Political Model: This model brings in the interplay of political, legal and financial resources in mandating changes.

Like theories and perspective on the concept of educational change management, these strategies have also been regarded as interchangeable with relation to the context and the situation. Amagoh (2008) state that rational model of change management may be suitable for a stable situation but uncertain and complex situations demand collegial models which need flatter management structures.

Hopkin(2007) offers another insight into the strategic models of change where he looks system wide change as a possible model. Accordingly to his analysis, a focus on the wrong variables and the wrong perspective along with the absence of a systematic perspective may hinder the successful implementation of educational reform. He suggested a system approach for reform effort, which is system wide and as well as system deep (integrating different levels from policy to practice).

The above discussion leads to the means to achieve an effective, meaningful and sustainable change. The effectiveness of each models/strategy is linked with the nature of change program and demands of the situation and the purpose of the change as well as the sensitivity and adeptness with which it is manipulated. These models can provide guidelines, but cannot simply be borrowed from one organization to context to another because what works in one place may not work in another.

2.5. Theoretical Framework of the study

Change Management is a multidisciplinary approach, and the models incorporate findings from many disciplines including Organizational Behavior, Business Process ,Total Quality Management, Project Management, Motivational and Cognitive

Psychology, Leadership, Problem Solving, Decision Making and Diffusion Theory (Kotter, 1995)

As (Pryor et al., 2008) the majority of the change management models fall into the following four categories. The first are models which provide prescriptive steps of what to do and what not to do (Kotter, 1995). The second models which overview the entire change process using more of a problem solving and traditional project management methodology (Clarke and Garside, 1997). The third model developed from the change literature specifically to consider complex Information Technology enabled change (Benjamin and Levinson 1993). The fourth group provide specific diagnosis tools and approaches to support key change management issues such as resistance to change (Jellison, 1993).

As Sharma (2012) when an organization is going through change, it is time for management to exercise leadership. They should become the role models for the rest of the staff and exhibit behaviors that demonstrate what is expected from employees in relation to the change. Thus as Sharma (2012), change management models and theories, which have been developed so far, are many. The most common change management models are: Lewin's Three-Step Model (Lewin,1951) and Kotter's Strategic Eight-Step Model (Kotter, 1996).

In this study John Kotter models of change management were used as a theoretical framework. Because managing changes in school demands a process like pre planning and developing implementation plan for change, developing a positive perception to staffs on introduced changes, communicating and monitoring the progress of change and also managing resistance to change. Thus, Kotter models of change management which has 8 steps to manage change were partly used as conceptual frame work. Thus Kotter models of change were taken as a model in this study.

Kotter Change Management Models

As Kotter (1995) one of the goals of change management is aligning people and culture with strategic shifts in organizational direction in order to overcome resistance and increase engagement for an effective transformation. Implementing this change to organizational culture requires a systematic approach which focuses on guiding people through the process and helping them understand how their contribution will make the difference. Further, Kotter Change Management Model has "Guiding Principles for Leading Change". The steps in this guide are centered on key principles identified by Kotter relating to how people approach change, respond to change, and embrace change. These steps are:

Step 1: Establish a sense of Urgency

Most successful change efforts begin when some individuals or some group starts to look hard at a company's competitive situations, identifying and discussing on potential crises and also major opportunities (Kotter, 1996). Kotter suggests that for change to be successful, the majority of an organization's leadership and managers need to buy-in and support the change. This requires proper planning to set the foundation for the effort before moving on to the next step. Thus, based on this theoretical framework schools create awareness for teachers on the importance of the introduced changes.

Step 2 : Forming a Powerful Guiding Coalition

Managing change requires, encouraging the group to work together as a team and hence, convincing people as change is necessary requires strong leadership ability (Kotter, 1995). Thus it is from this concept that when schools principals manage changes, it advisable to make change a team work through strong leadership ability of school principals.

Step 3: Creating a Vision

Creating a vision and developing strategies for achieving that vision is important pillars of change management (Kotter, 1995). Thus as Kotter creating a vision that clearly explains the new reality of change and its impact is highly important in managing change. For this reason, while implanting change at school level the emphasis is given to visioning teachers at pre planning stages of change were emphasized.

Step 4: Communicating the vision

Through constant communication, an organization can counteract most resistance and better educate its workforce about the change (Kotter, 1995). Once the organizations have developed an implementation plan, the organizations have to take time to communicate plan to their employees. For this reason communicating changes at school is emphasized.

Step 5: Empowering others to act on the vision

As (Kotter, 1995) successful transformations begin by involving large numbers of people as the process progress. Employees are self-confident to try new approaches, to develop new ideas, and to provide leadership. Hence obstacles are removed and actions are enabled. Thus as Kotter the more people involved, the better the outcome. Likewise in case of implementing changes at school level empowering all teachers to act on introduced change and reducing the obstacle expected from schools. Further based on this model to remove obstacle and enable action, Monitoring, identifying obstacles, and taking actions to remove obstacles in implementation of change is used from the concept of this model.

Step 6: Planning for and creating short term wins

Creating short-term wins requires planning. When developing an implementation plan, build in achievable targets that can be easily achieved and which can then be communicated to sustain participation (Kotter, 1995). Thus based on this conceptual

framework school develop achievable implementation plan for introduced changes and plan to reward those teachers who best implement change to meet the target.

Step 7: Consolidating improvement and producing still more change

This step of Kotter emphasizes using increased credibility to change systems, structures, and policies that are not aligned to the vision and also this step focuses on promoting those employees who best implement the change. Thus, Long-term change is sustained best when many achievements are celebrated and best practices shared. Hence, this step is all about continuous process improvement.

Step 8: Incorporating changes into the culture

This step of Kotter suggests making the change part of daily operations. Thus this makes changes to be part of the organization culture. Based on this concept when school implement change, there is an attempt to make changes part of school culture.

2.6. Stages in the Process of Change Management

Educational reform or change is not an event but an ongoing process evolving in many stages spanning over a stretch time in accordance with the scale and complexity of the initiatives (Wendel, 2009). Also, Fullan (2009) conceives the change process as comprising three stages and calls them imitation, implementation and institutionalization. The decision making of change can be top down or bottom up. However, Wendel (2009) asserts that most of the large scale change initiatives in education are top down where decision making remains limited to policy makers.

Envisioning the changes is the starting point for Change management action (kotter, 1996). It is in this stage that key stakeholders are typically identified and involved and the impacts of the new desired state accurately accessed. This helps reduce the chance of failure by gaining support from power groups' early (Nadler and Tushman, 1997). During the Visioning stage of a change, the change strategists provide the vision use their conceptual skills, innovative and creative idea and use extensive information gathering

skills. These skills are supported by influencing skills, negotiating skills and coalition and team building skills (Hiltrop, 1998).

The implementation stages is the reality encounter when thinking needs to be converted into practice. This phase is especially complex due to the addition of many more people in the process (Amagoh, 2008). Successful implementation of change is difficult and complex due to particular circumstances, complexity of factors involved as well as the inevitable dilemmas in the process. Change is also time consuming as it often requires mind set culture and value change (Fullan , 2009). If people properly trained, supported and rewarded, their behavior will change. If successful this will lead to mind set change and ultimately will impact upon the culture of the organization.

There are models identifying different phases in the change process, which indicate a change in focus, priorities and processes involved as well as the scope and level of participation and the role of different stake holders. Lewin (1947); cited in Blood and Thorsborne (2006) in his early model suggested three stages for the change process: unfreezing the present situation, implementation of the new situation and refreezing the changed situation. From this early model, there have been numerous attempts to conceptualize the different stages. Morrison (1998); Cited in Dooley (1999) expanded the three stages of change process into seven: invention/awareness, development, diffusion / dissemination, adoption/ rejection, implementation, institutionalization and recommendation. Dawson (1994)views on the three timeframes for change management can also be applied in the field of education which are: conception of the need to change, process of organizational transition, operation of new work practice and procedures. The ideas of above researcher on the phases of change management process can be categorized in to three broad phases namely: pre-implementation, implementation and post-implementation.

2.7. Implementation Plan and Process Planning for Change Management

Once the change has been introduced, the change is planned in terms of necessary resources, such as time, personnel, budget. Planning for change is a process of developing a plan for modifying an organization business processes through the modification of policies, procedures, and processes to move the organization from the current "as is" state to a desired future "to be" state.The objectives are to effectively transfer knowledge and skills that enable users to adopt the changes new vision, mission, and systems and to identify and minimize sources of resistance to the adopted changes (Connon and Lake, 1994; Kliem, 1996).

Change planning will contain information required in assessing the goals, costs, and risks associated with the change, including: Description of the change, Benefits of applying the change, Costs and risk of not applying the change, Costs associated with the change and Risk assessment of the change (Want , 1995).

Change management processes are expensive financially. Managers need to plan and think several times before launching a new change management process. The process demands broad communications and commitments especially from the managers (Green, 2007).

Process planning has been described as a re-planning assignment to build up a logical way to proceed and minimize extra work. The change is planned step-by step to increase the value which it gives to customer. The main purpose is to perform the assignment in the most suitable place with the most suitable person. The main reason to reform processes is the effectiveness and improvement achieved with effectiveness, quality, lead time and customer satisfaction. Most developing programs are made to reform also organizations, job description, corporate culture, information systems and infrastructure (Paton and McCalman , 2000).

There can be various reasons to start process planning. Reasons to end up process planning could be problems that the organization is facing, developing processes to

become more customer orientated or following the competitors' actions. The organization has to recognize its internal and external strengths when starting a change management. If the organization recognizes the current state, it makes it easy to set up the plan and expectations and also efforts needed from managers and other employees. The start point clarifies the schedule and external help for the process planning (Paton and McCalman , 2000).

2.8. Communication and Changes

2.8.1. Roles of Communication in Change Management

Communication is vital to the effective implementation of organizational change. Poorly communicated change results in rumors and resistance to change management, and also it may exaggerate the negative aspects of the change (Smelzer and Zener , 1992).

Communication plays an important part of change management. Understanding the importance of communication and how to affect individual's worldview and through worldview influence his/her actions and beliefs. Through communication different worldviews should become closer together. The main purpose is to get worldviews that help to get common understanding of change management (Ridder, 2003).

Although the general conclusion about the importance of communication in organizational change is demonstrated and agreed on, specific communicative actions, approaches and effects are still left unexplained (Lewis, 1999). (Armankis and Harris, 2002) focus on how to develop messages and distinguish five different message domains within change communication. Green (2007) focus on the strategies used by managers in communicating organizational change. Lewis (1999) Focus is on which medium is used in communicating change. The finding by Elving (2005) support that internal communication is important in communicating change.

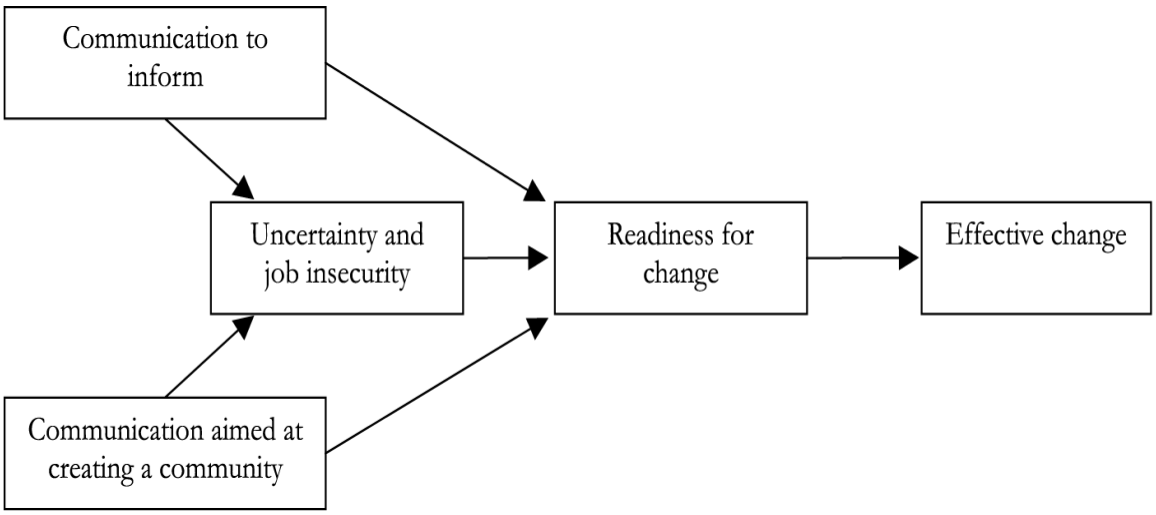


Figure 1: Conceptual Models of communication during organizational change

Sources: (Elving, 2005)

2.8.2. Purpose of Communication in Change Management

One purpose of communication during organizational change can be to prevent resistance to change, or at least try to reduce this. When resistance to change levels is low within an organization, one could argue that the effectiveness of the change-effort will be higher. Since an organization's functioning depends on the actions of its members, the organization can change only when members' behavior changes (Goodman and Dean, 1982). And also, as Armankis and Harris (2002) one of the main purposes of change communication should be to inform the organizational members about the change, and how their work is altered because of the change. This informative function of communication will have an effect on readiness for change.

2.8.3. Planning for communication

Communication planning begins with a careful analysis of the audiences, key messages and the timing for those messages. The change management team or project leaders must design a communication plan that addresses the needs of front-line employees,

supervisors and executives. Each audience has particular needs for information based on their role in the implementation of the change (Armankis and Harris, 2002).

Communication has to be well planned. Communication has to be planned for the right people at the right time via the right communication channel. Personalized messages are more likely to reach the recipients. Face-to-face and one-to-one communication is important to people because some want to be consulted and some told (Green, 2007).

The first step in managing change is building awareness around the need for change and creating a desire among employees. Therefore, initial communications are typically designed to create awareness around the business reasons for change and the risk of not changing. Likewise, at each step in the process, communications should be designed to share the right messages at the right time (Elving, 2005)**.**

Many managers assume that if they communicate clearly with their employees, their job is done. However, there are many reasons why employees may not hear or understand what their managers are saying the first time around. Messages need to be repeated 6 to 7 times before they are cemented into the minds of employees. That is because each employee's readiness to hear depends on many factors. Effective communicators carefully consider three components: the audience, what is said and when it is said (Schnieder and Reiches, 1983).

The amount of information has an influence on the successful performance of change communication. Too much information makes hard to adjust the heard information and people cannot process the implementation. Too little information affects that people cannot get enough information to understand the issue on hand. A reasonable amount of information is the best way to reach the audience (Richardson and Denton , 1996).

2.8.4. Communicating Goals of Change Management

According to Ridder (2003), organizational communication commonly has two goals. The first goal of organizational communication should be to inform the employees about

their tasks and about the policy and other issues of the organization. The second goal is communication with a mean to create a community within the organization. Roughly, a distinction can be made between organizational communication as a mean to provide information and organizational communication as a mean to create a community spirit (Ridder, 2003). Also as Elving (2005). Effective organizational change will be showed in low levels of resistance to change, or high levels of readiness for change by employees.

2.9. Monitoring and Evaluation of Change Management

2.9.1. Evaluation Versus Monitoring Change Management

Monitoring as an internal change activity, change evaluation is an examination of the impact of a change and of the fulfillment of its ultimate objectives, and provides an indication of the reasons for unusually high or low performances. Change evaluation can benefit considerably from the information collected by monitoring activities. Internal change evaluation comes close to monitoring, but it differs from it in the sense that it is often a one-time activity and does not have a system for regular data collection. Change management can of course decide to do an internal project evaluation based on the information collected by the monitoring system (Micklewait, 1979)

Monitoring is the systematic collection and analysis of information as a change progresses. It is aimed at improving the efficiency and effectiveness of an organization. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables the organization to determine whether the resources the organization have available are sufficient and are being well used, whether the capacity the organization have is sufficient and appropriate, and whether the organization are doing what has planned to do (Marriott and Goyder, 2009).

Evaluation is the comparison of actual change impacts against the agreed strategic plans. It looks at what the organization set out to do, at what the organization have accomplished, and how the organization accomplished it (Marriott and Goyder, 2009).

What monitoring and evaluation have in common is that they are geared towards learning from what the organization is doing and how the organization is doing it, by focusing on: Efficiency, Effectiveness, and Impact. Efficiency tells that the input into the work is appropriate in terms of the output. This could be input in terms of money, time, staff, equipment and so on. Effectiveness is a measure of the extent to which a development programs or project achieves the specific objectives it set. Impact tells you whether or not what you did made a difference to the problem situation you were trying to address (Marriott and Goyder, 2009).

Monitoring and evaluation are both tools which help an organization know when plans are not working, and when circumstances have changed. They give management the information it needs to make decisions about the project or about changes that are necessary in strategy or plans. The effect of monitoring and evaluation can be seen in the following cycle. Note that you will monitor and adjust several times before you are ready to evaluate and re plan (Marriott and Goyder, 2009).

