



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

**PRACTICES AND CHALLENGES OF CHANGE MANAGEMENT
IN GOVERNMENT PRIMARY SCHOOLS IN DAWO WOREDA**

BY

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES,
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

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Declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

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Abbreviations and Acronyms

ADKAR - Awareness Desire Knowledge Ability and Reinforcement

CPD- Continuous Professional Development

ESDP- Education Sector Development Program

ETP- Education and Training Policy

GEQIP- General Education Quality Improvement Program

IT- Information Technology

MOE- Ministry of Education

TDP- Teacher Development program

PAP- Program Action Plan

SD – Standard Deviation

SIP- School Improvement Program

UNESCO-United Nations Educational Scientific and Cultural Organization

Abstract

This study was conducted in Dawoworeda, south west shoa zone, oromia regional state with the purpose of assessing the practices and challenges of change management in primary schools. The study was carried out in 9 (32%) primary school of study area which was selected by using simple random sampling especially lottery method and purposive. A total of 82 individuals (64 teachers and 18 school principals) were participated in the study. 64 Teacher participants were selected proportionally and 9 school principals and 9 vice principals were selected purposively because of availability. The main instrument of data collection was questionnaire. Interview and document analysis were used in addition to the data collected by questionnaires. The data collected by questionnaires were analyzed by using frequency, percentage, mean and standard deviation. And also the data obtained by interview from school principals and vice principals were analyzed qualitatively. From the data collected and analyzed by questionnaires and interviews the emphasis given to perception of teachers ,preplanning process and also the emphasis given to develop implementation plan was low, there was less involvement of teachers and other stake holders in developing implementation plan of change. In addition the result of the study revealed that, schools were not allocated necessary resources to implement the introduced change, low attention were given to communication aspect of 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 implementation process faced challenges because of the reasons such as: fear of the unknown, loss of freedom, knowledge or skill gap and past habit experience. On the other hand the study recommends 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:INTRODUCTION

This chapter presents background of the study, statement of the problem, research question, objectives of the study, significance of the study, delimitation of the study, limitations of the study, and operational definitions of key terms and organization of the study is presented.

1.2 Background of the study

Change has been an integral part of human development with knowledge and education at its core 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 have 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 only truly 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 requires individual change.

Since change is ultimately an individual phenomenon, it is these individual factors that drive or constrain the value that a change creates. The ultimate utilization, speed of adoption and proficiency are human factors that impact the overall return on investment and the degree to which the desired out comes 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 is a process, not an event (Warford, 2005). Different factors interact in order to make the change process possible. These factors influence each other during the change process. The adoption of change starts when we are able to realize that changes or innovations exist and that they could help us to make our society the way we would like it to be.

Accordingly to Pryor et al., (2008) the problems and challenges facing organizational leaders and organizational development experts relate to the speed and complexity of change required today. Today change is constant and organizational leaders who anticipate and invent the future are even more successful. Other organizations are followers that adapt to change. Still others are the organizations that do not survive (Pryor et al., 2008).

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, 2009).

Effective change to any organizational structure, philosophy or practice is not an easily obtainable goal (Shen, 2008). At each level of organization, there are dynamics in operation which may resist the proposed change. However, organizational culture, the perception of stakeholders, a lack of holistic approach, absence of follow-up or support and even the process of change itself all present barriers to achieving effective change.

Schools are possibly unique amongst other types of organizations. Stakeholders are not only those within the physical boundaries of a school, nor those beyond the school charged with its administration. Parents and primary caregivers are also greatly concerned with activities within the school. Tertiary institutions have expectations of school leavers, as do employer groups and social welfare organizations. Wider society is similarly concerned with educational structures and procedures. Each of these stakeholders has perceptions which form barriers to the implementation of innovation, and the resultant changes that occur (Stoll, 1998).

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 V that aims to make the education system effective (MOE, 2010). Recently in 2015 Ethiopia is introducing a new Education Policy.

Currently educational sector is on the track of implementing different introduced changes which are adopted from MOE and changes initiated at school level for majorly ensuring quality education. The major changes which are adapted to school are: 1) the new education curriculum which is introduced in 2014 E.C to the schools in the country which are selected as a sample to test the new curriculum. 2) The strategy of team work that is small group (1:5) learning for students and teachers small group for professional development, here the intention of small team 1 to 5 is also used to promote student centered learning. Changes initiated at school level like innovative idea at school level and also scaling up good practices are the changes initiated at school level. 3) The school feeding program is also new initiative program specially the schools under oromia educational Bureau. 4) General Education Quality Improvement program (GEQIP)(MOE, 2008). Currently, all schools of Dawo woreda plans to implement adopted changes and also school initiated changes.