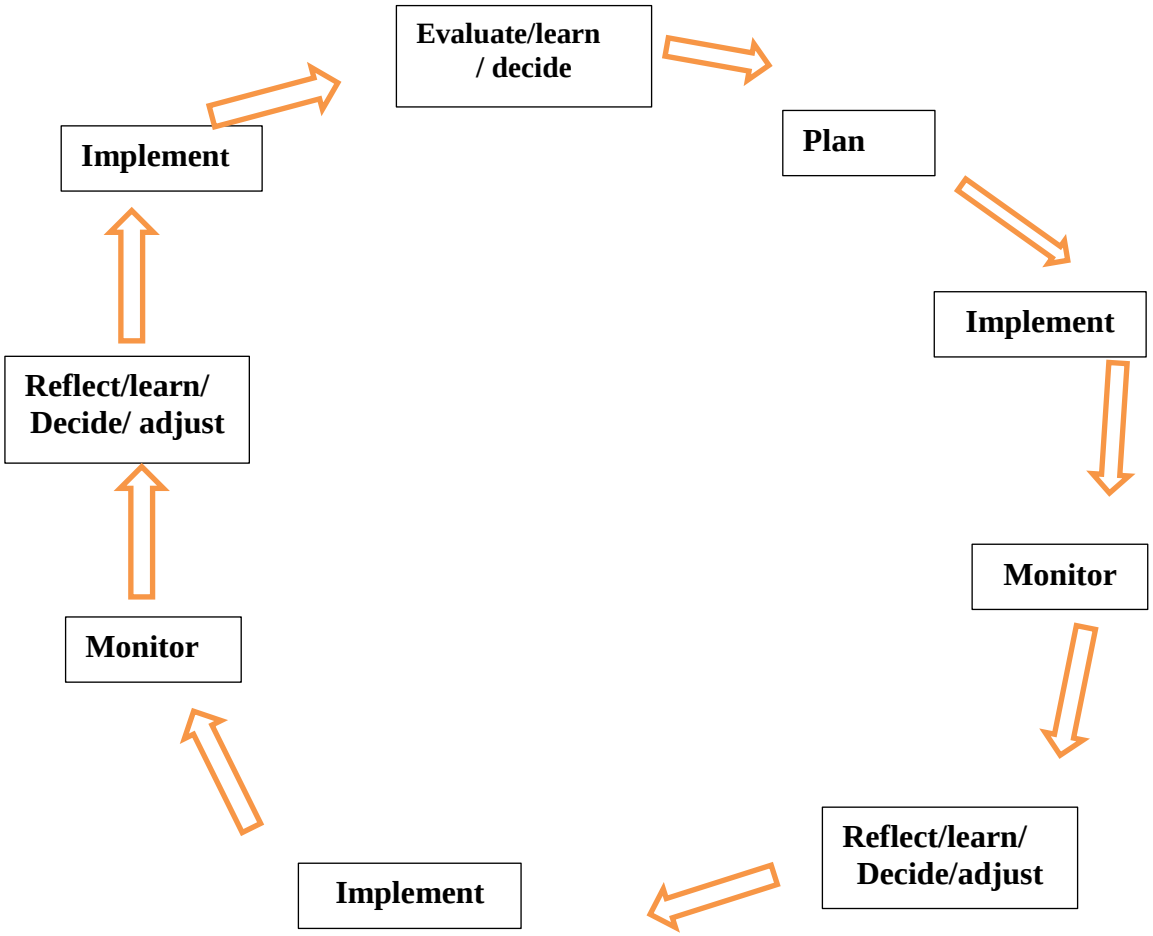


Figure 2: Monitoring and Evaluation Cycle

Source: (Marriott and Goyder, 2009)

2.9.2. Importance of Monitoring and Evaluation in Change Management

It is important to recognize that monitoring and evaluation are not magic wands that can be waved to make problems disappear, or to cure them, or to miraculously make changes without a lot of hard work being put in by the project or organization. In themselves, they are not a solution, but they are valuable tools (Richard, 1988). Accordingly, monitoring and evaluation can:

_ Help you identify problems and their causes;

_ Suggest possible solutions to problems;

_ Raise questions about assumptions and strategy;

_ Push you to reflect on where you are going and how you are getting there;

_ Provide you with information and insight;

_ Encourage you to act on the information and insight;

_ Increase the likelihood that you will make a positive development difference.

2.9.3. Monitoring of change

Change management is responsible for managing a Change in such a way that Change goals will be achieved. Monitoring is the internal Change activity of providing feedback to Change management on the progress of the change, the problems it is facing, and the efficiency with which it is being implemented (Bamberger and Hewitt, 1986) .

Monitoring is a system of activities with three critical components: it requires the regular collection of information, it requires an evaluation of that information, and most importantly, it requires that the evaluation results in an institutional action (Richard, 1988).Usually, monitoring activities are initiated by Change management, and stem from specific questions regarding the expected (planned) progress, stated as Change criteria or standards. These are the basis for determining what information should be collected, as well as for making a judgment about the status of the Change or the rate of change which is initiated by the Change. Depending on the outcome of this evaluation, Change management will decide upon actions to be taken, and/or will adjust the expected progress. Figure 3 illustrates the elements of monitoring.

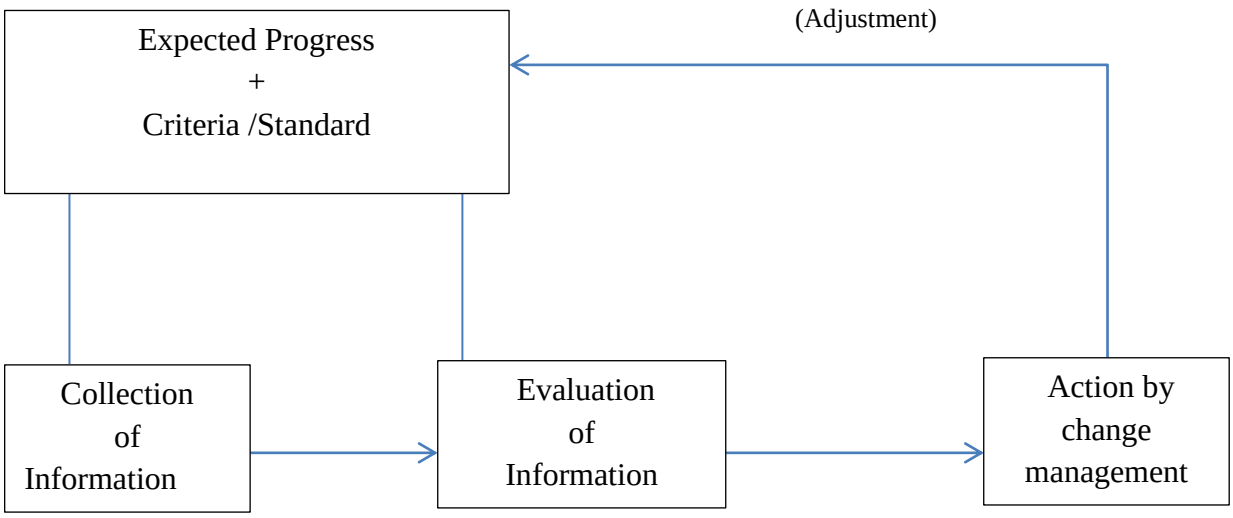


Figure 3: Elements of Monitoring
Sources: (Clark and Freund, 1985)

2.9.4. Types of Monitoring in Change Management

Monitoring can be directed to change inputs, processes and outputs. The assessment of human and physical resources in a change, and whether they are expended as planned, is input monitoring. It is to ensure that a change is operating at some predetermined standard, or in other words, that a change is operating as stated in its plan of operation. Input monitoring is mostly directed to the input of a project in the educational system. Process monitoring is directed to the processes in which a change is involved, in order to assure that these processes are indeed contributing to the expected output (Madonna, 2004).

Theoretically, a change can only be monitored if certain conditions are fulfilled. Hopkins (1985)mentions four conditions which should be fulfilled before one should consider monitoring activities. These are: 1. clearly articulated program; 2). Clearly specified goals or effects; 3) Plausible rationale linking the program to the goals or effects (its theoretical basis).4) Implementation of the actual project.

As Madonna (2004) successful monitoring is not just about generating information. It is also about creating institutional mechanism through which monitoring can inform development and implementation of policy. Planning for an effective system of monitoring must address the following : (i) what is to be monitored ?; what are the parameters against which monitoring to be done ?; (iii) at what level/s monitoring to be done ?; (iv) frequency of monitoring ? (v) who is to monitor ?; and (vi) follow up of monitoring.

2.10. Resistance Management

2.10.1. An Over View of Resistance to Change

Resistance is natural (Lumby, 1998) and initially people are apprehensive of change because they want to retain the present circumstance as there is something very attractive and reassuring about stability and continuity. Deal (2007) has also supported some of these propositions about the reaction to change that routine work is confortable for people, people need their status quo, change may affect culture to create stress and change may result in change in power structures as well as to create conflict. These explicit and implicit barriers to the adoption of change originate from various sources. These barriers to change are: value barriers, power barriers, psychological barriers and practical barriers, and also there are different categories for the sources of resistance to change namely cultural, social, organizational and psychological factors. As Deal, (2007) these factors or barriers can be grouped into two broader categories the technical and attitudinal/behavioral. The technical factors are comparatively easy to handle as appropriate training and practice can address them while change in values, beliefs and behaviors is hard to realize and becomes a sensitive issue.

2.10.2. Categories of Resistance to Change

In schools, resistance to change can also be faced when a change is introduced and school members are forced to practice this new state of being or acting with lack of choice. Furthermore, schools have to adapt to their environment and need to comfortably operate

with the structures, policies and procedures that have been introduced by the environment. However, to ensure effectiveness, individuals in school organizations may prefer to focus on the routine things that they perform well and set up defenses against change by resisting it. In addition, school members may reject change due to the fact that they believe it is not worth their time, effort and attention (Burke, 2008)

In order to understand the logic behind resistance to change performed in educational organizations, it is necessary to consider the kind of resistance proposed by (Hambrick and Cannella,1989; cited in Yilmaz,2013). Thus as Yilmaz (2013) resistance may be blind, political or ideological.

Blind Resistance

In educational organizations, school members can also react defensively at first and not get used to the idea of change due to the fact that unknown is being discomforting. It is best to provide reassurance these individuals and let time to pass without putting pressure on them are two kinds of response that may be useful here. Therefore, getting used to new idea of change in school organization needs time (Yilmaz, 2013).

Political Resistance

Organization members having political resistance think that they will lose something of value to when the change is implemented, like loss of one's power base, position, and role in the organization, status, size of budget, even personal compensation. In these instances, change agent becomes a negotiator and the negotiation begins; that is, trading something of value with something else of value. Besides, some people also argue that change provide long term loss gain versus short term loss. In schools, teachers or school principals may think that implemented change will lead to loss of their position, power and/or role within other school members (Yilmaz, 2013).

Ideological Resistance

Intellectually honest people can disagree about organizational change. Some may genuinely believe that the proposed change is ill-timed, will simply not work, and/or will cause more damage than improvement. That is to say, resistance to change results from intellectual differences in genuine beliefs, feelings or philosophies. To illustrate, teachers may feel that the proposed changes in the schools are wrong thing to do and violate their deeply held values. When they feel that the planned change is ill fated, they provide their logical reasons why they feel just like that and resist change. In this category of resistance, intellectually honest people can be influenced through building one's case with further documentation and sound reasoning (Yilmaz, 2013).

2.10. 3. Forces for and Resistance to Organizational Change

Organizational change is the movement of an organization away from its present state and toward some desired future state to increase its effectiveness. The education environment is constantly changing, and the school organization must adapt to these forces in order to remain relevant and effective (Blankstein, 2010). Table 1 lists the most important forces for and resistances to change that confront school organizations and its leaders.

Table 1: Forces for and resistance to organizational change.

Forces for Change	Resistance to Change
External Forces:	Uncertainty
Marketplace	Concern over personal loss
Government laws and regulations	Group resistance
Technology	Dependence
Labor markets	Trust in administration
Economic changes	Awareness of weaknesses in the proposed change
Internal Forces:	
Administrative processes	
People problems	

Source: (Creemers, 2011)

As Hargreaves (2011)most school organizations prefer stability to change. Because the more predictable and routine activities are, the higher the level of efficiency that can be obtained. Thus, the status quo is preferred in many cases. However, schools are not static, but continuously change in response to a variety of forces coming from both inside and outside the (Duke, 2011). For school leaders, the challenge is to anticipate and direct change processes so that school performance is improved. Several important factors in each of these categories (internal and external forces) will now be considered (Szarland, 2011).

2.10.3.1. External Forces for change

The external forces for change originate in the school's environment. They include the marketplace, government laws and regulations, technology, labor markets, and economic changes (Smylie, 2010) .

Market place

The market place, in recent years, has affected schools by introducing competition both from within a school district in the form of magnet schools, learning choice schools, and

the like; and from outside the school district including private schools, store-front schools, and home instruction (Smylie, 2010).

Government laws and regulations

Government laws and regulations are a frequent impetus for change. As a case in point, strict enforcement of Equal Employment Opportunity Commission regulations cause many school districts to examine carefully their hiring, promotion, and pay policies for women and minorities (Smylie, 2010).

Technology

Technological innovations have created the need for change in schools (Brimley and Garfield, 2009). Computers have made possible high-speed data processing and retrieval of information and have created the need for new positions.

Labor markets

The fluctuation of labor markets forces school leaders to initiate change. For instance, the education, talents, and attitudes of potential teachers play an important role in a school's effectiveness. Changes in these facets of the labor force can lead to a shortage or a surplus of qualified teachers (Brimley and Garfield, 2009).

Economic changes

Economic changes affect schools as well. During periods of recession, inflation, or downturns in the local or national economy, the attitudes and morale of some staff members suffer, which may hinder school performance (Brimley and Garfield, 2009).

2.10.3.2. Internal Forces for Changes

Pressures in the internal environment of the school district/school can also stimulate change. The two most significant internal pressures for change come from administrative processes and people problems (Lunenburg and Ornstein , 2008).

Administrative processes

Processes that act as pressures for change include communications, decision making, leadership, and motivational strategies, to name only a few. Breakdowns or problems in any of these processes can create pressures for change. Communications may be inadequate; decisions may be of poor quality; leadership may be inappropriate for the situation; and staff motivation may be nonexistent. Such processes reflect breakdowns or problems in the school district/school and may reflect the need for change (Konopaske et al, 2012).

People problems

Some symptoms of people problems are poor performance levels of teachers and students; high absenteeism of teachers or students; high dropout rates of students; high teacher turnover; poor school-community relations, poor management-union relations; and low levels of staff morale and job satisfaction (Potter et al , 2008). A teacher's strike, numerous employee complaints, and the filing of grievances are some tangible signs of problems in the internal environment (Potter et al , 2008). These factors provide a signal to school leaders that change is necessary. In addition, internal pressures for change occur in response to organizational changes that are designed to deal with pressures for change exerted by the external environment.

2.10.3.3. Resistance to Change

Forces for change are a recurring feature of school life. It is also inevitable that change will be resisted, at least to some extent by both school leaders and staff. There is a human tendency to resist change, because it forces people to adopt new ways of doing things. In order to cope with this recurring problem, school leaders must understand why people resist change. The most powerful impediments to change include uncertainty, concern over personal loss, group resistance, dependence, trust in administration, and awareness of weaknesses in the proposed change (Spector, 2011)

Uncertainty

Teachers may resist change because they are worried about how their work and lives will be affected by the proposed change. Even if they have some appreciable dissatisfaction with their present jobs, they have learned what their ranges of responsibilities are and what their administrator's reaction to their behavior will be in certain situations. Any change creates some potential uncertainties (Duke, 2011).

Concern over Personal Loss

Appropriate change should benefit the school district/school as a whole, but for some staff members, the cost of change in terms of lost power, prestige, salary, quality of work, or other benefits will not be sufficiently offset by the rewards of change. Organization members may feel change will diminish their decision-making authority, accessibility to information, autonomy, and the inherent characteristics of the job (Duke, 2011).

Group Resistance

Groups establish norms of behavior and performance that are communicated to members. This communication establishes the boundaries of expected behaviors. Failure to comply with such norms usually results in sanctions against group members by the group. If school leaders initiate changes that are viewed as threatening to the staffs' norms, they are likely to meet with resistance. The more cohesive the staff is, the greater their resistance to change will be. This may explain partially what causes wildcat strikes by teachers when school districts introduce changes without proper notification and preparation (Robinson, 2010).

Dependence

As Robinson (2010) all humans begin life in a dependent state. Thus, dependence is instilled in all people to a certain extent. Dependency, in and of itself, is not all bad; but if carried to extremes, dependency on others can lead to resistance to change. For instance, staff members who are highly dependent on their leader for feedback on their performance will probably not adopt any new methods or strategies unless the leader

personally endorses their behavior and indicates how the proposed changes will improve the staff member's performance.

Trust in Administration

Schools vary substantially in the degree to which organization members trust the leader. On the one hand, if a change is proposed when trust is low, a natural first reaction is to resist it. On the other hand, when trust is high, organization members are more likely to support a proposed change. Further, under conditions of distrust staff members often resist changes, even when they are understood and they can benefit from them (Fullan, 2009).

Awareness of Weaknesses in the Proposed Change

Organization members may resist change because they are aware of potential problems in the proposed change. If staff express their reasons for resistance to the leader clearly along with adequate substantiation, this form of resistance can be beneficial to the school district/school. Leaders can use these suggestions to make their change proposals more effective (Duke, 2011).

2. 10.4. Reasons of Resistance to Change

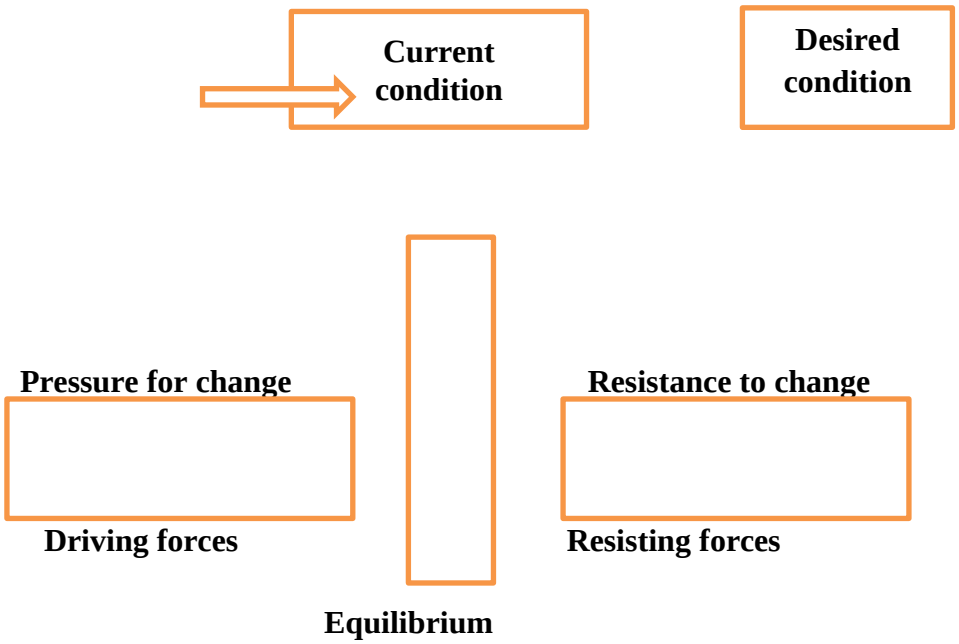
As Yilmaz (2013)indicate despite the fact that change is implemented for positive reasons like adapting to volatile environment conditions and remaining competitive, organization members often react to change efforts negatively and resist change . The main reason behind this negative reaction is due to pressure, stress and uncertainty coming with change. Thus, Some common reasons for resistance to change within organizations include interference with need fulfillment, selective perception, habit, inconvenience or loss of freedom, economic implications, security in the past, fear of the unknown, threats to power or influence, knowledge and skill obsolescence, organizational structure and limited resources.

2.10.5. Lewin's Force-Field Theory of Change

To better understand resistance to change, Kurt Lewin (1951) developed the concept of *force-field analysis***.** He looks on a level of behavior within a school organization not as a static custom but as a dynamic balance of forces working in opposite directions within the organization. He believes that we should think about any change situation in terms of driving forces or factors acting to change the current condition (forces for change) and resisting forces or factors acting to inhibit change (resistance to change). These forces may originate in the internal or external environment of the organization or in the behavior of the school leader.

As Lewin (1951)School leaders must play an active role in initiating change and in attempting to reduce resistance to change. School leaders can think of the current condition in a school organization as an equilibrium that is the result of driving forces and resisting forces working against each other. School leaders must assess the change potential and resistance and attempt to change the balance of forces so that there will be movement toward a desired condition. There are three ways school leaders can do this: increasing the driving forces, reducing the resisting forces, or considering new driving forces.

Lewin points out that increasing one set of forces without decreasing the other set of forces will increase tension and conflict in the organization. Reducing the other set of forces may reduce the amount of tension. Although increasing driving forces is sometimes effective, it is usually better to reduce the resisting forces because increasing driving forces often tends to be offset by increased resistance. Put another way, when we push people, they are likely to push back. Figure 4 illustrates the two sets of forces discussed earlier: forces for change and resistance to change. These are the types of situations that school leaders face and must work with on a daily basis when attempting to effect change.



Source: (Lewin, 1951)

Figure 4: Lewin's force-field theory of change.

As the above figure depicts, change results when an imbalance occurs between the ratio of driving forces and resisting forces. Such an imbalance alters the current condition (*equilibrium*)—it is hoped in the direction planned by the school leader—into a new and desired condition. Once the new, desired condition is reached, the opposing forces are again brought into equilibrium. An imbalance may occur through a change in the velocity of any force, a change in the direction of a force, or the introduction of a new force (Lewin, 1951).

Moreover, change involves a sequence of organizational processes that occurs over time. Lewin suggests this process typically requires three steps: unfreezing, moving, and refreezing.

Unfreezing: This step usually means reducing the forces acting to keep the organization in its current condition. Unfreezing might be accomplished by introducing new information that points out inadequacies in the current state or by decreasing the strength

of current values, attitudes, and behaviors. Crises often stimulate unfreezing. Examples of crises are significant increases in the student dropout rate; dramatic enrollment declines; demographic shifts in population within a school district/school; a sudden increase in staff or leader turnover; a costly lawsuit; and an unexpected teacher strike. Unfreezing may occur without crises as well. Climate surveys, financial data, and enrollment projections can be used to determine problem areas in a school and initiate change to alleviate problems before crises erupt.

Moving: Once the organization is unfrozen, it can be changed by moving**.** This step usually involves the development of new values, attitudes, and behaviors through internalization, identification, or change in structure.

Refreezing: The final step in the change process involves stabilizing the change at a new quasi-stationary equilibrium, which is called refreezing. Changes in school culture, changes in staff norms, changes in school policy, or modifications in school structure often accomplish this.

2.10.6. Strategies to Overcome Resistance to Change

Lunenburg (2010) used six most popular and frequently approaches to overcome resistance to change these are: education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, and explicit and implicit coercion (Lunenburg, 2010).

Education and Communication: Resistance can be reduced when school leaders communicate with organization members to help them see the need for change as well as the logic behind it. This can be achieved through face-to-face discussions, formal group presentations, or special reports or publications (Lunenburg, 2010).

Participation and Involvement: Organization members who participate in planning and implementing a change are less likely to resist it. Prior to making a change, leaders can allow those who oppose the change to express their view on the change, indicate potential problems, and suggest modifications (Lunenburg, 2010).

Facilitation and Support: It is important for leaders to manifest supportive and facilitative leadership behaviors when change is being implemented. This type of leader behavior includes listening to organization member's ideas, being approachable, and using member's ideas that have merit (Lunenburg, 2010).

Negotiation and Agreement: Leaders can neutralize potential or actual resistance by providing incentives for cooperation. For example, during collective bargaining between the school board and various employee unions, certain concessions can be given to employees in exchange for support of a new program desired by school leaders. Such concessions may include salary increases, bonuses, or more union representation in decision making. School leaders can also use standard rewards such as recognition, increased responsibility, praise, and status symbols (Lunenburg, 2010).

Manipulation and Cooptation: Manipulation occurs when school leaders choose to be selective about who gets what information and how much information, how accurate the information is, and when to disseminate the information to increase the chance that change will be successful. Cooptation involves giving the leaders of a resistance group (e.g., teachers or other staff members who represent their work group) a key role in the change decision(Lunenburg, 2010).

Explicit and Implicit Coercion: When other approaches have failed, coercion can be used as a last resort. Some changes require immediate implementation. And change initiators may have considerable power. Such instances lend themselves more readily to the use of coercion to gain compliance to proposed changes. Organization members can be threatened with job loss, decreased promotional opportunities, salary freeze (this technique is used infrequently in public schools), or a job transfer. There are, however, negative effects of using coercion including frustration, fear, revenge, and alienation, which in turn may lead to poor performance, dissatisfaction, and turnover(Lunenburg, 2010).

2.10.6.1. Teacher's Role in the Change Process

Hargreaves and Goodson (2006) Asserts the importance of the role of teachers in the educational reform process that is what teachers do and how they react to educational change is significant in determining the outcomes of change. The critical role of teachers in the teaching and learning process makes them one of the most important stakeholders in the education system. As any change in education ultimately aims to affect the process of teaching and learning it will therefore, directly affect teachers. Teachers are the key implementers of change.

Wendel (2009) has claimed the centrality of the teachers' role in the achievement of change goals and so emphasizes the exploration of the actual daily working realities of teachers in the implementation of change process. Given the centrality of teachers to the implementation of educational change, teachers will be included in this research project in order to explore analysis and understand the change process from the perspectives of teachers experiences and opinions.

2.10.6.2. Leaders Role in Change Process

Educational change is a dynamic process involving interacting variables over time and educational leadership is a vital variable in the process of educational change (Fullan , 2003). Other theorists and researchers have highlighted the significance of leadership in the process of educational change. Harris and Lambert (2003)write that school leaders can provide the much needed energy for change and they are the catalyst for change and enthuse and engage other for change which helps in creating the emotional climate for change. Thus leadership is an integral to the management of change by inspiring and directing change, creating acceptance for it and monitoring its progress.

In summary, leadership is a vital ingredient in the recipe for educational change. The leadership role is one of providing inspiration, motivation, enthusiasm, facilitation, monitoring and direction in the case of an internally initiated change. When a change is

externally mandated the leadership role needs some additional dimensions such as mediation, negotiation, and culturing.

2.10.6.3. School Culture

School culture is the guiding beliefs and values evident in the way a school operates (Fullan, 2007) . School culture can be used to encompass all the attitudes, expected behaviors and values that impact how the school operates. School culture is one of the most complex and important concepts in educational Change management. A school has many small groups. The group may have different ideas. This raises the possibility that not all groups can understand the implications for the change, and thus will not effectively participate in the process of change (Shen, 2008).Each school has a different reality or mindset of school life Culture thus, every school are unique (Stoll, 1998). According to Stoll (1998) a schools culture is shaped by its history, context and the people in it. Hence: The school's age can impact cultural change, School culture is influenced by a school's external context, School cultures vary between schools, School culture is influenced by the school's pupils and their social class background, and Changes in society pose challenges to a school's culture.

2.11. An Overview of the Progress/Changes of Ethiopian Education System History

Historically the Ethiopian education system experienced three development phases since 1940, following the different political regimes each distinguished by its education policy. Hence, the rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes (Bishaw and Lasser , 2012)

As Negash (2006; cited in Bishaw and Lasser 2012) the first part of education policy in Ethiopia since 1940 was the education system at imperial system of government that started soon after ww II and lasted until 1974, it deals with the education policies of the various regime types that have prevailed in Ethiopia since the Second World War. During this period educational development, the Ethiopian education sector was undoubtedly

influenced by two major ideas about what education is good for. The first one was the Emperor's conviction that modern education, preferably carried out by Lutheran missionaries, was an excellent strategy to educate and train citizens who respected their king, country and religion. The second idea that shaped the Ethiopian education sector was that put forward by UNESCO on the role of education in the economic development of a state.

The second parts of education policy in Ethiopia were the education system during the socialist system of government that lasted between1974-1991. The Ethiopian political system during socialist government is completely opposite to the imperial one. During this period the fundamental aim of education were, to cultivate the Marxists Leninist ideology in the young generation, to develop knowledge in science and technology, and to integrate and coordinate research with production so as to enable the revolution to move forward and secure productive citizens (Bishaw and Lasser , 2012).

The third and also the current education policy in Ethiopia were the 1994 Education and Training Policy. The major features of the Ethiopian new education and training policy that become operational since 1994 are the introduction of ethnic language as a medium of instruction for primary education. In line to this the Ethiopian government EPRDF gives commitment to the access of education based on social grouping like location, geography, population and cultures (Bishaw and Lasser , 2012).

Ethiopia's education system has been undergoing fundamental change following the collapse of the socialist regime in 1991. The change encompasses many aspects of the education system including the policy, management, organizational structure, teacher training, and the curriculum. A once highly centralized administration of the Federal Ministry of Education has now been decentralized into many states, district-level bureaus, and departments demarcated along ethnic/language lines. The decentralization process has been packaged with various change initiatives (Alemu and Tekleselassie , 2011).

After the adoption of 1994 education and training policy , and translating the statement in to a general education strategy and an action plan that named the education sector development program (ESDP), different reforms are implemented along with ESDP (MOE, 2010)

ESDP I derived its goals and strategy directly from the education and training policy. At the period of ESDP I educational change is necessary due to: low enrollment problems at all levels, rural areas and girls are not well served, the education quality is low and the education system is inefficient, planning and management capacity are weak (MOE, 1998). The ESDP II has made education for all (FFA) one major component. Hence, EFA goals are treated within ESDP II in an integrated manner, through a sector wide approach (MOE, 2002).ESDP III is developed in line with Millennium Development Goals (MDG). Hence, ESDP III is developed to achieve the MDGs and to meet the objectives of national development plan (MOE, 2005).

ESDP IV shifts towards addressing the challenge that encountered during ESDP III and one of the main goal of ESDP IV is to improve access to quality basic education in order to make sure that all children, youngsters and adults, with particular emphasis on females, acquire the competencies, skills, values and attitudes enabling them to participate fully in the social, economic and political development of Ethiopia and to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources. And also, the main priority of action programs in ESDP IV are improving quality of general education, improving equity and access in general education and strengthening the focus of science and technology. Lastly, EDSP IV aimed at improving quality education by building GEQIP. GEQIP will thus an integral part of ESDP IV (MOE, 2010). Generally the Ethiopian education system experiences different change at different time and the introduced changes are implemented and managed differently.

2.11. Currently Introduced Changes in Ethiopian Schools

Now a day the Ethiopia education system shifts towards quality concern. GEQIP is a major program designed to contribute to quality education (MOE, 2008). GEQIP is a new introduced program to address major required work for quality education in Ethiopian schools. According to MOE (2008) GEQIP document address major programs in schools like: a) Curriculum , Text books and Assessment (CTA), b) Teacher Development Program (TDP) c) School Improvement Program d) Management and Administration Program (MAP). After social assessment made on GEQIP phase I Implementation, and also challenges and risks identified GEQIP phase II was developed by comprising six programs (MOE, 2013). These programs are:

The Six Programs of GEQIP

1. Curriculum, Textbooks, Assessment and Inspection Program

As MOE (2008) the main objectives of this component are to: (a) implement a new school curriculum; (b) provide textbooks and teacher guides developed for the new curriculum; and (c) align student assessment and examinations with the new curriculum and reform the inspection system. The component will consist of the following subcomponents.

The Curriculum Reform and Implementation would support the reform of the curriculum for Grades 1-12 to improve the quality of general education. The project will support the following activities: (i) orientation programs about the new curriculum; (ii) development of a new strategy for teaching science and mathematics; (iii) alignment of the curriculum for the Alternative Basic Education (ABE) with the new revised general education curriculum; and (iv) monitoring and evaluation of the implementation of the new curriculum(MOE,2008).

With regard to teaching and learning materials, the context of available resources and capacity, priority will be given to the development and provision of textbooks and teacher guides for Grades 9-12. And also concerning the Assessment, Examinations and

Inspection, the analytical work would include identifying measures to strengthen the capacity of the MOE General Education Quality Assurance and Examination Agency , including the Inspectorate Department, to ensure that national examinations and assessments are aligned with the newly developed curriculum. The program may support the expansion of the NLA to include Grades 10 and 12. The program may also support preliminary work on inspection system reforms (MOE, 2008).

2. Teacher Development Program (TDP)

This pillar of GEQIP will support the Government's efforts to increase the supply of effective teacher educators, teachers and facilitators in primary and secondary education through the implementation of teacher education, and in-service and pre service teacher development programs. Further, under GEQIP, MOE plans to continue to support teacher development activities, including improved targeting of access to primary teaching, enhanced practical teaching experience during teacher training, expanded in-service professional development opportunities and training for the facilitators (or teachers) in the Alternative Basic Education.

3. School Improvement Program (SIP)

The objectives of the school improvement program are to: (i) improve the capacity of schools to prioritize needs and develop a school improvement plan; (ii) enhance school and community participation in resource utilization decisions and resource generation; (iii) improve the government's capacity to deliver specified amounts of schools grants at the woreda level; and (iv) improve the learning environment by providing basic operational resources to schools (MOE,2008).

Further, according to MOE (2010) school improvement program is developed based on the result of the review of the best practices of the schools all over the country. Accordingly, The SIP has four domains in which every domain links to each other and aims at improving students" learning outcomes. These domains are: teaching and

learning, safe and healthy school, school leadership and management and community involvement.

4. Management and Administration Program (MAP)

This component of GEQIP supports the Government's initiatives to strengthen the planning, management, and monitoring capacity of MOE, regional education bureaus, and woreda education offices to implement system-wide primary and secondary education programs effectively and efficiently(MOE,2008). According to MOE (2008) through this program the following objectives will be addressed: (i) improve the effectiveness and efficiency of education planning, management, resource allocation and utilization through human capacity development; and strengthen the linkages between the woreda, regional and federal levels; (ii) design and implement a transparent, low-cost and productive system of management and administration; and (iii) strengthen the EMIS including improved collection and use of system data for planning, management, evaluation and policy making.

5. Information communication Technology (ICT)

Information and Communications Technology (ICT) for learning to provide a foundation for equitable, quality learning and teaching in secondary school (MOE, 2013). This is a new area of work for GEQIP and reflects the government of Ethiopia commitment to developing a more strategic approach to the use of ICT in schools. As MOE, this pillar of GEQIP will tailor interventions for isolated and poorer communities in emerging regions to provide equitable access to quality education.

6. Civics and Ethical Education

Civic and ethical education is introduced into the education system to enhance the ideals of democracy and constitutionalism, to have responsible citizens who nurture tolerant culture and resolve differences peacefully (MOE, 2013). Through introduction of civic and ethical education in Ethiopian education system an attempts were be made to include the contents of the civics and ethical education in pre and in in-service teachers training

program at any level, in the organization of manuals and in all other educational activities pertaining to capacity building of teachers (MOE, 2013).

In addition to GEQIP emphasis to science and technology is the major school work. Here schools encourage science and mathematics subjects, and also the ideas of innovation in schools are highly emphasized. Lastly, there is an intention in each school to do school activities by team. Here students are encouraged to study and help each other by their small team that is small group which has an averagely five members. These small groups are known by 1 to 5 learning. And also teachers develop their profession by small 1 to 5 team.

To conclude the government of Ethiopia has recently focused on educational change management by introducing different new practices which contribute to quality education at school level. To achieve this objective it has promoted the roles of various education stakeholders in the process of implementation, management and overcoming various challenges. Hence emphasis is given to principal and teachers to enable them to manage new change implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter starts with the methodological aspects of the research, which include research design and method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretation and ethical considerations.

3.1 The Research Design

Research designs are plans and procedures for research that span the general arrangement of research activities (Creswell, 2007). In this study a descriptive survey was employed to get a general view on the practice of change management. This is because descriptive survey enables the researcher, to collect and describe large data, to summarize the characteristics of different groups. Further, researchers in education and social science use descriptive research widely (Ary et al., 2010).

3.2. Research Method

Method is a way to systematically and scientifically solve research problems, and also research methods are based on the nature of research problem (Solomon, 2005). This research would incorporate both quantitative and qualitative methods. Thus concurrent mixed method was used in this study. The reason of using quantitative method is because this study was to assess the practices and challenges of change management in preparatory schools, hence quantitative method enables the researcher to collect large data related to practices of change management.

Furthermore, to secure the information obtained through questionnaires interviews were used. Therefore, these methods are selected with the assumption that they are helpful to obtain precise information concerning the practice of change management from respondents, specifically from school principals and vice principals of sample schools.

3.3. Source of Data

In order to carry out research, data should be gathered from proper sources. Thus, the more data the researcher has about the phenomena, the better would be the investigation and explanation about it. Hence, the more valid the sources of data, the more reliable data would be obtained, which in turn would lead to correct and reliable conclusion (Solomon, 2005).

In this descriptive research both primary and secondary sources of data have been used. Primary data are gathered by the researcher and are gathered for the first time, thus happening to be original (Alemu, 2005).For this study the primary data were collected from teachers and school principals through questionnaire and interview. The decision to use these subjects as a source of primary data is based on the expectation that they have a better experience and information on the practice of change management and related challenges in preparatory schools. To complement and supplement results obtained from the above respondents, school existing documents are also examined. Further school implementation plan documents of GEQIP, SIP, and CPD, change manuals of the introduced changes and report on implementation of change are consulted to supplement the primary data.

3.4. The Study Site

South west shoa is one of the zone found in Oromia regional state of Ethiopia, which is bordered on the west by South Shoa zone , on the north and east by Oromia special zone of Finfine area and on the south by Southern People Nation and Nationality regional state. Weliso is the capital city of this zone. It is found on 116km distance from Addis Ababa to the west on Addis Ababa to Jimma main road. South west shoa Zone comprises 11 woredas: Becho, Dawo, Goro, Hamaya, Ilu, Kersa Malima, Sadden Sodo, Sodo Dachi, Tole, weliso and Wonch woreda and one administrative town weliso. These Woredas vary in their infrastructure, weather conditions and socio economic status. The total number of preparatory schools in the Zone is 9.