When such new changes introduced to an educational system and began to be implemented, it is worthy to assess the implementation process so as to identify the strengths and weaknesses in the process. The assessment, not only enables schools and educational leaders to identify the strengths and weakness in the implementation of the change management, but also provides insight of what measures to be taken to improve the weaknesses and to expand their strengths as well. This in turn helps schools to make best out of the implementation of the change management system. Therefore, making an assessment of practices and challenges of change management seems to be essential in primary schools of Dawo woreda.

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).

Educational change can be initiated from two distinct sides. One form refers to educational change initiated by policy makers, with researchers at their side, attempting to find ways of assisting schools to implement a particular innovation. This strategy is labeled as top-down, from above or imposed change. The other form of educational change is initiated by teachers and often undertaken with outside support. This form is indicated by bottom-up, grassroots or voluntary change (Fullan, 1991).

Change is for a reason and the reason for every change is different (Amagoh, 2008) . There is aspecific reason or objective for any particular change. The reasons for change are varied as the change itself. Educational change is a broad term that refers to both shifting paradigms with in education and efforts of reform with in education. Most change within the field of education is initiated for the improvement of the institution. Similarly, shifting perspectives within the field of education are most often a result of an awareness of new ideas and new needs (Waks, 2007). In education system change is majorly for insuring quality education.

Despite rapid expansion of the education system, Ethiopia's education sector faces challenges in 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 Program (GEQIP) (MOE, 2010). But this study will see how to primary schools of Dawo woreda perceive change, prepare implementation plan, communicate and monitor introduced change and also manage resistance to change.

The introduced change to schools are like a new Education policy which is introduced to education sector currently in 2015, the way of giving University Entrance Exam, strategy of small team for students learning and teachers' professional development, scaling up good practices from model schools and GEQIP are the major introduced changes to schools and there is a gap on how to manage change programs. As the study of MOE (MOE, 2010), the above points are area which need attention at school level.

The researcher observed in his long year's school experience, extent of implementation of introduced changes to the school. The school teachers and principals mostly implement routine activities which come from the past experience and give little concern for introduced changes to schools and also reluctant to practice a new change introduced to school. This is an obstacle 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.

The unique features of this research were assessing the practice of implementation of introduced change specifically, how changes are perceived, planned, communicated, monitored and also, assessing the major resistance/ challenges to introduced changes. This study may fill the knowledge gap of change management in primary schools of Dawo woreda. Thus the concern of this study is therefore to assess how change is implemented and managed in primary schools of Dawo woreda, Oromia region.

1.3. Research Questions

1. To what extent teachers and principals perceive changes in primary schools of Dawo Woreda?
2. To what extent schools plan for the implementation of changes in primary schools of Dawo woreda?
3. To what extent schools communicate changes in the primary schools of Dawo woreda?
4. To what extent changes are monitored in the primary schools of Dawo woreda?
5. What are the major challenges that have faced the implementation of change in primary schools of Dawo woreda?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to assess the practices and challenges of change management in primary schools of Dawo woreda.

1.4.2. Specific Objectives

The study is conducted to achieve the following specific objectives.

1. What is the perception of teachers and principals about changes in primary schools of Dawo woreda?
2. To assess how schools plan for implementation of changes in primary schools of Dawo woreda.
3. To investigate the communication mechanism in the process of change management in primary schools of Dawo woreda.
4. To examine how schools monitor the implementation of change in primary schools of Dawo woreda.
5. To identify the challenges that faces in the implementation of change in primary schools of Dawo woreda.

1.5. Significance of the study

This study would not only contribute to the process of change management in Dawo woreda primary schools education; but also it contributes an additional perspective to the existing knowledge in the field. The research may reveal the strength and weaknesses of practices and

challenges of change management and also help to fill the knowledge gap about how to plan, how to communicate and how to monitor change implementation process, build consensus and raise awareness of stake holders for better implementation of change management. In the other hand it may encourage the teachers, school principals, Cluster supervisors, woreda education office to predict the area that need further consideration in change management planning, monitoring and implementation.