3.5. Population of the Study

The accessible populations of this study to which the researcher can apply his conclusions are all the 9 preparatory schools of south west shoa zone. Specifically, preparatory school teachers (191), principals and vice principals (12).

3.6. Sample Size and Sampling Techniques

Mostly the sample size is determined on the availability of time, money and effort (Delice, 2010). And also the researcher should decide on an appropriate size for sample depending on the research topic, population, aim of the research, analysis techniques, sample size in similar research and the number of the subgroups in the sample (Ross, 2005). In this study from the total 9 preparatory schools 6(67%) have been taken randomly by lottery method as a sample. Thus, the researcher believes that, this sample size of preparatory schools is representative and helps to compose well-founded generalization for the study.

The procedures that the researcher follows to determine the sample of schools by simple random sampling technique particularly lottery methods are the following.

Step.1. Constructing a sample frame

- All the names of the nine preparatory schools were alphabetically ordered. The names of these preparatory schools are Bantu, Busa, Dariyan, Dejezmach Geresu, Gindo, Harbu Chulule, Lemen, Teji, and Yehibret Fire.
- The number of sample preparatory schools to be selected was decided. This was six.

Step.2.The names of all preparatory schools has written on a different separate piece of paper.

- Each rolled piece of paper were corresponds to names in the sample frame.

Step.3.Rolled piece of paper were mixed well in a packet

- Rolled piece of paper were picked up until all the required number of preparatory schools are identified.

Accordingly, Busa, D. Geresu, Gindo, Lemen, Teji and Yehibret Fire preparatory schools were selected.

To determine the sample size of teachers from the accessible populations (191) of South West Shoa Zone preparatory schools, the researcher selected 116 (60%) teachers as representatives for this study.

The total number of teachers in the six selected preparatory schools are 144. Hence, to select 116 teachers from the 6 selected schools proportional allocation to the size of teachers in each school was done. Selecting teachers through random sampling technique would help the researcher to keep representativeness of the research work through giving equal chance for each teacher to be a sample unit. Making proportional allocation to teachers in each school, equalizes the representativeness of the larger as well as the small preparatory schools for the study. To determine the sample size of teachers for each preparatory school, proportional formula was used. This was done by dividing the targeted sample teachers (116) with the total number of teacher in the six preparatory schools (144) and multiplied with total number of teachers' in each school. Mathematically:

$$P = \frac{n}{N} \times No.of\ teachers\ in\ each\ school$$

Where, P = Proportional allocation to size

n = Total teachers' sample size (116)

N = Total number of teacher in the six selected sample school (144) (Healy, 2012)

Based on the above proportional formula, sample size of teachers in each preparatory school was computed as:

1. Busa Preparatory school (teacher population = 14)

$$P = \frac{n}{N} \times \text{No. of teachers in this school}$$

$$P = \frac{116}{144} \times 14 = 11.27 \approx 11$$

2. D. Geresu Preparatory school (teacher population = 50)

$$P = \frac{116}{144} \times 50 = 40.27 \approx 40$$

3. Gindo Preparatory school (teacher population= 17)

$$P = \frac{116}{144} \times 17 = 13.69 \approx 14$$

4. Teji preparatory school (teacher population = 17)

$$P = \frac{116}{144} \times 17 = 13.69 \approx 14$$

5. Lemen Preparatory school (teachers population = 22)

$$P = \frac{116}{144} \times 22 = 17.72 \approx 18$$

6. Yehibret Fire Preparatory school (teachers population = 24)

$$P = \frac{116}{144} \times 24 = 19.33 \approx 19$$

The sum of the sample size of the above preparatory schools

11+40+14+14+18+19=116

After determining proportional allocation formula to size of teachers to each school the researcher employed lottery method and questionnaires had been administered for selected teachers in each sample schools.

In this study, school principal (6) and vice principal (3) total of (9) principals are selected by purposive sampling. Including school principals in the sample helps the researcher to

gain adequate and necessary information due to their day to day participation in the process of change management. Further in this study only three schools have vice principal namely D. Gersu, Lemen and Yehibret Fire.

In general 125 individuals were included as the sample from the preparatory schools of south west shoa zone. The following table indicates the summary of sample size in the study.

Table 2: The summary of the study participants, sample size and sampling Techniques.

No.	Study participants	Preparatory School	Total Number of Study participants	Sample size	Sampling Techniques
1	Teachers	Busa	14	11	Simple Random Sampling
		D. Geresu	50	40	
		Gindo	17	14	
		Teji	17	14	
		Lemen	22	18	
		Yehibret Fire	24	19	
2	School Principals	Selected sample school	6	6	Purposive sampling
3	Vice Principals	D. Geresu, Lemen and Yehibret Fire	3	3	
Total				125	

3.7. Instruments for Data Collection

In order to acquire the necessary information from the respondents, three types of data collecting instruments were used. These are questionnaire, interview, and check list for document analysis.

3.7.1. Questionnaire

In this study Questionnaire were prepared for teachers respondents. Questionnaires composed of both closed and open ended items are employed to collect quantitative and qualitative data from selected teachers. The questionnaires were prepared in English language, because it is expected that all of the sample respondents teacher have the necessary skills to read and understand the concepts that are incorporated in the questionnaire.

The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information, categories include: gender, service years and area of specialization. The second and the largest part incorporates the whole possible change management variables of both closed and open-ended question items. The closed ended items are prepared by using likert scales type item (Ary et al., 2010). Accordingly, the value of the scale was between one and five.

3.7.2. Interview

In this study semi-structured interviews were used to gather relatively in depth data from school principals and vice principals on the practices and challenges of change management. The interview questions were discussed with the interviewee in Afan Oromo Language to reduce communication barriers and to get more information.

3.7.3. Document Analysis

Documents like implementation plan for the introduced changes like GEQIP implementation plan, SIP implementation plan, CPD implementation plan, and also different manuals of changes are the documents that are consulted to supplement the data that are obtained through questionnaires and interview.

3.8. Procedures of Data Collection

To answer the research questions, the researcher has gone through a series of data gathering procedures. These procedures help the researcher to get relevant data from the sample units. Thus, after having letters of authorization from Jimma University and South West Shoa Zone Education office for additional letters towards Woreda and, the researcher directly goes to Saden Sodo district, Harbu Chulule Preparatory school to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher contacted the principals of respective schools for an agreement. Thus after making necessary agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample respondents in the selected schools. The participants were allowed to give their own answers to each item independently.

The interview had been conducted after questionnaires are collected from respondents in each school. Since the respondents for interview were school principals and vice principals during the interview the researcher were used the principal office. Thus, the offices were free from noise and this might lessen communication that disturbs the interview process.

3.9. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before the actual study is the core to assure the quality of the data (Ary et al., 2010). To ensure validity of instruments, the instruments were developed under close guidance of the advisor, instruments are developed related to review of literature and also a pilot study was carried out on 23 teachers of Harbu Chulule Preparatory schools. The pre-test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design. And also the reliability of the instrument was measured by using Cronbach alpha test to check the consistency and accuracy of the measurement scales (Ary et al., 2010).

The result of the pilot test was statistically computed by using IBM SPSS- Statistics version 20. The Cronbach's alpha was used to analysis the data. Based on the pilot test, the reliability coefficient (Cronbach's alpha) of the instrument was found to be 0.86, which was taken to be reliable. Because as Field (2009) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent and reliable.

Table 3. Reliability Test Results with Cronbach Alpha

No	Variables	No of items	Cronbach Alpha
1	Pre planning for introduced changes	7	0.88
2	Implementation plan for introduced changes	5	0.86
3	Perception of changes	5	0.75
4	Communicating changes	5	0.96
5	Monitoring changes	6	0.93
6	Reason to resistance to changes	5	0.80
7	Mechanism to overcome resistance to changes	5	0.86
	Average reliability coefficient	**38**	**0.86**

Further, based on the pilot test necessary modifications were made on the items before the items were administered to the major participants of the study. As a result of the pilot test, six irrelevant and repeated items were removed, three lengthy items were shortened, and some unclear items were made clear.

3.10. Method of Data Analysis and Interpretation

The data were analyzed both quantitatively and qualitatively. The data collected through closed ended items of the questionnaires were coded and filled in to SPSS. The background information of the respondent characteristics were presented in graph and analyzed using percentage, whereas the Quantitative data of questionnaires were analyzed using frequency, percentage, mean score, and standard deviation. Because percentage and frequency was appropriate to describe Likert scale type items, and also to

summarize the items mean score were used (Boone, 2012). Further, the close ended items of the questionnaires were presented in tables according to the variables of the study.

The qualitative data obtained from open ended items of the questionnaires and interviews were organized according to concepts identified from research questions, transcribed and then analyzed according to their major concepts. The results of the qualitative data were presented using narration.

3.11. Ethical Considerations

Research ethics refers to the type of agreement that the researcher enters, thus researchers have obligations both to their subjects and to their profession, obligation to subjects**(**respecting the rights, dignity and privacy of individuals) and obligation to the profession(the researcher must report exactly and honestly what the findings were) (Ary et al., 2010). Therefore, a number of ethical considerations were made during this study. Voluntary participation of respondents was encouraged. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies was accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. The information respondents provided would be kept confidential. To ensure this, the researchers removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that request the respondents' voluntary cooperation to provide the required information for the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data. The chapter comprises of two major parts. The first part presents the characteristics of the respondents in terms of sex, age, service years and academic qualifications. The second part deals with the results of findings from the data which were gathered through the questionnaire and interview. Hence, the results and discussion of the second part is provided based on five major sections and some other supportive subsections. These sections are: Implementation plan of the introduced changes, perception of teachers and principals to changes, communicating the introduced changes in the school, monitoring the introduced changes and challenging factors in the implementation process of introduced changes.

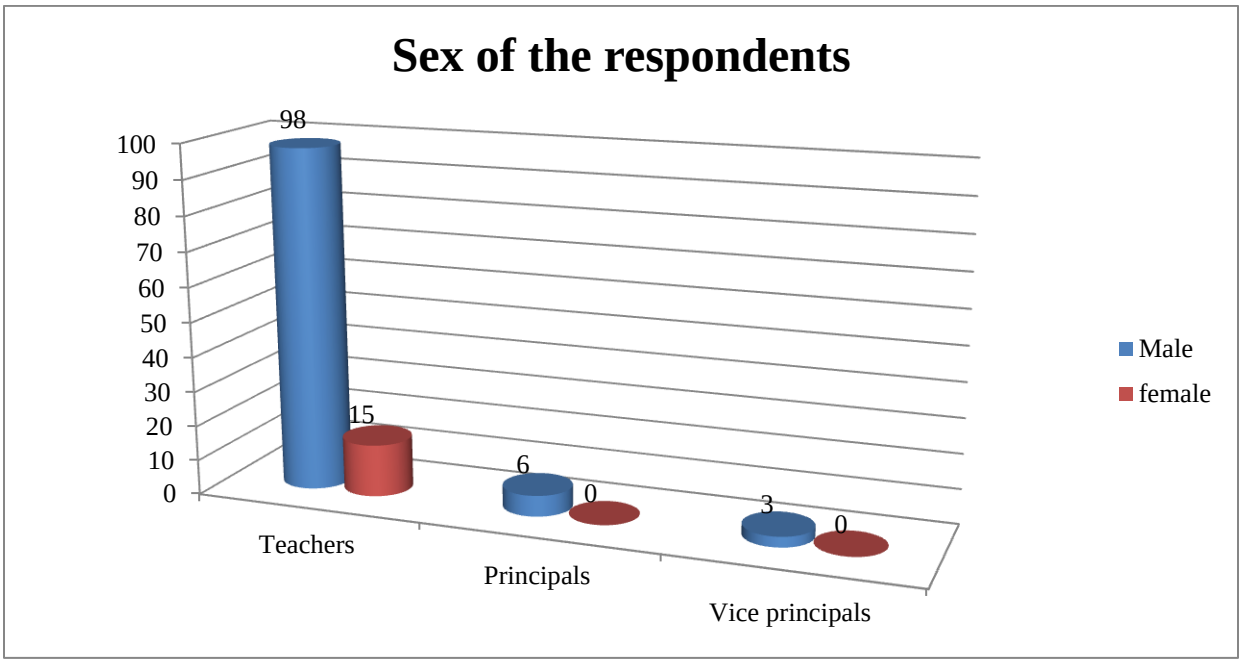
In this study, a total of 116 copies of questionnaires were distributed to sample preparatory schools teachers of south west shoa zone. The return rate of questionnaires from teachers was 113(97.41%). The rest 3(2.58%) were not filled properly; hence they are omitted from analysis. Moreover, 6 preparatory school principals and 3 vice principals were interviewed. Therefore, the analysis of this study was done based on the questionnaire data obtained from 113(97.41%) teachers, interview results from principals and vice principals, and document analysis.

The respondents' characteristics were analyzed using percentages. Whereas the main quantitative data of the study presented in table 4 up to table 11 were analyzed by using frequency, percentages, mean scores and standard deviation. Because, the response in rating scales was more appropriate to such analysis. For the purpose of easy analysis and interpretation, the mean values of each item were interpreted as follows: 1.00-1.49= Strongly Disagree, 1.50-2.49= Disagree, 2.50 - 3.49= undecided, 3.50 - 4.49= Agree, 4.5-5.00= strongly Agree and also for other rating scales: 1.00 -1.49 = very low, 1.50-2.49 = low, 2.50-3.49 = medium, 3.50-4.49 = high and 4.50-5.00 = very high.

The summary of the data were presented using graphs and tables that incorporate various statistical tools. The qualitative data from open ended items of the questionnaires and interview were organized according to their themes, presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

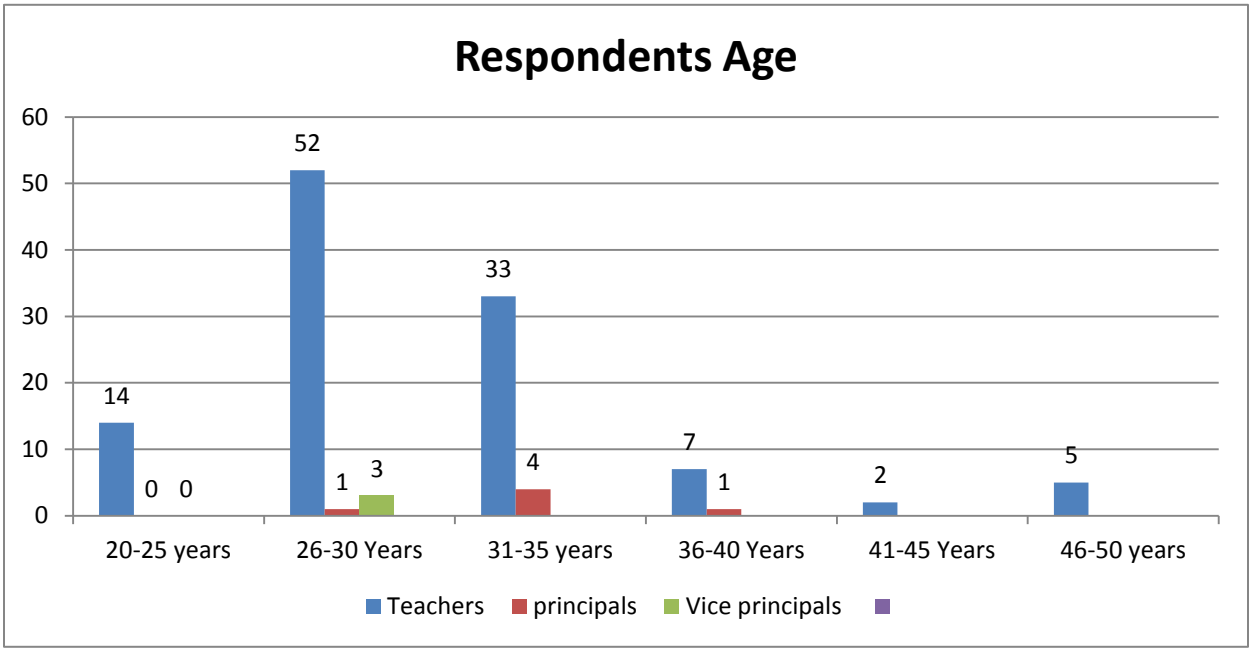
4.1 Characteristics of the Respondents

Graph 1: Respondents by Sex



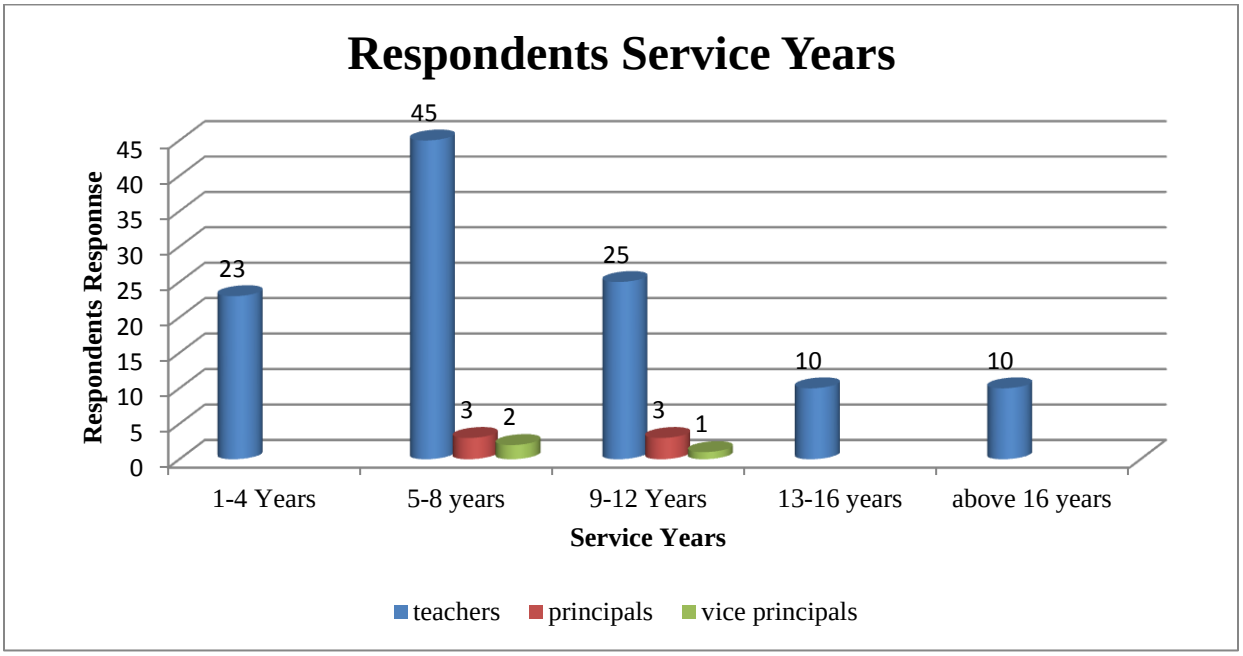
As it can be seen from the figure 5, the characteristics of the respondents revealed that 98(86.7%) and 15(13.3%) teachers were males and females respectively. Here, the number of female teachers was very much lower compared to male teachers in the sample schools. Among principals 6(100%) and 0(0%) were males and females respectively. From this female teachers were not on the leadership position. Similarly, among the vice principals 3(100%) and 0(0%) were males and female respectively. Generally, in this study in all sample schools male teachers dominate female teachers.

Graph 2: Respondents by Age



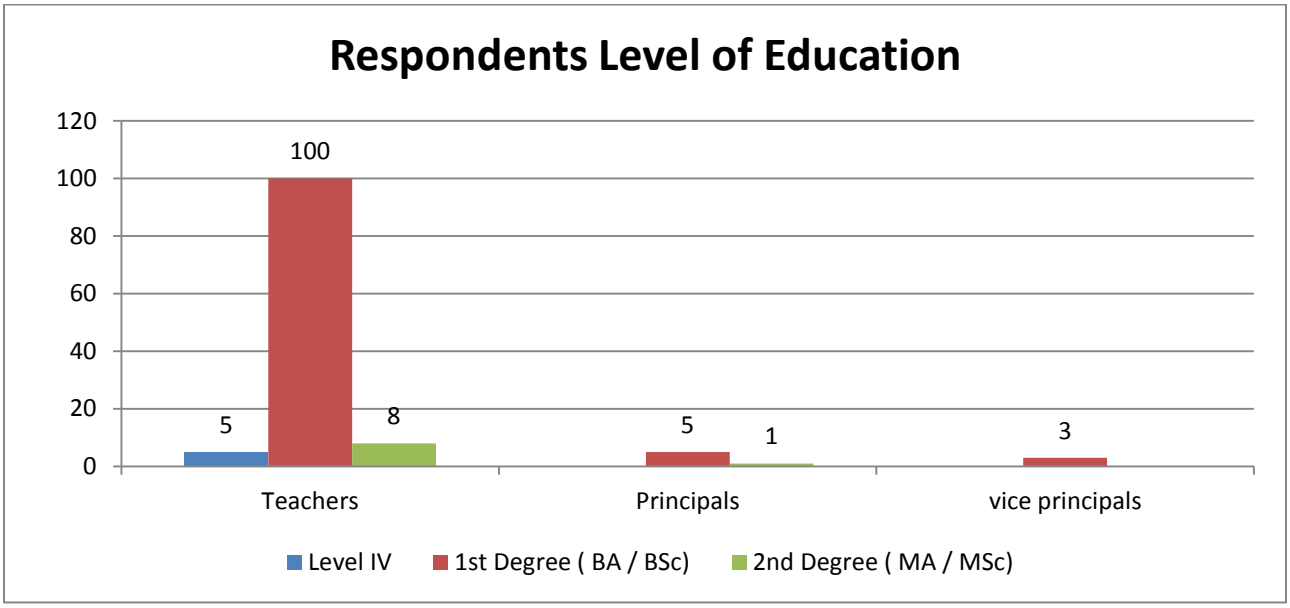
As it can be seen from the figure 6, the majority of the teachers age were found on two ranges, that is 52(46.0%) of the teachers were found in the range of 26-30 years and also 33(29.2%) of the teacher were found to be in the range of 31-35 years, which implies they are at adolescence and adult age respectively. Hence they are likely in a good position to provide adequate and rational responses to the questions. Among the school principals and vice principals, 4(66.6%) of the principals age were found to be at range of 31-35 years and 3 (100%) vice principals were found to be at the age range of 26-30 years.

Graph 3: Respondents by Service years



From the Figure 7 the majority of the teachers respondents 23(20.3%), 45(39.8%), 25(22.1%) have served for (1-4 , 5-8 , 9-12 years) respectively. Among the principals and vice principals, 6(100%) principals have served for 9-12 years and 2(66.7%) and 1(33.3%) vice principals have service years of 5-8 years and 9-12 years respectively. As a whole in this study the majority of the respondents 81% have above 5 years experiences. These shows the respondents have better understanding of various programs carried out in the school including introduced changes in the school. This in turn might enable them to provide adequate responses to the questions presented to them concerning practices of change in their school. In addition, the respondents have better experience to identify those major challenges encountered in implementation of introduced changes in the preparatory school. Therefore, respondents are in a good position to respond to practices and challenges of introduced changes in their school.

Graph 4: Respondents by Level of Education



With regard to level of education figure 8 indicates that, 5(4.4%), 100(88.5%) and 8(7.1%) teachers were Level IV, 1st degree and 2nd degree holders respectively. Among principals and vice principals 5(83.5%) and 1(16.7%) principals have 1st degree and 2nd degree respectively and also 3(100%) vice principals have 1st degree. As (MOE, 2010) the minimum required educational qualification for preparatory school teachers were 1st degree. But from above graph 5(4.4%) teachers educational qualification were Level IV, all of them are Technical Drawing teachers to fill the shortage of teachers on this subject. But, the majority of the teachers 108(95.5%) were 1st degree and others are above this. This implies these teachers were in position to provide adequate response to the items presented to them concerning how the introduced changes are implemented in their school. Further all principals and vice principals were 1st degree holders. This implies the principals and vice principals are in a good educational qualification to manage the introduced changes.

4.2. Pre Planning for the Implementation of Introduced Changes

Pre planning for introduced changes includes preparation, assessment and strategy development. These tools provide the team with insights into the challenges and opportunities they may face during the change process (Paton and Calman, 2000, p.11). This section deals with the items related to the pre planning for introduced changes. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals and literatures. Accordingly, the respondents view on pre planning of changes was presents and analyzed in table 4.

Table 4: Responses of Teachers on Pre planning for the implementation of Introduced changes

No.	Items	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	My school give awareness for teachers on introduced change	9	8	16	14	5	4.4	74	65	9	8	113	100	3.5	1.0
2	My school empower teachers skill and knowledge on the introduced change	40	35.4	41	36.3	2	1.8	19	16.8	11	9.7	113	100	2.29	1.36
3	My school clearly clarify benefits of applying the changes at the planning stage	7	6.2	21	18.6	9	8.0	63	55.8	13	11.5	113	100	3.48	1.11
4	Schools principals envision teachers on the introduced change	38	33.6	33	29.2	7	6.2	24	21.2	11	9.7	113	100	2.44	1.39
5	principals makes the introduced change a team work	44	38.9	19	16.8	7	6.2	32	28.3	11	9.7	113	100.0	2.53	1.48
6	Implementation plan for the introduced change is prepared after teachers make necessary agreement on the plan.	46	40.7	28	24.8	8	7.1	21	18.6	10	8.8	113	100	2.30	1.39
7	Before planning implementation plan my school analysis school existing situation and nature of change	11	9.7	35	31.0	12	10.6	47	41.6	8	7.1	113	100.0	3.05	1.18
	Overall mean													2.80	0.78

Scales: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50- 3.49 = Undecided, 3.50 –4.49 = Agree, 4.50 – 5.00 = strongly agree.

Table 4 summarized responses to question 1-7, which asked about pre planning for introduced change at school level. As it can be seen from table 4 the data respective to item number 1 indicates that, the majority of the teachers 83(73.4%) responds agree to their school give awareness to teachers on introduced changes and the remaining 25(22.1%) and 5(4.4%) responds to disagree and undecided respectively to the point. In addition the scored mean and Standard deviation for this item were (Mean =3.51, SD = 1.08) which indicates an agreement of teachers to awareness given on changes in their school. Thus collectively the data shows teachers agree that their school give awareness for teachers on introduced change. This implies the majority of the preparatory schools informs and gives awareness on introduced changes for teachers.

In addition information obtained from interview specifically one school vice principal said that, *"... our school gives awareness to teachers through staff meeting and orientation."*(Code 03, March 11, 2015). And also another principal said: *"... in context of our school we use short training and also notice board announcement to aware teachers on introduced changes."*(Code 07, March 13, 2015). Thus, the result obtained from the interview of principals and vice principals reveal that, their school use orientations and notice board announcement to give awareness for teachers on introduced changes. Furthermore from document analysis in all sample schools there is a copy of GEQIP, SIP and CPD manuals. Thus the presence of these manuals in the school helps teacher and principals to have a good understanding on changes under implementation in the school. Therefore collectively the data shows preparatory school of south west shoa zone give an emphasis to giving awareness to teachers on introduced changes.

Similarly, as the study of (Green, 2007) the first phase in preparing for change management is preparing for change. This phase in change management aimed at getting ready. It focuses on how much change management is needed for the specified

organization. Thus the first phase provides the situational awareness that is critical for effective change management.

In item number 2 of table 4 to the statement, my school empower teachers skill and knowledge on the introduced change, the majority of teachers respondents 81(71.7%) disagree on the way their school empower teachers skill and knowledge on the introduced change and the rest 2(1.8%) and 30(26.5%) of teachers undecided and agreed respectively to empowering teachers knowledge on changes. Thus the data shows the disagreements of respondents on their school empower teachers' skills and knowledge on introduced change. In addition the mean with standard deviation (Mean = 2.29, SD= 1.36) also showed the disagreement of teachers on the point. Based on this it can be said that teachers of south west shoa zone preparatory school did not get adequate training on introduced changes which develop their skills and knowledge to run the introduced change as required. Further the result obtained from the principals and vice principals interview shows they mostly use simple orientation to empower teachers knowledge on the introduced change which is not sufficient.

Specifically one of the school principal said:

> *"... honestly speaking when there is an introduced change we do not give emphasis to empowering teachers' skill and knowledge on introduced change. Teachers always question our school; we need training on introduced change due to this in the phase of implementation process of change this gap makes teachers to interrupts the implementation process of change*." (Code 05, March 12, 2015)

But as the study of (Creasy, 2007, p.5), to make a change successfully an individual needs: Awareness of the need for change, Desire to participate and support the change, Knowledge on how to change, Ability to implement required skills and behaviors, Reinforcement to sustain the change.

In item number 3 of the same table respondents were requested to reflect whether their school clarifies benefits of applying changes at the planning stages. Accordingly, 76(67.3%) agree and the remaining 9(8%) and 28(24.8%) undecided and disagree

respectively to the way school principals clarify benefits of applying changes at the planning stages. Further the weighted mean of the item were 3.48 which shows the agreement of teachers on the point. Thus the data collectively shows, school principals present the importance of introduced changes in a clearer or easier way to their teachers. Thus teachers can understand the concept of change easily. Further one school principal said that: *"… in our school at pre planning stage we inform teachers the importance of the introduced changes early."* (Code 09, March, 2015). Thus, the result obtained from the interview supports the above teachers' response that is the concept of the importance of change to teachers presented in easier and understandable way. The findings of (Want, 1995, p.10) support the above data. Clarity of intention is a key success factor in effecting change. The rationale for the change, the principles associated with the change and the intention of the change must be clearly articulated, shared and understood by all involved.

In item number 4 of table 4, to the statement schools envision teachers on introduced changes, the majority 71(62.8%) teachers disagree on the way their school envision teachers on introduced changes and the rest 7(6.2%) and 35(31%) of teachers undecided and agree respectively on envisioning teachers on changes. Thus, the data implies teachers disagree on the way school principals envision teachers on change. But most of the result obtained from the interview shows school principals and vice principals try to envision teachers on introduced change.

One of school principal says:

> *"… we try to make our school teachers to have a vision on change by relating the concepts of changes to what it will contribute to our students and to tomorrows generations. But visioning teachers on introduced changes is difficult and it may take time."*(Code 01, March 15, 2015).

From this there is a gap on how school envisions teachers on change. Thus lack of vision on change may hinder teachers to invest their full potential in the process of implementation of changes. But, envisioning the changes is the starting point for Change

management action (Kotter 1996, p, 7). It is in this stage that key stakeholders are typically identified and involved and the impacts of the new desired state accurately accessed. This helps to reduce the chance of failure by gaining support from power groups' early.

In item number 5 of table 4, to the statement my school makes the introduced change a team work, the majority 63(55.7%) of teachers disagree that school principals makes the introduced change a team work and the rest 7(6.2%) and 43(38%) of teachers undecided and agree respectively on the way school makes changes a team work. In addition the weighted mean and standard deviation were (Mean = 2.53, SD = 1.48) shows the disagreement of teachers on their school make changes a team work. The maximum SD =1.48 in this item shows the data were widely spread from the mean and it indicates the variability of the respondents. Collectively the data shows the disagreement of teachers on the way their school make changes a team work. In line with this it was also evident from the interviewees that, in some schools there is an intention to plan and implement change with in team. But some other schools did not make the planning and implementation of change a team work. For an evidence *"… in our school we try to make change a team work. But practically we did not apply it."*(Code 01, March 10, 2015). Thus based on the above analysis, it can be said that in preparatory school of south west shoa zone less emphasis were given to make change a team sprit. But, effective team spirit is the main issue in the success of change management and Successful change management benefits from good team spirit. (Paton and Calman, 2000, p. 35).

As depicted in item 6 of table 4 , respondents were asked implementation plan for the introduced change was prepared after teachers makes necessary agreement on the plan , hence the majority of teachers respondents 74(65.5%) disagree to implementation plan for the introduced change is prepared after teachers makes necessary agreement on the plan. The rest 8(7.1%) and 31(27.4%) responded undecided and agree respectively to agreement on the development of implementation plan of change. The weighted mean for this items were 2.30 which confirms the disagreement of teachers to the point. Thus from

the data teachers disagree on implementation plan for change is prepared after teachers make necessary agreement on the plan. This shows teachers may not participate in planning or plan is not prepared with all stakeholders' agreement. In addition interview held with code 05 and code 06, March 2015 confirmed that mostly they did not participate teachers on developing implementation plan for the introduced change they inform teachers the prepared plan. This shows teachers did not participate in planning process and hence no necessary agreement was reached with teachers on the development of implementation plan for changes in most preparatory school of south west shoa zone.

In item number 7 of table 4, respondents were requested to reflect before planning implementation plan, whether their school analysis school existing situation and nature of changes. Hence, 55(48.7%) of the teachers respondents agree that their school analysis school existing situation before developing implementation plan. The rest 46(40.7%) and 12(10.6%) responded disagree and undecided respectively to the way their school analysis school existing situation before developing implementation plan. The data shows approximately equal proportion of teachers respond to disagree and agree on the item. This shows teachers may or may not involve in analyzing school existing situation at pre planning stage or teachers my not informed about analyzing school situation before planning implementation plan for change. In line with this, it was evident from the interviewees that:

> *"…In our school we did not invite teacher to participate in analyzing our school strength and weakness before developing implementation plan. Teachers may not know how school analysis school existing situation before preparing implantation plan for change."*(Code 05, March 12,2015).

From the above and other most interview with principals and vice principals there is a gap in involving teachers to participate in analyzing school situation. But research indicates that the organization has to recognize its internal and external strengths when starting a change management. If the organization recognizes the current state, it makes it easy to set up the plan (Green, 2007).

4.3. Implementation Plan for Changes

Once the change has been introduced, the change is planned in terms of necessary resources, such as time, personnel, and budget. Hence this helps to move the organization from the current "as is" state to a desired future "to be" state (Burke, 2008, p.87). This section deals with the items related to the implementation plan of changes. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals and also document analysis. Respondents' views on Implementation Plan for Changes were presents and summarized in table 5.

Table 5: Responses of Teachers on Implementation plan for Introduced Change

No.	Items	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	My School prepare implementation plan for introduced change	10	8.8	19	16.8	7	6.2	67	59.3	10	8.8	113	99.9	3.52	1.14
2	My school specify the objective of introduced change with school context	34	30.1	18	15.9	12	10.6	35	31	14	12.4	113	100	2.80	1.46
3	My school involve teachers in the process of planning implementation plan	34	30.1	36	31.9	8	7.1	28	24.8	7	6.2	113	100	2.45	1.36
4	My school allocates necessary time for implementation of change.	37	32.7	36	31.9	8	7.1	24	21.2	8	7.2	113	100	2.38	1.32
5	My school allocate necessary budget for implementation of change.	45	39.8	36	31.9	11	9.7	12	10.6	9	8	113	100	2.15	1.27
	Overall mean													2.64	0.44

Scales: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50- 3.49 = Undecided, 3.50 –4.49 = Agree, 4.50 – 5.00 = strongly agree.

Table 5 summarized the response to question 1-5, which asked about implementation plan for change. In item number 1 of table 5, the majority of teachers 77(68.1%) agree

that their school has implementation plan for introduced changes, the rest 7(6.2%) and 29(25.6%) responded undecided and disagree respectively to the point this may be school may not have implementation plan or the teachers may not have an information. In addition the weighted mean for this item were 3.52 which indicates teachers agree that their school prepare implementation plan for the introduced change, also interviews held with the majority of principals and vice principals indicated that schools has implementation plan for introduced changes. Because having and developing implementation plan is expected from each school principals. For evidence one school principal said that:

> *"….as principal having implementation plan for change is expected from me. Hence in our school we have implementation plan document for GEQIP, SIP, CPD 1 to 5 learning and also for emphasizing science and technology."* (Code 05, March 2015).

Further from document analysis it is evident that all sample schools has implementation plan documents for GEQIP, SIP, and CPD. Because GEQIP, SIP, and CPD are basic school work and also they are routine activities of schools. Therefore the data collectively implies most sample schools has implementation plan for introduced changes.