1.6. Delimitation of the Study

This research is limited on assessing the practices and challenges of change management by considering how changes are perceived by teachers and school principals, how primary schools prepare implementation plan for change programs, how primary schools communicate changes and how schools monitor the process of change programs and also major challenges in process of implementation of change programs and mechanisms in which schools minimize resistance can be assessed. Thus when the researcher say the practice and challenges of change management it mean to assess and study the perception, planning, communication, and monitoring aspects in the implementation process of change programs and also major challenges in the process of change programs..

Geographically the scope of this study is delimited to 9(32%) primary schools in Dawo woreda. Therefore the finding of this study can be generalized to primary schools in Dawo woreda under South West Shoa zone of Oromia regional state.

1.7. Limitations of the Study

Even though the researcher can tried to make his best the major limitations encountered when undertaking the research was time constraints and different externalities beyond the capacity of the researcher especially the instability of peace around South West Shoa was the major challenge. Because of the instability of peace in South West Shoa zone the schools found around the boarder of Woliso woreda were out of teaching and learning process it was too difficult to contact respondents easily. But I tried to handle those obstacles with the help of school principals to contact teacher respondents.

1.8. Organization of the study

The study was organized into five chapters. The first chapter presents the introduction of the study and it covers background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitations of the study, limitations of the study, organization of the study and definition of key terms. The second chapter discusses the related literature review of change management to place the problem in a broader perspective. Chapter three focuses on research design and methodology specifically it includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretation and research activities. The next chapter four discusses the presentation, analysis and interpretation of the study. The final chapter five discusses main findings, conclusions and recommendations.

1.9. Operational definitions of key terms

This section provides definition of key concepts and words

- Challenge: an instigation or anatomization intended to convince a person to perform an action they otherwise would not
- Change-change is a process of improving practice.
- Change management-change management is the process, tools and techniques to manage the people side of change to achieve the required business outcome.
- Management- Management is the art of getting things done with and through other peoples.
- Practices- practice is the carrying out, execution, or implementation of plan, a method, or any design for doing something.
- Resistance- is the action taken by individuals and groups when they perceive that a change that is occurring as a threat to them.

CHAPTER TWO:REVIEW OF RELATED LITERATURE

2.1. Introduction

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, 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.

2.2. The Concept of Change and Change Management

2.2.1 Definition of Change:

There are almost as many conceptions of the change process as there are writers on the subject, but despite this there are some broad areas of agreement on it.

Change is a process of learning new ideas and things. It is learning to do and learning to understand something new (Fullan M. , 1992)

Change is a process of improving practice (Shen, 2008).

Change is life, life is change. It just happens, like the weather. Change result from chance, choice or crises and are generally unpredictable. But the process of how we move through life's change is predictable. The price of frequent, chaotic, or mismanaged change can be high. Change management requires care; no change is too small for skilled handling (Salerno, Ann & Brock and Lillie. 2008)

Of all the definitions, people are given an idea that change is a process of improving your practice. Therefore implementation is the most important procedure in the change.

2.2.2. Definition of Change Management

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).

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).

2.3. 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).

2.4. 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 structuralize, 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 discuss 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 a rigid organizational structure 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.

Strees, Runde and Nardon,(2010) have 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.

2.5. 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, (2009) 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.

2.6. 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,(2007) also, Fullan,(2009) conceives the change process as comprising three stages and call 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.

The implementation stage 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 time consuming as it often requires mind set culture and value change (Fullan M. , 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 time frames 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. Resistance to Change

2.7.1. 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 comfortable 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.

2.7.2. Categories of Resistance to Change

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 (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).

2.7.3. Reasons of Resistance to Change

As Yilmaz,(2003) 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.

2.7.4. 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.

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.

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.

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.

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.

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.

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.

2.8. 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. 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.

2.9. Teachers 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 analyze and understand the change process from the perspectives of teachers experiences and opinions.

2.10. Leadership 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 M. , 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.

2.11. School Culture

School culture is the guiding beliefs and values evident in the way a school operates (Fullan M. , 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: schools are influenced by external context, school age, school pupils and their social class background.

2.12. 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 government 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 between 1974-1991. 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 education policy which is operational since 1994, and it is entitled by 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 changes at different time period and the introduced changes are implemented and managed differently.