In item number 2 of table 5, schools specify the objectives of introduced change with in school context, accordingly 52(46%) of teachers respondents disagree on the way their school specify the objective of introduced changes. The rest 12(10.6%) and 49(43.4%) responded undecided and agree respectively on the way their school specify the objective of changes. The data shows approximately equal proportion of teachers respond to disagree and agree on the item. That is, some schools may specify the objective of changes and other schools may not. Hence, from this there is no uniformity between schools on specifying the objectives of on introduced changes to teachers in south west shoa zone preparatory schools. But as the study of (Paton & Calman, 2000) successful implementation of change is to have common understanding of the goal among all people who are connected to the change

As it can be seen in item number 3 of table 5, schools involve teachers in the process of developing implementation plan, the majority of teachers' respondents 70(62%) disagree to their school involve teachers in the process of developing implementation plan. The rest 8(7%) and 35(31%) responds undecided and disagree respectively to the point. In addition the mean score for the item were 2.45 which indicate the disagreement of teachers on the way their school involves teachers in the planning process. This implies when implementation plan for change is developed in the school teachers may not be involved and hence schools may not use the idea of teachers in the process of implementation plan for development of changes.

Further, the information obtained through the interview from most school principal confirmed that school principals mostly do not involve teachers when developing implementation plan for changes. Specifically, one of sample school principal said that:

> *"… there is an attempt to involve teachers while developing implementation plan for changes at school. But practically in our school we did not involve teachers while developing implementation plan."*(Code 03, March 11, 2015).

But research finding shows the importance of involving teachers in planning process of change. Hence as the study of (yilmaz, 2008), allowing people to planning, designing and implementing the changes provide school members to contribute ideas and advices that lead change.

As it can be observed in item number 4 table 5, the majority of teachers 73(64.6%) disagree to schools allocates or plan necessary time for implementation of change, the rest 8(7%) and 32(28.4%) responds undecided and agree respectively to allocating necessary time for the implementation of changes. In addition the scored mean for the item is 2.38 which indicate the disagreement of teachers on the way their school allocate implementation time for changes. This shows schools do not give emphasis to time and they do not schedule necessary time for the implementation of changes. Further from the interviewee schools schedule time for change but practically no emphasis were given for implementation time for changes. For instance one interviewee respondent's said that:

"… in our school we program time for implementation of changes. But, practically we did not apply it as programed." (Code 03, March 11, 2015).Thus, the overall data signifies school does not give emphasis to implementation time for change.

But, from research findings achieving educational change needs time. This is because most educational change involves changing the way teaching and learning happens or changing the culture of schools as places of learning and organizations (Shen, 2008).

As it can be expressed in item number 5 of table 5, respondents were asked to indicate as their school allocate necessary budget for implementation of changes. Accordingly, the majority of respondents 81(71.7%) disagree on the way their school allocate budget for implementation of changes and the rest 11(9.7%) and 21(18.6%) responds undecided and agree respectively to the item. From this it is evident that the implementation process of introduced change is not accompanied with necessary budget. In addition information obtained through interview shows supports the above data. Specifically one school vice principal said that:

> *"… when changes introduced to our school it was not introduced with budget. Rather it was introduced with various activities. This activities need budget. But our school has limited budget. Thus for sure there is a shortage of budget to implement the introduced changes as planned in our school. "*(code 06, March 12, 2015)

Further from the majority interview held with school principals it is evident that there is a shortage of budget to implement the changes as required and also, changes are not introduced with necessary budget. Hence, the overall data shows in preparatory school of south west shoa zone, the implementation process of change is not supported and planned with necessary budget.

4.4 Perception of changes at school

This section deals with the items related to the perception of changes. Each item is analyzed based on the data obtained through questionnaire responded by teachers and

further backed by the data obtained through interview from school principals. Accordingly, the respondents view on perception of changes was presents and analyzed in table 6.

Table 6: Teachers' Perception to Change at School

No	Items	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Teacher feel good and Comfortable with introduced changes at school	39	34.5	35	31	8	7.1	18	15.9	13	11.5	113	100	2.39	1.39
2	Teachers perceive change as a threat for fear of loosing ones position and status.	8	7.1	24	21.2	14	12.4	38	33.6	29	25.7	113	100	3.50	1.27
3	Teachers are influenced by the behavior of their peers in the process of implementation of change	5	4.4	21	18.6	9	8	70	61.9	8	7.1	113	100	3.51	1.01
4	Sustainable change occurs when schools gives emphasis to attitudes and beliefs of people	5	4.4	13	11.5	34	30.1	38	33.6	23	20.4	113	100	3.54	1.07
5	Change transform school culture	4	3.5	16	14.2	34	30.1	21	18.6	38	33.6	113	100	3.65	1.18
	Overall mean													3.31	0.46

Scales: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50- 3.49 = Undecided, 3.50 –4.49 = Agree, 4.50 – 5.00 = strongly agree.

Table 6 summarized responses to question 1-5, which asked about perception of teachers and principals to changes. As it can be seen from table 6 the data corresponding to item number 1 to the statement teachers feel good and comfortable with introduced changes at school, the majority of teachers 74(65.5%) disagree to this point and the rest 8(7.1%) and 31(27.4%) responds undecided and disagree respectively to the feeling of teachers to introduced changes. From this it can be said that teachers are not comfortable with introduced changes. This might be due to changes brings some additional jobs and also

might decrease the freedom of teachers. In addition the information obtained through the interview from the principals shows mostly teachers are not happy with changes which are implemented at school level. Specifically one principal said that:

> *"… as to me in our school some teachers perceive changes as it brings additional job and burden to them. Also from my experience teachers are not happy with changes at first period of adoption of changes."* (Code 03, March 11, 2015).

Therefore from the above analysis it can be concluded that in preparatory schools of south west shoa zone teachers are not comfortable with changes and this may be a hindrance to implementation process of changes.

In item 2 of table 6 to the statement teachers perceive changes as a threat for fear of losing one position and status, hence 67(59.3%) respondents of teachers agree to this and the rest 32(28.3%) and 14(12.4%) responds disagree and undecided to this item respectively. In addition the scored mean for this item were 3.50 which indicates the agreement of respondents to teachers perceives changes as a threat. Thus, this implies respondents agree that teachers perceive change as a threat for fear of loosing freedom. This is because, change brings something new way of doing work and it may make teachers busy. Further the interview held with principals and vice principals strengthen the above point. For instance interview held with code 07 (March13, 2015) shows teachers perceive change as a threat for fear of losing their status or personality. Therefore, from the above analysis it was recognized that teachers perceive change as a threat for fear of losing one position and status.

As depicted in item 3 of table 6, 78(69%) teachers agree that teachers are influenced by the behavior of their peers in the process of implementation of change and the rest 26(23%) and 9(8%) teachers responds disagree and undecided respectively to the influence of peers in the implementation of changes. In addition the scored mean for the item is 3.51 which confirm the agreement of teachers on the point. Therefore, based on these data it can be said that teachers were influenced by the behavior of their peers. In

addition interview held with principals' support the above data. Specifically one school principal said that:

> *"… in our school unknowingly teachers have informal groups based on their norms. Hence through their peers teachers share their perception to changes. Thus teachers may perceive changes positively or negatively based on their informal groups."*(Code 07, March 13, 2015).

Thus, the result obtained from the interview showed teachers form different informal groups in the school. Hence, either positively or negatively the behaviors of teachers might be influenced by the behavior of their peers in the informal groups. Thus based on the above analysis, the informal groups in the school might influence the behavior of teachers and hence teachers are influenced by the behavior of their peers in the process of implementation of change in preparatory schools of south west shoa zone.

As it can be observed from the data in item 4 of table 6 to the item, sustainable change occurs when schools gives emphasis to attitudes, behavior and beliefs of people, hence the majority of 61(54%) teachers agree to this item and the rest 18(15.9%) and 34(30.1%) replies disagree and undecided respectively to emphasizing to attitudes, behavior and belief of teachers for the sustainable implementation of changes. In addition information obtained through interview supports the above data. For instance interview held with (code 06, March 12, 2015) said that, *"… to bring sustainable change with in introduced changes school have to give an emphasis to the behavior of teachers."* And also from interview with (code 02, March 10, 2015), *"… before implementing change doing on attitudes of teacher is important."* Collectively the above data shows school has to do on how to develop a positive perception to teachers on the introduced changes.

In item 5 of table 6, respondents were requested, change transform school culture, hence 59(52.2%) of teachers agree to this item. The rest 20(17.7%) and 34(30.1%) responds disagree and undecided respectively to change transform school culture. This shows some teachers may be in doubt about changes in the school. Further the scored mean for this item were 3.65 which indicates the agreement of teachers to change transform school

culture. Further, information obtained through interview from one school principal shows:

> *" … to me making the introduced change one part of school culture is expected from our school. This requires great effort. Whatever it is making changes a school culture is a crucial issue and in our school we do on this issue."* (code 01, March 10,2015).

The above data collectively indicates as change plays a role to transform school culture. Therefore from the data, it can be said that change transforms school culture.

Table 7: Responses of Teachers on How they Respond to Change

No.	Items	As soon as change is introduced		After some people practice it		After most people practice it		Lastly		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%		
1	How fast do you respond to changes introduced at school level?	18	15.9	51	45.1	38	33.6	6	5.3	113	100	2.28	.79

Table 7 gives response to the item, how fast do teachers respond to changes introduced at school level. Accordingly the majority of the teachers 51(45.1% and 38(33.6%) responds to change after some teachers practices it and after most people react to the introduced changes respectively. This shows teachers react to change at least after some people practice the implementation process of changes. Further the result from the interview shows mostly teachers did not respond to changes quickly. Specifically interview conducted with code 07 (March 13, 2015) *"… from my experience when changes are introduced at first period of time very few teachers react to changes."* Therefore, from the above analysis most teachers involved to change activities after some teachers practice the implementation process of changes.

4.5. Communicating changes in the school

Communication is vital to the effective implementation of organizational change and one of the main purpose of communication during organizational change can be to reduce resistance to change (Simose and Esposito, 2012). This section deals with the items related to the communication aspects of changes. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals. Accordingly, the respondents view on communicating changes was presents and analyzed in table 8.

Table 8: Teachers Response on how their School Communicate Changes

No.	Items	Very Low		Low		Medium		High		Very High		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	The extent my school creates adequate awareness about any change in the school	45	39.8	27	23.9	19	16.8	16	14.2	6	5.3	113	100	2.21	1.25
2	The extent my schools communicate the progress of change frequently	35	31	26	23	30	26.5	15	13.3	7	6.2	113	100	2.41	1.22
3	The extent my School provide necessary information regarding the change to all people in the school	6	5.3	62	54.9	21	18.6	14	12.4	10	8.8	113	100	2.65	1.06
4	The extent my Schools give and take continuous and timely feedback during implementation of change	38	33.6	23	20.4	31	27.4	12	10.6	9	8	113	100	2.39	1.27
5	The extent my Schools gives emphasis to communication aspects of change so that every member of school knows the progress	36	31.9	32	28.3	26	23.0	15	13.3	4	3.5	113	100	2.28	1.15
	Overall mean													2.38	0.14

Scales: 1.00 – 1.49 = Very Low, 1.50 – 2.49 = Low, 2.50- 3.49 = Medium, 3.50 –4.49 = High, 4.50 – 5.00 = very High.

Table 8 summarized responses to question 1-5, which asked about communicating changes. As shown in item 1 of table 8, the majority 72(63.7%) rated low to the extent their school creates adequate awareness about any change in the school, the rest 19(16.8%) and 22(19.5%) rated medium and high respectively to the way schools create adequate awareness about changes. This implies teachers rated low to the extent they get adequate awareness on change at their school. In addition the scored mean for the item were 2.21 which is in the range of low level. This implies teachers may not get adequate awareness on introduced changes at school level. The result of the interview from school principals and vice principals reveals they give awareness on change according to the context of their school. Specifically one interview said that: *"… in our school we use simple orientations, notice board announcement and staff meeting"* (code 02, March 10, 2015). From this it can be said that the way schools create awareness on change is not enough sine creating awareness on change requires proper in staff training. Therefore based on the above analysis it can be said that in preparatory schools of south west shoa zone necessary awareness is not given to teachers on changes.

From research findings, the first step in managing change is building awareness around the need for change and creating a desire among employees. Therefore, initial communications are typically designed to create awareness around the business reasons for change and the risk of not changing. Likewise, at each step in the process, communications should be designed to share the right messages at the right time (Elving, 2005).

In item 2 of table 8 respondents were required to rate the extent their school communicate the progress of change frequently based on this 61(54%) of teachers rated at low level, the rest 30(26.5%) and 22(19.5%) of teachers rated that school leaders communicate the progress of change at medium and high levels respectively. From this school does not communicate the progress of change frequently. In addition the scored mean for the item

were 2.41 which indicates low level of communicating the progress of change at school. Thus the overall data for this item show preparatory schools of south west shoa zone communicate the progress of change at low level. Further, the information obtained through interviews from most school principals confirmed that, the implementation of schools were low in communicating the progress of change. One of the school principals said that:

> *"… When changes introduced from regional education bureau or zonal education office to school level, in our school once we inform teachers about the activities to be implemented and the overall concept of changes as school principal I did not communicate the progress of change frequently to the staff."*(Code 05, March 12, 2015).

Item 3 of table 8 investigated the extent schools provide necessary information regarding the change to all people in the school. Hence, 68(60.2%) of the teachers rated low to the extent their school leaders provide necessary information regarding the changes to all people in the school. The rest 21(18.6%) and 24(21.2%) rated medium and high respectively to the way their school leaders provide necessary information on changes. Thus the data shows most teachers does not get necessary information on changes under implementation at school level.

As shown in item 4 of table 8, the majority 61(54%) of teachers rated low to the extent schools gives continuous and timely feedback during implementation of changes, the rest 31(27.4%) and 21(18.6%) rated medium and high respectively to the way their school principals give feedback during implementation of changes. In addition the scored mean for the item were 2.39 also shows feedback on implementation of changes were given at low level. This implies the effort made by preparatory schools principals of south west shoa zone on giving continuous and timely feedbacks during implementation of changes were low. Therefore, during the implementation of changes school principals does not identify the strengths and weakness of the progress of changes.

As it can be seen from the data respective to item 5, to the statement the extent schools gives emphasis to communication aspects of change so that every member of schools

knows the progress of change, hence the majority 68(60.2%) of teachers rated low to this. The rest 26(23%) and 19(16.8%) of teachers rated medium and high respectively to emphasis given to communication aspects of change. Further the mean score for the item were 2.28 which indicates low level of performance of schools on emphasizing communication aspects of change. From this it can be said that preparatory schools of south west shoa zone does not give emphasis to communication aspects of change hence every member of the school may not know the progress of change. But as the (Green, 2007) suggested Communication is the most crucial part of change implementation and communication in change management has to be well planned, and also Communication has to be planned for the right people at the right time via the right communication channel.

4.6. Monitoring Change Management

Monitoring is the internal Change activity of providing feedback to Change management on the progress of the project, the problems it is facing, and the efficiency with which it is being implemented (Bamberger and Hewitt, 1986). This section deals with the items related to the monitoring aspects of changes. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals. Accordingly, the respondents view on monitoring changes was presents and analyzed in Table 9.

Table 9: Teachers Response on how their School Monitor Changes

No.	Items	Very Low		Low		Medium		high		Very high		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	During implementation of change the extent my school identifies the process and stages of change	35	31	23	20.4	32	28.3	19	16.8	4	3.5	113	100	2.42	1.19
2	During implementation of change the extent my school regularly identifies area of weaknesses and strength	2	1.8	55	48.7	31	27.4	20	17.7	5	4.4	113	100	2.74	.92
3	In the process of implementation of change the extent school give support and training based on identified weakness to enhance effectiveness	42	37.2	31	27.4	17	15	19	16.8	4	3.5	113	100	2.22	1.21
4	The extent My School reinforce teachers during implementation of change	39	34.5	38	33.6	18	15.9	15	13.3	3	2.7	113	100	2.16	1.12
5	The extent My School give emphasis to individuals during implementation of change	6	5.3	68	61.1	32	28.3	3	2.6	4	3.5	113	100	2.67	0.99
6	The extent My Schools evaluate the implementation process of change and give necessary feedback timely	40	35.4	29	25.7	25	22.1	10	8.8	9	8	113	100	2.28	1.25
	Overall mean													2.41	0.22

Scales: 1.00 – 1.49 = Very Low, 1.50 – 2.49 = Low, 2.50- 3.49 = Medium, 3.50 –4.49 = High, 4.50 – 5.00 = very High.

Table 9 summarized response to question 1-6, which asked about monitoring of changes. In item number 1 of this table, to the statement during implementation of change the extent schools identifies the process and stages of change the majority 58(51.5%) of teachers rated low and the rest 32(28.3%) and 23(20.3%) rated medium and high respectively to this point. From this even though 51.5% of teachers rated low to the extent their school principals identifies the process and stages of change 48.6% of

teachers rated medium and high level. This implies there is a difference between school performance on this item. In addition the mean and standard deviation (mean = 2.42, SD = 1.19) indicates teachers rated it at low level with the 1.19 deviation from the mean. Thus, even though there is a difference between schools preparatory schools of south west shoa zone have low performance in identifying the process and stages of change.

In item 2 of table 9, respondents were requested to rate during implementation of changes the extent school principals and vice principals regularly identifies area of weakness and strengths, accordingly 57(50.5%) of teachers rated low to this item. The remaining 31(27.4%) and 25(22.1%) of teachers rated medium and high respectively to the extent school principals and vice principals identifies area of weakness and strength during implementation of changes. In another way the weighted mean of the item were 2.74 which indicates the weakness and strength of changes were identified at medium level.

From table 9 number 3 it is evident that 73(64.6%) of teachers rated low to the item, in the process of implementation of change the extent school principals and vice principals gives support and training based on identified weakness. The rest 17(15%) and 23(20.3%) of teachers rated medium and high respectively to the way teachers receive support and training based on identified weakness. The above proportional data collectively indicates teachers rated low to the extent their school principals give support and training based on identified weakness. From this it can be said that preparatory schools of south west shoa zone gives low emphasis to support and training of changes based on identified weakness. Likewise the result obtained from the interview of principals supports the above data, hence from the interviewees most sample schools does not give adequate training on changes based on identified weakness. One sample school principals says:

> *"… for the changes now in our school sometimes we give professional support on the identified area of weakness for newly employed teachers. But due to shortage of budget and time mostly in our school we did not give training for all teachers on the change in the implementation process based on identified weakness."*(Code 04, March 11, 2015)

Moreover, from document analysis only few sample schools have formally documented report on training given on changes. This show the majority schools of south west shoa zone preparatory school might not give training on identified gaps while implementing changes. Hence absence of training on identified gap might hinder the changes to achieve the pre supposed objectives of changes.

With regard to item 4 of table 9, the majority 77(68%) of teachers rated low to the extent schools reinforce teachers during implementation of change, the rest 18(16%) and 18(16%) of teachers rated medium and high respectively to the way their school principals and vice principals reinforce them during implementation of change. In addition the mean score for this item were 2.16 which indicate teachers rated low to the way they got reinforcement from their school during implementation of change. Thus collectively the above data indicates the extent school principals reinforce teachers during implementation of change were low. But, from research studies, school leader are the primary catalyst for the change to be both positive and lasting (Hargreaves, 2011). Information obtained through the interview from the principals and vice principals confirmed that teachers are not reinforced as required during implementation of change. One of the vice principals of the sample school said that:

> *"... morally we respect teachers. To me the concept of reinforcement is directly linked to awarding teachers. This requires budget. But most changes in our school did not planned with budget. Hence due to shortage of budget we did not award teachers who actively implement changes.*(Code 09, March 15, 2015).

In item 5 of table 9, respondents were asked to rate, the extent schools give emphasis to individuals during implementation of change, accordingly the majority 74(65.5%) of teachers rated low to the emphasis given to individuals. The rest 32(28.3%) and 7(6.2%) of teachers rated medium and high respectively to the emphasis given to individuals during implementation of change. Further, the mean score for the item were 2.67 which indicate teachers rated low to the emphasis given to individuals during implementation of change. Thus, the above data collectively indicates the emphasis given to individuals during implementation of change were low. But, from the interview most principals and

vice principals agreed that the overall result from change is the input of each individual teachers. Particularly one school principal said that: *"... whatever changes in the school are successful only through teachers. In our school we respect and have value for each teachers."*(Code 01, March 10, 2015). Hence the result from the interview mostly indicates the sample schools give high emphasis to individuals during implementation of changes. Therefore, from above analysis it can be said that in preparatory schools of south west shoa zone, even though school principals give emphasis to individuals during implementation of changes, the way school principals give emphasis to individuals were not in a way that satisfy teachers.

From research studies, the reason why many organizations fail to accomplish change initiatives is associated with underestimating the importance of individuals during the implementation of change (Dawson, 2003). Hence, neglecting psychological perceptions of employees toward change lead to failure of change initiatives in organizations. Though, for successful change implementations, it is necessary to manage psychological transition of employees effectively (Collan et al , 2005)

Item 6 of table 9 investigated the extent schools evaluate the implementation process of change and give necessary feedback timely, hence 69(61.1%) of teachers rated low to this point. The rest 25(22.1%) and 19(16.8%) teachers rated medium and high respectively to the way school principals evaluate the implementation process of change and give necessary feedback timely. The data implies low emphasis were given to evaluation aspects of changes. From this it can be said that preparatory schools of south west shoa zone gives low emphasis to evaluation and feedback during the implementation process of change.

4.7. Reason to Resistance to Changes

Despite the fact that change is implemented for positive reasons like adapting to volatile environment conditions and remaining competitive, organization members often react to change efforts negatively and resist change (Boohene & Williams, 2012). The main

reason behind this negative reaction is due to pressure, stress and uncertainty coming with change (Armenakis & Bedeian, 1999). This section deals with the items related to reason to resistance to change. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through interview from school principals. Accordingly, the respondents view on reason to resistance to change was presents and analyzed in table 10.

Table 10: Teachers Response to Reason to Resistance to Changes

No.	Items	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Teachers resist change due to the fear of the unknown	6	5.3	25	22.1	15	13.3	49	43.3	18	15.9	113	100	3.56	1.15
2	Loss of freedom or inconvenience is a reason to resistance to change	8	7.1	17	15	11	9.7	67	59.3	10	8.8	113	100	3.48	1.07
3	Limited resource causes resistance to change	2	1.8	12	10.6	7	6.2	62	54.9	30	26.5	113	100	3.94	.95
4	Knowledge or skill gap is a reason to resistance to change	5	4.4	13	11.5	10	8.8	69	61.1	16	14.2	113	100	3.69	1.00
5	Past habit experience is a reason to resistance to change	4	3.5	13	11.5	10	8.8	36	31.9	50	44.2	113	100	4.02	1.14
	Overall mean													3.71	0.24

Scales: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50- 3.49 = Undecided, 3.50 –4.49 = Agree, 4.50 – 5.00 = strongly agree.

Table 10 summarized responses to question 1-5, which asked about reason to resistance to change. In item 1 of this table, 67(59.2%) of teachers agree that teachers resist change due to the fear of the unknown. The rest 31(27.4%) and 15(13.3%) of teachers disagree and undecided respectively to teachers resist change due to the fear of the unknown. In

addition the mean score of the item were 3.56 which indicate the agreement of teachers on the point. Collectively the above data indicates the agreement of teachers on teachers resist change due to the fear of the unknown. From this it can be said that teachers resist change due to they may be uncertain about the changes.

Similarly, as (Duke, 2011) indicated in his findings, any change creates some potential uncertainties, hence teachers may resist change because they are worried about how their work and lives will be affected by the proposed change. Even if they have some appreciable dissatisfaction with their present jobs, they have learned what their ranges of responsibilities are and what their administrator's reaction to their behavior will be in certain situations.

With regard to item 2 of table 10, the majority 77(68.1%) of teachers agree that loss of freedom or inconvenience is a reason to resistance to change, and the rest 25(22.1%) and 11(9.7%) of teachers responds disagree and undecided respectively to loss of freedom causes resistance to change. Hence, the data indicates the agreement of teachers on loss of freedom causes resistance to change. In addition information obtained through interview on this item indicates teachers are concerned when changes are introduced in their school. For instance:

> *"… in my view teachers need freedom above all. Also teachers perceive the new initiatives as it makes them busy by extra activities. From this teachers may not convenient with new way of doing at first period of adoption."*(Code 02, March 10, 2015).

Hence, the result from the interview mostly supports the above data that is teachers resist change due to they loss their previous freedom since change comes with additional works. Therefore, from the above analysis it can be concluded that teachers resist change due to they may loss their previous freedom in the implementation of change. Similarly as the study of (yilmaz, 2008) when organizational members see changes as troublesome and reduce freedom of action with increased control, organization members may resist change implementations.

As it can be seen from the data respective to item 3 of table 10, to the statement limited resources causes resistance to change, hence the majority 92(81.4%) of teachers agree that limited resources causes resistance to change. The rest 14(12.4%) and 7(6.2%) of teachers responds disagree and undecided to limited resources causes resistance to change. Implies most teachers agree that limited resource causes resistance to change. In addition the mean score for the item were 3.94 with SD = 0.95, which shows the agreement of teachers with minimum deviation from the mean to limited resources causes resistance to changes. Thus, the data indicates limited resources causes resistance to change. Similarly from studies, organizations not having available resources prefer to maintain their status quo since change requires resources like capital and people having appropriate skills and time. Inadequate resources may lead to abandon the desired changes (Lunenburg & Ornstein, 2008**)**

In item 4 of table 10, it is evident that the majority 85(75.3%) of teachers agree that knowledge or skill gap may be reason to resistance to change, and the remaining 18(15.9%) and 10(8.8%) of teachers disagree and undecided respectively to knowledge or skill gap is a reason to resistance to change. The data collectively indicates the agreement of teachers on knowledge gap is a reason to resistance to change. From this it can be said that having necessary knowledge on change area is important to implement change as required. Further from interview,

> *"… if teachers do not understand the concept of change they did not actively participate in implementation of change. This causes resistance to change. Further empowering teachers in concepts related to the introduced change minimizes resistance to change."* (Code 01, March 10, 2015).

Thus, information obtained through the interview confirmed that knowledge or skill gap is a reason to resistance to change. Therefore from the above analysis it can be concluded that knowledge or skill gap was reason to resistance to change.

As it can be expressed in item 5 of table 10, past habit experience is a reason to resistance to change, accordingly 86(76.1%) of teachers agree to this point. The rest 17(15%) 10(8.8%) of teachers disagree and undecided to past habit is a reason to resistance to

change. Similarly, the mean score for this item were 4.02 which indicate the agreement of teachers that past habit is a reason to resistance to change. Hence, teachers' respondents agree that past habits are reason to resistance to change. From this it can be said that teachers past habit experience may have an influence on the way the new change is perceived. In addition from the interview one school principal said that:

> *"… in our school when new changes introduced at first period teacher resist new way of doing and do as previous way. To me this may be due to teachers have good experience of the way of doing the previous practice than the new one. Thus practically in our school, I can say past habit experience has an influence on new change."*(Code 06, march 12, 2015).

Thus, the information obtained through the interview supports the above data that is past habits have an influence on the implementation process of change in the school. Similarly as the study of (Robinson, 2010**)** when changes are faced with individuals may tend to re-act these changes due to accustom to their usual manner of behaving and people tend to respond situations in an accustomed manner, since past habits serve as means of security.

4.8. Mechanisms to Minimize Resistance to Changes in Schools

Change may influence individuals in educational organizations differently. That is, school members may show uncertainty, fear and frustration about change initiatives. (Mullins, 2005) Therefore, successful implementation of change demands positive action from school principals and administrators. Hence, they are advised to prefer a contingency approach involving situational factors in dealing with resistance to change. In addition, (Kotter, 1999) suggested six specific methods in overcoming resistance to change that is, school administrators can use education and communication, participation and involvement, facilitation and support, negotiation and agreement, manipulation and co-optation, explicit and implicit coercion.

This section deals with the items related to mechanism in which school minimize resistance to change. Each item is analyzed based on the data obtained through questionnaire responded by teachers and further backed by the data obtained through

interview from school principals. Accordingly, the respondents view on mechanism to minimize resistance to change in school presents and analyzed in table 11.

Table 11: Teachers Response on how their Schools Minimize Resistance to Changes

No.	Items	Strongly disagree		disagree		Undecided		agree		Strongly agree		Total		Mean	SD
		f	%	f	%	f	%	f	%	f	%	f	%		
1	Giving awareness to teachers on the introduced change	1	.9	8	7.1	31	27.4	45	39.8	28	24.8	113	100	3.81	.92
2	Involving teachers in developing implementation plan for change	10	8.8	4	3.5	13	11.5	34	30.1	52	46	113	100	3.47	1.35
3	Holding open and regular discussion between staff	2	1.8	13	11.5	6	5.3	62	54.9	30	26.5	113	100	3.93	.97
4	Rewarding early adopters of the change	3	2.7	10	8.8	12	10.6	61	54	27	23.9	113	100	3.88	.96
5	school principals use force to overcome resistance	71	62.3	17	15	11	9.7	12	10.6	2	1.8	113	100	1.73	1.11
	Overall mean													3.36	0.83

Scales: 1.00 – 1.49 = Strongly Disagree, 1.50 – 2.49 = Disagree, 2.50- 3.49 = Undecided, 3.50 –4.49 = Agree, 4.50 – 5.00 = strongly agree.

Table 11 summarized the responses to question 1-5, which asked about how school minimizes resistance to change. As shown in item 1 of this table, the majority 73(64.6%) of teachers agree that giving awareness to teachers on the introduced change would minimizes resistance to change. The rest 9(8%) and 31(27.4%) of teachers disagree and undecided respectively on giving awareness to teachers on introduced change would minimizes resistance to changes, which implies some teachers respond undecided to this point, this may be due to they are on doubt on this point. The scored mean for the item were Mean= 3.81, SD= 0.92) which indicates the agreement of teachers on giving awareness to teachers on introduced change minimizes resistance to change. The minimum standard deviation 0.92 indicates, the respondents are close to the mean value

which indicates the majority teachers agree that giving awareness to teachers on change minimizes resistance to change. Thus, the above data collectively shows the agreement of teachers to the point. Therefore, from this it can be said that in this zone preparatory school, giving awareness on the importance of introduced change minimizes resistance to change.

As shown in item 2 of table 11, the majority 86(76.1%) of teachers agree that involving teachers in the planning process of change reduces resistance to change, and the remaining 14(12.3%) and 13(11.5%) of teachers disagree and undecided respectively to involving teachers on developing implementation plan minimizes resistance to change. The scored mean for the item were 3.84 which indicates the agreement of majority teachers on the point. Thus, the data shows the agreement of teachers on involving teachers on developing implementation plan reduces resistance to change. Further, the information obtained from the interview indicates the importance of involving teachers in the planning process of change. For instance as evident from one interview:

> *"… if teachers participate in planning and decision making of changes they are concerned and devoted in implementing changes. Also if teachers are involved they do not resist in implementation process of changes."*(Code 04, March 11, 2015).

Therefore, from the above analysis it can be concluded that if teachers are involved in planning process of change, the degree in which teachers resist change would be minimized. Similarly, as the study of (Mullins, 2005) allowing people to planning, designing and implementing the changes provide school members to contribute ideas and advices that lead change. This strategy is useful when change initiators do not have all the information they need to design the changes and other members have important information and considerable power to resist changes.

In item 3 of table 11, the majority 92(81.4%) of teachers agree that having open and regular discussion between staff in the process of change implementation reduces resistance to change. The rest 15(13.5%) and 6(5.3%) of teachers disagree and undecided

respectively to the point. From the above data most teachers agree that having open and regular discussion between staff reduces resistance to change. Further the mean score for the item were 3.93 which indicate the agreement of teachers on having open and regular discussion between staff reduces resistance to change. Therefore, from this it can be said that schools has to be transparent on the process of implementation of change to their staff to minimize resistance that encountered change.

In item 4 of table 11, it is evident that 88(77.9%) of teachers agree that rewarding early adopters of change reduces resistance to change. In addition the scored mean for the item were 3.88, which indicates the agreement of teachers to rewarding early adopters reduces resistance to change. Thus the above data indicates teachers agree that rewarding early adopters reduces resistance to changes. The information obtained from principals through interview confirms the above data. For instance one school vice principal said that:

> *"... as to me if there is a budget rewarding those teachers who best implement change motivate other teachers in our school. Hence rewarding teachers minimizes resistance and obstacle to change. Further rewarding model teachers who best implement change brings a competition between teachers. This brings good opportunity for the implementation of the introduced changes."*(Code 02, March 10, 2015).

Collectively the above data indicates the importance of rewarding teachers in implementing changes. Therefore, it can be concluded that rewarding individuals that early adopt change may initiates others implementers of change and hence it reduces resistance to change.

In Item 5 of table 11, schools use coercion (force) to overcome resistance to change during implementation of change, thus for this item the majority 88(77.3%) of teachers disagree on this item. From this in most school of this zone, school leaders does not use force to overcome resistance that encountered them from teachers. In addition the mean score for the item were 1.73 which shows disagreement of teachers on their school leaders use forces to overcome resistance during implementation of change. The information obtained through the interview supports the above data. For instance *"... in*

our school we did not use any force to overcome resistance in the implementation process of change." (Code 04, March 11, 2015) and (Code 09, March 15, 2015). Therefore from the analysis we can conclude that preparatory school of south west shoa zone does not apply force to overcome resistance in the implementation process of change. Similarly from research finding using force is not advisable hence, as (Anderson, 2011) indicated in his study when other approaches of overcoming resistance have failed, coercion (force) can be used as a last resort. But using this approaches of overcoming resistance results in negative effects such as frustration, fear, revenge, and alienation, which in turn may lead to poor performance, dissatisfaction, and turnover.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This part of the study deals with the summary of the major findings, conclusion drawn on the basis of the findings and recommendations which are assumed to be useful in alleviating problems related to practices of change management in particular reference to preparatory schools of south west shoa zone.

5.1 Summary of the Findings

The main purpose of this study was to assess the practices and challenges of change management in preparatory schools of south west shoa zone where the implementation process of were not as planned due to many reasons and then to provide some possible strategies that should be implemented to increase the practices of change management. To this end the following five basic questions were set.

1. How do schools plan for the implementation of changes in preparatory schools of south west shoa zone?
2. How are the introduced changes percieved in preparatory schools of south west shoa zone?
3. To what extent have changes been properly communicated in preparatory schools of south west shoa zone?
4. To what extent are changes monitored in preparatory schools of south west shoa zone?
5. What are the major factors that affect implementation of change in preparatory schools of south west shoa zone?

To answer these research questions, descriptive survey research design and mixed method research were used. Thus, qualitative research procedures with more focus on quantitative method were employed. To this effect the study was carried out in 6 sample preparatory schools (Busa, Dejezmach Geresu, Gindo, Lemen, Teji and Yehibret Fire) of

south west shoa zone. The participants of the study were 113 teachers, 6 principals and 3 vice principals. The sample schools were selected by using simple random sampling techniques, especially lottery method. Teachers were selected proportionally from sample schools to equalize the representativeness of the larger as well as smaller numbers of preparatory school teachers. After the proportional sizes of teachers are identified from each sample schools, teachers were selected randomly by lottery method. Principals and vice principals were selected by using purposive sampling techniques.

The primary data for this study were obtained from teachers, principals and vice principals through questionnaire and interview. 116 copies of questionnaires were distributed to teachers to gather necessary information on the practices and challenges of change management. In addition the information obtained through the interview from principals and vice principals helped to gather relatively in depth information on the practices and challenges of change management due to their day to day activities in managing the implementation process of changes. Further secondary data related to changes in the school were also used.

The data collected from teachers were analyzed and interpreted by using statistical tools like frequency, percentage, mean, and standard deviation. The analysis of the quantitative data is performed with the help of SPSS. The data gathered through open ended items, semi structured interview and documents analysis were analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Finally, the research came up with the following major findings.

- At pre planning stage of change most teachers and principals as well as vice principals agree that in their school they have awareness on changes. But from the data 81(71.7%) of teachers respondents indicates that teachers are not empowered in skills and knowledge concerning the changes. This has an impact on teachers' understanding in implementing changes as planned. In addition from the data the way school principals make change a team work were not satisfactory and necessary agreements were not made with teachers before

preparing implementation plan for changes. And also schools do not involve teachers in analyzing the existing situation before planning implementation plan for change. The overall mean 2.80 indicates the disagreement of teachers in their school emphasize the pre planning activities of changes in preparatory school of south west shoa zone.

- From quantitative data and document analysis the majority sample schools has implementation plan document for changes. But the objective of the change was not well informed to teachers and also teachers are not involved in the process of planning implementation plan. In addition necessary budget were not planned for implementation of change. The overall mean 2.64 indicates low emphasis was given to the process of development of implementation plan for changes at school level.