2.13. Currently the Major Newly Introduced Changes in Ethiopian Schools/education sector

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 were developed by comprising six programs (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 kwon by 1 to 5 learning. And also teachers develop their profession by small group 1to5 team.

The government of Ethiopia has recently focused on educational change management by introducing different new practice which contributes 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 DESIGN AND METHODOLOGY

3.1. Research Design

Best and Khan (2006) research can be qualitative, if it describes events and persons scientifically without the use of numerical data while quantitative research consists of research in which data can be analyzed in terms of numbers.

Method is a way to systematically solve the research problem and method can be understood as a science of studying how research is done scientifically (Alemu, 2005). In order to assess the current practice of change management and its related challenges, and thereby recommend constructive ideas, it is necessary to conduct a descriptive study in the schools. This is because a descriptive study sets out to describe what is and it is used to draw valid general conclusions in its natural setting. Descriptive study permits the researcher to summarize the characteristics of different groups to measure their attitudes and opinions toward some issue, and also researchers in education and the social sciences use descriptive research widely (Ary et al., 2010). Accordingly, the research method employed in this study is descriptive survey design.

In this descriptive survey research quantitative data were used to assess the practice of change management and related challenges in Dawo Woreda government primary schools. Through quantitative research it is possible to quantify opinions, attitudes and behaviors and find out how the whole feel about practice of change management in schools. A descriptive research uses instruments such as questionnaires and interviews to gather information from groups of individuals (Ary et al., 2010).

Furthermore, to secure the information obtained through quantitative data (questionnaires) in this study and to validate this quantitative data an interview has been used (Alemu, 2005). 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 and teachers of sample schools).

3.2. 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 will be the investigation and explanation

about it. And also, the more valid is the sources of data, the more reliable will be the data received, which in turn will lead to correct and reliable conclusion (Alemu, 2005).

In this descriptive research both primary and secondary sources of data has been used. Primary data are gathered by researcher and are gathered for the first time, thus happening to be original (Alemu, 2005).For this study the primary data has been used. Hence the primary source of data in this study were teachers, school principals and vice 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 primary schools.

3.3. Sample Size and Sampling Techniques

Dawo wereda is selected as a study site because, the researcher was working there and he is familiar with the area. There are 30 government primary schools in Dawo wereda. To determine the sample schools for this study the next attempt was taken. 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 due to the availability time and financial resources and also to increase the reliability of the study and to adequately represent the population from the total 30 primary schools 9 (30%) has been taken randomly by lottery method as a sample (Ary,Jacobs and Sorensen, 2010).Thus, the researcher believes that, this sample size of primary schools representative helps to compose well-founded generalization at the end of the study.

The procedures that the researcher follow to determine the sample of schools by simple random sampling technique particularly lottery methods are the following (Aryet al., 2010):

Step 1:Constructing a sample frame

- To give an equal chance for all primary schools in woreda, first the schools in woreda were clustered and selected the school from the clusters by using lottery method.

- Clusters were alphabetically ordered and also primary schools under clusters were alphabetically ordered.
- Accordingly, Bifole CRC, Busa CRC, Dawo CRC, Geba Jemata CRC, Jarra CRC, Kersa CRC, Rache CRC and Sedare CRC are CRC's under Dawo wereda Education Office alphabetically.
- Almost the clusters were organized by having 3-5 schools. So to give an equal chance for all clusters 1 primary school was selected from each cluster under the education office by using lottery method to select representative school from the cluster.
- Still lottery method is appropriate method to select primary schools which are represent the cluster.
- After all clusters(8) were represented by 1 primary school the next step is deciding the left 1 sample school of the study from the cluster which has 5 satellite schools (Dawo CRC); that means the only CRC which is represented by 2 primary school purposively because of having 5 satellite schools.
- The 9th school which is selected from Dawo CRC purposively was selected by using lottery method from the school under Dawo cluster.