- From the data 74(65.5%) of teachers do not feel good and comfortable with changes. And also 78(69%) of teachers are influenced by the behavior of their peers in the process of implementation of change. This might be due to teachers have different informal groups in the school. Hence, either positively or negatively the behaviors of teachers are influenced by the behavior of their peers in the informal groups. And also the majority teachers agree that sustainable change occurs when schools gives emphasis to attitudes, behavior and beliefs of teachers.

- As explained by most teachers the communication process of change were low due to various reasons. From the data it was evident that, 72(63.7%) of teachers indicated that the extent school principals create adequate awareness and communicate the progress of change was low. And also the way school principals provide necessary information regarding the change to all people in the school was not satisfactory. In addition the extent schools give continuous and timely feedback during implementation of change was low. The overall

mean 2.38 indicates low emphases were given to communication aspects of change.

- Concerning the monitoring of change from the data, schools show low performance in regularly identifying area of weakness and strength. Schools give low emphasis to providing support and training to teachers based on identified weakness and also 77(68.1%) of teachers indicates that low emphasis was given to reinforcing teachers during implementation of change. Likewise, the overall mean 2.41 indicates low emphasis were given to monitoring aspects during the implementation of changes in preparatory schools of south west shoa zone.

- Changes which are currently on implementation in preparatory school level encountered different challenges. The overall mean 3.71 indicates the introduced changes faces different challenges. Hence, as evident from the data the common reason to resistance to change are fear of the unknown, loss of freedom or inconvenience, limited resources, knowledge or skill gap and past habit experience.

- Schools use different mechanism to overcome resistance that encountered the implementation process of changes. As most teachers, principals and vice principals explained creating awareness on the importance of change, involving teachers in the planning process of change, making open and regular discussion between staff in the process of change and also rewarding early adopters of change reduces resistance to change. Lastly, from the data schools do not use force to overcome resistance to change.

5.2 Conclusion

What do the preparatory schools perform to improve the practices and to overcome the challenges of change management and to carry out their responsibility effectively? To

this end, the findings presented in previous section led the researcher to draw the following conclusions.

Pre planning stages for implementing the introduced change was not viewed as a basic process in the implementation of change in the school. As, teachers are not well empowered in skills and knowledge of change concepts, schools do not make change a team work and necessary agreements were not made with teachers on the process of developing implementation plan for change. Therefore, if the initiated changes for schools do not have rational and well planned implementation plan according to the context of schools and aims of changes, the proposed change may not achieve its objective. Hence, it is difficult to manage what is not planned and impossible to measure the expected out comes.

As the result of this study indicated, teachers of south west shoa zone preparatory schools are less comfortable with implementing changes. This discomfort of teachers might hinder their commitments in implementing changes effectively. Hence, if teachers are not committed and do not invest their full potential, the introduced changes might be implemented seasonally. Therefore, this may be a reason for changes in the schools to be ineffectively implemented.

As regards to communicating the process of change, the findings showed that, schools show low performance to communication aspects of change. This hinders effective management of change as communication is crucial tool to effectively manage changes. In addition, low attention given to communicating the progress of change and low emphasis given to continuous and timely feedback during implementation of change were reflection of poor communication. Hence poorly communicated changes were easily susceptible to resistance to change. In conclusion if changes were not well communicated they result in resistance to change and poor management of changes.

The study showed the preparatory schools of south west shoa zone have given low emphasis to the monitoring aspects of change implementation. Hence without monitoring

it is difficult to identify the strength and weakness of changes under implementation. This hinders to take corrective actions on existing gaps. In addition, absence of reinforcement to teachers during implementation of change has an impact to achieve the proposed objectives of changes. Thus if formal monitoring is not held on the process of implementing changes it is difficult to investigate the performance of changes under implementation at school level. Therefore, if the progress of the implementation of changes is not well monitored, it may not achieve the presupposed objectives of changes as planned.

Changes under implementation in preparatory schools of south west shoa zone encounter different challenges. The result of the study signifies resistance to change emerges from teachers' behavior and lack of necessary resources. Hence, effective management of change requires understanding the human behavior, planning necessary resources for changes, and communicating the objective of changes. Thus even though resistance to changes are natural, minimizing resistance to change is mandatory for effectively and efficiently managing changes.

5.3 Recommendations

On the basis of the major findings of the study and the conclusion arrived at, the following recommendations were forwarded to improve the practices of change management in schools.

- A good way to begin the practice of change management is understanding change as a process. Creating awareness and empowering the implementers of change in skill and knowledge, and also planning necessary resources for change is advisable. The study also revealed making the change a team work and making necessary agreement on the implementation plan of change before actual implementation of change with stakeholders is important. So, in implementing change in schools, school principals, woreda education office and zonal education office have to plan for how to empower teachers' knowledge and skill on the

introduced changes and also give emphasis to necessary resources for proper implementation of changes.

- With regard to perception to change, the study indicated teachers perceive change as it brings additional jobs and burden to them, implies teachers are not comfortable to the introduced changes. Hence, school principals have to give an attention to attitudes and beliefs of teachers in the implementation process of change. In addition, involving teachers in developing implementation plan for changes and making open discussion on the progress of the changes with staff may make the teachers to perceive change as it contributes to the improvement of schools.

- Communicating change is one of the important pillars of change management. Communication helps school members to understand the process of change and also effectively communicated changes prevent resistance to change. For proper change management schools have to give an emphasis to timely information on the progress of change. Further school principals have to plan for communication aspects of change during implementation of change. Therefore, communication in change management has to be accompanied in feedback to school staffs through monthly staff meeting.

- In most schools low performance was to monitoring the process of change implementation. But monitoring is highly important to identify the progress of implementation of change. Thus, school principals have to identify area of weakness and strength in the implementation process of change. Hence, schools, woreda education office, and zonal education office have to plan and provide training on the identified area of weakness to the implementation of change to enhance the effectiveness of change. In addition schools have to give emphasis to individuals and have to reinforce teachers during implementation of change by rewarding those teachers who best implement changes.

- Despite the fact that change is implemented for positive reasons to adapt schools to technologies school members resist changes. When implementation plan for change is proposed school has to plan how to minimize barriers to change which originate from various sources. Thus school principals have to aware as resistance to change is natural and have to develop mechanism to overcome and reduce resistance to change. Thus schools have to plan to overcome resistance to change through increasing the teachers understanding on benefits of applying the changes to their school. Also, involving teachers in planning process of change, making open and regular discussion and rewarding those teachers who best implement change are recommended mechanism to overcome resistance to change.

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Appendices

Appendix A

Jimma University

College of Education and Behavioral Science
Department of Educational Planning and Management
Post Graduate Program

Questionnaire to be filled by Preparatory school teachers

Dear Respondents:

The main purpose of this questionnaire is only to collect relevant information about ***the practices and challenges of change management in preparatory schools of south west shoa zone***. You are, therefore, kindly requested to give appropriate information on the issue related to the study. The success of this study directly depends upon your honest and genuine response to each question. The data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

Thank You!

Note:

- No need of writing your name.
- Your answer should represent your direct feelings.
- Ask the data collector; if you need extra support before giving your answer in confusion.
- Be frank. Give a true picture of your feeling about your school, practices and challenges of change management
- Operationally in this study change is a new practice introduced at school level, Like: school improvement program (SIP), Continuous Professional development(

CPD), small team 1 to 5 Learning, emphasis to science and Technology (70:30), scaling up good practices from model school and etc.

Part I: General Information and Personal Data

Direction: put a *(X)* Mark in the prepared box.

1. Name of the school _____
2. Sex: Male ☐ Female ☐
3. Age:

20 – 25	26 – 30	31 – 35	36 – 40	41 - 45	46 – 50	51 and above

4. Service Year:

Less than a year	1– 4 years	5– 8 years	9– 12 years	13–16 years	Above16 years

5. Level of Education

Diploma	Level IV	1st Degree (BA/BSc)	2nd Degree (MA/ MSc)

6. Area of Specialization: _____

Part II: Questionnaire that focused on the main issue of research problems for investigation.

Direction: Based on the concept of each item, please try to select the options that directly represent your own position and fill it on the space provided. Similarly write brief answer for the questions which are open ended.

For your response use this scales:

1= Strongly Disagree (SD)

2= Disagree (DA)

3= Undecided (Und.)

4=Agree (A)

5= Strongly Agree (SA)

1. Items related to pre planning for introduced change at school level are listed below. Please put your responses by selecting the options that represent your feelings.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (Und.) 4=Agree (A) 5= Strongly Agree (SA)

No	***Items***	***1. SD***	***2 .D***	***3. Und.***	***4 .A***	***5 SA***
1	My school give awareness for teachers on introduced change					
2	My school empower teachers skill and knowledge on the introduced change					
3	My school clearly clarify benefits of applying the change at the planning stage					
4	Schools envision teachers on the introduced change					
5	My school makes the introduced change a team work					
6	Implementation plan for the introduced change is prepared after teachers make necessary agreement on the plan.					
7	Before planning implementation, plan my school analysis school existing situation and nature of change					

2. Items related to implementation plan for change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (Und.) 4=Agree (A) 5= Strongly Agree (SA)

No	*Items*	*2. SD*	*2 .D*	*3. Und.*	*4 .A*	*5 SA*
1	My School prepare implementation plan for introduced change					
2	My school specify the objective of introduced change with school context					
3	My school involve teachers in the process of planning implementation plan					
4	My school allocates necessary time for implementation of change.					
5	My school allocate necessary budget for implementation of change.					

3.Items related to perception of change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (Und.) 4=Agree (A) 5= Strongly Agree (SA)

No	*Items*	*1.SD*	*2.D*	*3 Und.*	*4.A*	*5 SA*
1	Teacher feel good and Comfortable with introduced changes at school					
2	Teachers perceive change as a threat for fear of loosing ones position and status.					
3	Teachers are influenced by the behavior of their peers in the process of implementation of change					
4	Sustainable change occurs when schools gives emphasis to attitudes and beliefs of people					
5	Change transform school culture					

3.6 How fast do you respond to changes introduced at school level?

a) as soon as change is introduced c) After most people practice it

b) After some people practice it d) lastly.

3.7 write your perception on change

_____

4.Items related to communicating of change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Very Low (VL) 2= Low (L) 3= Medium(M) 4=High(H) 5= Very high (VH)

No	***Items***	***1.VL***	***2.L***	***3 .M***	***4.H***	***5 VH***
1	The extent my school creates adequate awareness about any change in the school					
2	The extent my schools communicate the progress of change frequently					
3	The extent my School provide necessary information regarding the change to all people in the school					
4	The extent my Schools give and take continuous and timely feedback during implementation of change					
5	The extent my Schools gives emphasis to communication aspects of change so that every member of school knows the progress					

3.6 write comments on how to communicate change in the school

_____

5.Items related to Monitoring of change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Very Low (VL) 2= Low (L) 3= Medium (M) 4=High(H) 5= Very high (VH)

No	***Items***	***1.VL***	***2.L***	***3 .M***	***4.H***	***5 VH***
1	During implementation of change the extent my school identifies the process and stages of change					
2	During implementation of change the extent my school regularly identifies area of weaknesses and strength					
3	In the process of implementation of change the extent school give support and training based on identified weakness to enhance efectiveness					
4	The extent My School reinforce teachers during implementation of change					
5	The extent My School give emphasis to individuals during implementation of change					
6	The extent My Schools evaluate the implementation process of change and give necessary feedback timely					

6.Items related to reason to resistance to change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (Und.) 4=Agree (A) 5= Strongly Agree (SA)

No	***Items***	***1.SD***	***2.D***	***3 Und.***	***4.A***	***5 SA***
1	People resist change due to the fear of the unknown					
2	Loss of freedom or inconvenience is a reason to resistance to change					
3	Limited resource causes resistance to change					
4	Knowledge or skill gap may be a reason to resistance to change					
5	Past habit may be reason to resistance to change					

7.Items related to how to minimize resistance to change are listed below. Please put your responses by selecting the options that represent your feelings.

1= Strongly Disagree (SD) 2= Disagree (D) 3= Undecided (Und.) 4=Agree (A) 5= Strongly Agree (SA)

No	***Items***	***1.SD***	***2.D***	***3 Und.***	***4.A***	***5 SA***
1	Create awareness on the importance of introduced change to teachers to get their cooperation					
2	Involve teachers in the planning process of introduced change					
3	Hold open and regular discussion between staff in the process of change implementation reduce resistance to change					
4	Rewarding early adopters of the change reduces resistance to change					
5	My school use coercion (force) to overcome resistance during implementation of change					

7.5 what do you suggest on how to overcome resistance that encountered schools during implementation of change in the

_____

Appendix B

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Post Graduate Program

Interview guidelines for school principals and vice principals

The main objective of this interview guideline is to collect extensive information about ***the practices and challenges of change management in preparatory schools of south west shoa zone***. Thus, your genuine participation to give necessary data has great importance for effectiveness of this research.

Thank you in advance for your cooperation!

Part one: General Information and Personal Data

Sex: _____ Level of Education: _____

Experience: As a teacher_____ as vice principal_____ as vice principal _____

Current position: _____

Part two: Give your response to the questions raised by the researchers in short and precisely.

1. In your school do you give awareness for teachers on introduced change?
2. Do you empower teachers skill and knowledge on the introduced change?
3. Do you envision teachers on the introduced change?
4. Do you make the introduced change a team work?
5. Do you prepare implementation plan for the change after teachers make necessary agreement on it?

6. Do you prepare implementation plan for change before you start implementation?
7. Do you allocate adequate resources (time, Budget, employees) for implementation of change?
8. How do you feel about introducing and implementing new change?
9. In in your do teachers perceive change as a threat for fear of loosing ones position and status?
10. Do you think teachers believes the introduced change will brings improvement to the school?why?
11. Do you think teachers are influenced by the behavior of their peers in the process of implementation of change? How?
12. In the process of implementation of change to what things do you give emphasis? Why?
13. In the implementation of change do you release necessary information to all school members so that they will be aware of the process?
14. In the implementation of change do you identify area of weakness and strengths? How?
15. In the process of implementation of change how do you give support and training based on identified weakness to enhance effectiveness?
16. Do you reinforce teachers during implementation of change? How?
17. In the process of implementation of change do you give emphasis to individuals who implement changes? How?
18. Which type of resistance is common in the school (technical resistance: due to lack of training and practice ; attitudinal/ behavioral resistance)
19. What do you think that make teachers to resist change?
20. What do you suggest to minimize resistance to change ?
21. What are the major challenges you face in the process of change management?

Appendix C

Yuunivarisitii Jimmaa

Kolleejjii Barnootaa fi Saayinsii Amalaa

Muummee Karoora barnootaa fi Hoogansaa

Sagantaa Barnoota Diigirii 2ffaa

Gaaffii Qomaa Dura Bu'ootaa fi I/A dura Bu'ootaa

Kaayyoon gaaffii qomaa kanaa odeeffannoo qorannoo mata duree **Manneen Barnoota Qophaa'inaa Godina Shawaa Kiba Lixaatti hojjira Olimaa Riiformiiwwanii fi rincicoota qunnamanii fi hoogansa isaa** irratti odeeffannoo sasabuudha. Odeeffannoo dhugaa isin kennitan galima gahiinsa qorannoo kanaatiif gahee olaanaa qaba.

Deegarsa keessaniif galatoomaa!

Saala_____Sad. Barnootaa _____

Waamama hojii keessan ammaa _____

Muuxxannoo Hojjii: b/summaan _____ I/A Dura bu'aan ____ __ Dura bu'aan _____

I.Gaafillee armaan gadiif deebii gabaabaa fi ifa ta'e kennaa.

1. Mana barumsa keessatti barsisootaaf riifoormiiwwan (Jijjiiramoota) irratti hubannoon ni kenituu?
2. Dandeettii fi ogummaan barsiisotaa riiformiiwwan(Jijjiiramoota) irratti akka cimu ni taasfituu?
3. Barsiisonni m/b keessanii riifoormiiwwan irratti mul'ata akka qabaatan ni taasiftuu?
4. Riifoormiiwwan (Jijjiiramootin) gareen hojii irra akka oolan ni taasiftuu?

5. Karoora hojii irraa oolamaa rifoormiiwwanii (jijjiramoota) barsiisota waliin irratti waliif galuun qopheessituu?
6. Karoora raawwii riifoormiiwwanii(Jiijjiiramootaa) osoo raawwii hojii hin eegalin qopheesituu?
7. Raawwii riiformiiwwaniif: yeroo, baajata, fi humina namaa gahaa ta'e ni ramadu?
8. Riifoormiiwwan yeroo ammaa jiran haala kamiin ilaaltuu?
9. Mana barumsa keesanitti riifoormiiwwan bifa sodaatiin ilaaluun jira?
10. Barsiisonni riiformiiwwan jijjirama mana barumsaaf ni fidu jedhanii ilaaluu? Akkamitti?
11. Barsiisonni hojii irra oolimaa riiifoormiiwwani irratti amalli hiriyaa isaanii dhiibaa ni qabaa? Akkamitti?
12. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti dhimmoota akkamiif dursa kenituu?Maaliif
13. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti odeeffannoo gahaa ta'e barsiisotaaf ni kenituu? Akkamitti ?
14. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti hanqinootaa fi ciminoota adda ni baasituu?
15. Haala kamiin hanqinoota adda bahan irratti leenjii kenituu?
16. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti barsiisota ni onnachiiftuu? Akkamitti ?
17. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti namoota dhuunfaaf xiyyeeffannoo ni kenituu? Akkamitti?
18. Adeemsa hojii irra oolimaa riifoormiiwwanii irratti rinciicoota akkamiitu baay'inaan jira?
19. Barsiisota maaltuu akka rincican taasisa?
20. Rincica hir'isuuf yaada furmaata akkamii laatu?
21. Adeemsa hojii irra oolimaa riifoormiiwwanii keessatti rincicoota ijoo akkamiitu isin qunnamaa jira?

Appendix D

Document Review Checklist

The document reviews were conduct based on the following school documents.

No.	Items	Availability	
		Yes	No
1	School implementation plan of changes		
	- GEQIP implementation plan		
	- SIP implementation plan		
	- CPD implementation plan		
2	Change manuals		
	- GEQIP Manuals		
	- SIP Manuals		
	- CPD Manuals		
3	Report Documents		
	- Training report on changes		