Table 1: Clustrenig system of primary schools under Dawo woreda Education office

No	Cluster's	Schools under cluster	Number of schools under each cluster	Sample school for each cluster	Number of teachers in sample school
1	Bifole	Bifole, Inka Jidu kea, Roge	4	Roge	14
2	Busa	Busa, Kalecho UlmaBusa ,Wajitu	4	Wajitu	28
3	Dawo	Dawo Dinko Dawo Dire Dawo Kara Dawo Kechema Kusho	5	Dawo Dire Dawo Kechema	15 15
4	Geba Jemata	Dawo Kunchie Geba Jemata Gola Tajeb	4	Geba Jemata	19
5	Jarra	Bombi, Dimtu Jarra	3	Dimtu	14
6	Kersa	Adai, Burka Gode Galute ,Kersa	4	Kersa	24
7	Rache	Balchi ,Sante Rache	3	Balchi	10
8	Sedare	Beshi Gombisa Kusaye Sedare	3	Sedare	17
8	Total		30	9	156

Accordingly Balchi, Dawo Dire, Dawo Kechema, Dimtu, Geba Jemata, Kersa, Roge, Sedare and Wajitu were the schools which are represent woredas primary schools for this study alphabetically.

The total number of teachers in the 9 selected primary schools was 156 from the total number of teachers in the sample schools the researcher selected 64(41.02%) teachers are representatives for this study. Hence, to select 64 teachers through simple random sampling techniques, by proportional allocation to the size of teachers in each school has been done. Selecting teachers through random sampling technique helps 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, equalize the representativeness of the larger as well as the small primary schools for the study. To determine the sample size of teachers for each primary school, the stratified formula of proportion has been used. It would be done by dividing the targeted sample teachers (64) with the total number of teachers in the 9 primary schools (156) and multiplied with total number of teachers in each school.

In this study, 9 school principals and 9 vice principals' total of 18 school principals were selected census sampling. So school principals and vice principals in the sample school were selected as respondents purposively because of availability.

In general including principals and vice principals 82(47.1) individuals from the total population of 174(the population of sample school) has been selected as the sample to extract sufficient evidences on practices and challenges of change management in primary schools of Dawo woreda. The next table indicates the summary of the total study population and sample size in the study.

3.4. Instruments for data collection

In order to get necessary information from participants, two types of data collecting instruments has been used. These data collecting instruments were questionnaire and interview.

3.4.1. Questionnaire

In this study both closed and open ended questionnaires were prepared to collect quantitative and qualitative data from selected teachers. This is because questionnaire is convenient to collect ideas, preference and practice from respondents and also questionnaire is convenient to conduct

survey and to acquire necessary information from large number of subject within short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response and it is free from bias, answers will be in respondents word (Alemu, 2005).The questionnaires were prepared in English language and translated to Afan Oromo because the instructional language for primary school is Afan Oromo so it was better to use Afan Oromo to get clear and full information from my respondents.

The questionnaires were very carefully constructed. To increase the quality of the questionnaire technically it will be important to consider the following point while constructing questionnaire items: making the items clear, avoiding ambiguous and double question, avoiding long and complicated items and negative items will not be recommended in the questionnaire (Alemu, 2015).

The questionnaire has two parts. The first part of the questionnaire describes the respondents, background information, categories include: gender, age area of specialization and year of experience. The next and the largest part have the whole possible change management variables of closed and open –ended question items. The closed ended items were prepared by using likert scale and the value of the scale is in between one and five.

3.4.2. Interview

In this study interview was used to gather in relatively in depth data from school principals and vice principals on the practice of change management and its related challenges in primary schools. Because interview has a potential to release more information, provide opportunity to observe nonverbal behaviour of respondents, and to clear up misunderstanding, as well as it can be adjusted to meet diverse situations.

3.5. Procedures of data collection

In the process of data collection, the researcher goes through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. After the questionnaires were prepared and checked the researcher directly go to Busa primary school and conducted pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher contacts the principals of respective schools for

consent. After making agreement with the concerned participants, the researcher is 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 and the researcher is closely assist and supervise respondents to solve confusions faced regarding to the instrument. Lastly, the questionnaires were collected and analysed.

The interview was conducted after questionnaires were collected from respondents in each primary school. Since the respondents for interview was school principals and vice principals during the interview the researcher used the principal office.

3.6. Method of Data Analysis and Interpretation

The data were analyzed both quantitatively and qualitatively based on the responses collected through questionnaires and interview.

The data collected through closed ended questions was tallied, tabulated and filled in to SPSS. The background information of respondent characteristics was presented in table. Interpretation was made with the help of percentage mean and standard deviation. Because, the percentage is used to analyze the background information of the respondent, whereas, mean is used to summarize the collected data on independent variables, in simple and understandable way and to make it easy for further interpretation. It also used to roughly judge which conditions supporting change management(Aryet al., 2010)will be practiced more in primary schools.

The qualitative data obtained from open ended questionnaires and interview is 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.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data, the chapter sections majorly categorized based on the predefined research questions and objectives. The important finding and results were directly linked to the practices and challenges of change management in primary schools of Dawo woreda.

Chapter four has two major parts. The 1st part presents the characteristics of the respondents in terms of sex, age, service year and academic qualifications of the respondents. The second major part of this chapter deals with the results of findings from the data which were gathered through the data collection instruments (questionnaire and interview). Hence the results and discussion of the second part provided based on five major sections and some other supportive subsections. These sections are: perception of teachers and principals on the programs of changes, implementation plan of the introduced change programs, communicating the introduced programs of changes in the school, monitoring the introduced programs of changes and challenging factors in the implementation of introduced programs of change.

In this study, 64 copies of questionnaires were distributed to sample primary school teachers of Dawo woreda. The return rate of questionnaires from teachers was 64(100%). Moreover, 9 primary school principals and 9 vice principals were interviewed. Therefore, the analysis of this study were done based on the questionnaire obtained from 64(100%) teachers, interview results from 9(100%) primary school principals and 9(100%) vice principals, and document analysis.

The respondents' characteristics were analyzed by using percentage. Whereas the main quantitative data of the study presented in table 7 up to table 13 were analyzed by using frequency, percentage, mean scores and standard deviation. Because, the response in rating scales was more appropriate to such analysis.

The summary of the data were presented using tables that incorporate various statistical tools. The qualitative data from open ended 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

Table 3: Respondents by sex

no	sex	Teachers	percentage	Principals	Percentage	Vice principals	percentage	total	percentage
1	M	43	67.2	9	100	5	55.5	57	69.5
2	F	21	32.8	0	0	4	44.4	25	30.4
3	T	64	100	9	100	9	100	82	100

The above table 3 indicated that, the characteristics of the respondents revealed that 43(67.2%) and 21(32.8%) teachers were males and females respectively. Additionally the table shows those 9 (100%) principals and 0(0%) were males and females respectively. From this data we conclude that female teachers were not on the principal position. Among the vice principals 5(55.5%) and 4(44.4%) were males and females respectively. Totally the respondents of this study were 57(69.5%) male and 25(30.4%) females respectively.

Table 4: Respondents of the study by age

Respondents	sex	20-25	26-30	31-35	36-40	41-45	46-50	51-55	56 and above	Total
Teachers	M	2	5	19	11	6	0	0	0	43
	F	2	8	8	3	0	0	0	0	21
	Total	4	13	27	14	6	0	0	0	64
Principals	M	0	0	4	4	1	0	0	0	9
	F	0	0	0	0	0	0	0	0	0
	Total	0	0	4	4	1	0	0	0	9
Vice Principals	M	0	2	2	1	0	0	0	0	5
	F	0	2	2	0	0	0	0	0	4
	Total	0	4	4	1	0	0	0	0	9
Total respondents	M	2	7	25	16	7	0	0	0	57
	F	2	10	10	3	0	0	0	0	25
	Total	4	17	35	19	7	0	0	0	82

From the above table 4, the majority of the respondents were found on two range age, that is 27(42.1%) of the teachers were found in the range of 31-35 years and also 14(21.8%) of teachers were found to be in the range of 36-40 years, from this data we concluded that the teachers in

primary schools of Dawo woreda are at adolescence and adult age. Hence they are likely in a good position to provide adequate and rational responses to the questions. The school principals and vice principals, 8(44.4%) of the respondents were found to be at the age of 31-35 and 5(27.7%) principals and vice principals were found to be at the age 36-40. The rest 4(44.4%) vice principals were found to be at the age of 26-30. Totally 54(65.8%) of the respondents of my study were found in the range of 31-40 years.

Table 5: Respondents by service year

respondents	Service years						total
	< 5 years	1-5 years	6-10 years	11-15 years	16-20 years	Above 20 years	
teachers		5	14	21	13	11	64
principals		0	0	2	6	1	9
Vice principals		0	4	3	2	0	9
Total		5	18	26	21	12	82

As it can be seen from the table 5, majority of the teachers respondents 45(70.3%) have served for 11-20 years. This implies from the total teacher respondents 59(92.1%) have served 6-20 years. The majority of primary school principals in sample schools of the study 6(66.6%) have served for 16-20 and 2(22.2%) principals have served for 11-15 years. Among vice principals 4(44.4%) and 3(33.3%) vice principals of primary schools in the study sample school have served for 6-10 years and 11-15 years respectively and the rest 2(22.2%) vice principals have 16-20 years. Totally from the above data we concluded that the majority of the respondents 93.3% have above 6 years' experience. These shows the respondents have better understanding of programs which are carried out in the school. This in turn might enable them to provide adequate responses to the questions presented to them concerning practices of change programs in their school.

Table 6: Respondents by level of education

Respondents	Level of Education			
	Diploma	BA/BSC	MA/MSC	Total
Teachers	22	39	3	64
Principals	1	8	0	9
Vice principals	3	6	0	9
Total	26	53	3	82

As it can be seen from the table 6, 22(34.3%), 39(60.9%) and 3(4.6%) teachers were the holder of Diploma, first degree and 2nd degree respectively. Among principals and vice principals 1(11.1%) are Diploma holders and 8(88.8%) principals have 1st degree and also 3(33.3%) and 6(66.6%) vice principals have Diploma and first degree respectively.

4.2. Perception of changes at school

This section deals with the items related to the perception of change programs. Each item analyzed based on the data obtained through questionnaire which is responded by sample primary school teachers and further backed by the data obtained through interview from school principals and vice principals. Accordingly, the respondents view on perception of programs of changes was presented and analyzed here under in table 7.

Table 7: Teachers perception to programs of change at school

no	items	Strongly disagree		disagree		Undecided		agree		Strongly agree		total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Teachers feel good with introduced programs of change at school	22	34.3	19	29.6	4	6.2	15	23.4	4	6.2	64	100	2.30	1.21
2	Teachers perceive change as a threat	2	3.1	14	21.8	3	4.6	33	51.5	12	18.7	64	100	3.66	1.14
3	Teachers perceive change as an opportunity	6	10.3	24	37.5	5	7.8	21	32.8	8	12.5	64	100	3.35	1.13
4	Teachers Influences themselves positively in implementation of change	7	10.9	18	28.1	2	3.1	29	45.3	8	12.5	64	100	3.53	1.23
5	Change transform school culture	13	20.3	13	20.3	5	7.8	16	25	17	26.5	64	100	3.6	1.26

Table 7 summarized responses to question 1-5, which asked about perception of teachers and principals to changes. As it can be analyzed on table 8, the data corresponding to item number 1 to the statement teachers feel good with introduced changes at school, the majority of teachers 41(64.06%) disagree to this point and the rest 4(6.2%) and 19(29.6%) responds undecided and agree 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. Therefore from the above analysis it can be concluded that in primary schools of Dawo Woreda teachers are not comfortable with changes and this may be an obstacle to implementation process of changes.

As it can be indicated in item 2 of table 7, to the statement teachers perceive changes as a threat for fear of losing one position and status, hence 45(70.3%) respondents of teachers agree to this and the rest 16(25%) and 3(4.6%) responds disagree and undecided to this item respectively.

Additionally, the scored mean for this item were 3.66 which indicates the agreement of respondents to teachers perceives changes as a threat. Thus, this implies respondents agree that teachers perceive programs of change as a threat for fear of losing 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. Hence, interviewees were of the opinion that some 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 it can be seen from item 3 of table 7, 29(45.3%) teachers agree that they perceive change programs as opportunity and the rest 30(46.8%) and 5(7.8%) teachers responds disagree and undecided respectively. As it can be observed from the data in item 4 of table 7, For the question asked whether or not they influence themselves positively to the implementation of programs of change the majority of teachers, 37(57.8%) agree to this item and the rest 25(39.06%) and 2(3.1%) replies disagree and undecided respectively. This shows almost near to half of the teachers agreed as they were influence themselves negatively during the implementation of the programs of change.

In item 5 of table 7, respondents were requested, change transform school culture, hence 33(51.5%) of teachers agree to this item. The rest 26(40.6%) and 5(7.8%) responds disagree and undecided respectively to change transform school culture. This shows some teachers may be in doubt about changes in the school. In addition the scored mean for this item were 3.6 which indicates the agreement of teachers to change transform school culture. Further, information obtained through interview from principals and vice principals shows school culture is crucial issue in the school, hence change plays a role to transform school culture.

Table 8: Responses of teachers on how teachers respond to change

No	items	As soon as the program 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 teachers respond to programs of change	9	14.06	33	51.5	20	31.2	2	3.1	64	100	2.18	

Table 8, gives response to the item, how fast do teachers respond to change programs introduced at school level. Accordingly, the majority of the teacher respondents 33(51.5%) and 20(31.2%) 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. Therefore, from the above analysis most teachers involved to change activities after some teachers practice the implementation process of changes.

4.3. Pre Planning for the Implementation of Introduced Changes Programs

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, vice principals and literatures. Accordingly, the respondents view on pre planning of changes was presents and analyzed in table 9.

Table 9: 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	Informing and giving awareness to teachers on the programs of change	22	34.3	24	37.5	3	4.6	12	18.7	3	4.6	64	100	2.39	1.35
2	Empowering teachers skill and knowledge on the programs of change	8	12.5	21	32.8	4	6.2	25	39.06	6	9.3	64	100	3.27	1.2
3	Clarifying benefits of applying the programs of change at the planning stage	11	17.1	27	42.1	1	1.5	22	34.3	3	4.6	64	100	2.50	1.33
4	Analyzing school existing situation and nature of change programs	21	32.8	17	26.5	2	3.1	15	23.4	9	14.06	64	100	2.46	1.38

Table 9 summarized responses to question 1-4, which asked about pre planning for introduced change at school level. As it can be seen from table 9, the data respective to item number 1 indicates that, the majority of the teachers 15(23.4%) responds agree to their school give awareness to teachers on introduced changes and the remaining 46(71.8%) and 3(4.6%) responds to disagree and undecided respectively to the point. Furthermore the result obtained from the interview of principals and vice principals reveals that, their school use orientations and notice board announcement to give awareness for teachers on introduced changes.

In item number 2 of table 9, to the statement, my school empower teachers skill and knowledge on the introduced programs change, the majority of teachers respondents 31(48.4%) agree on the way their school empower teachers skill and knowledge on the introduced change programs and the rest 29(45.3%) and 4(6.2%) of teachers disagree and undecided respectively to empowering teachers knowledge on changes. Thus the data shows almost the half percent disagreements of respondents on their school empower teachers' skills and knowledge on introduced change. Based on this it can be said that teachers of Dawo woreda 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 mostly use simple orientation to empower teachers knowledge on the introduced change which is not sufficient.

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 3 of table 9, respondents were requested to reflect whether their school clarifies benefits of applying programs of change at the planning stages. Accordingly, 25(39.06%) agree and the remaining 38(59.3%) and 1(1.5%) disagree and undecided respectively to the way school principals clarify benefits of applying changes at the planning stages.

In the same table of item number 4, respondents were requested to reflect before planning implementation plan, whether their schools analyze school existing situation and nature of changes. Hence, 24(37.5%) of the teachers respondents agree that their school analysis school existing situation before developing implementation plan. The rest 38(59.3%) and 2(3.1%) responded disagree and undecided respectively to the way their school analysis school existing situation before developing implementation plan. The data shows teachers respond to disagree on the item. This show almost above half teachers may not involve in analyzing school existing situation at pre planning stage or teachers may not informed about analyzing school situation before planning implementation plan for change. In line with this, it was evident from the interviewees that teachers may not know how school analysis school existing situation before preparing implementation plan for change. But research indicates that the organization has to recognize its internal and external strengths when starting programs of change management. If the organization recognizes the current state, it makes it easy to set up the plan (Green, 2007).

4.4. Preparing Implementation Plan for Programs of Change

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 10.

Table 10: 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	Your school Developed implementation plan for introduced programs of change	3	4.6	9	14.06	2	3.1	41	64.06	9	14.06	64	100	3.50	1.06
2	Involving teachers in the process of developing implementation plan for programs of change is their	26	40.6	21	32.8	2	3.1	10	15.6	5	7.8	64	100	2.56	1.5
3	specifying the objective of introduced programs of change	20	31.2	16	25	3	4.6	17	26.5	8	12.5	64	100	2.47	1.26
4	Allocating necessary time for implementation of change programs.	19	29.6	17	26.5	6	9.3	15	23.4	7	10.9	64	100	2.28	1.23
5	Allocating necessary budget for implementation of change programs.	23	35.9	25	39.06	0	0	9	14.06	7	10.9	64	100	1.98	1.28

Table 10 indicated the response of respondents which asked about implementation plan for change. In this table item number 1, the majority of teachers 50(78.1%) agree that their school has implementation plan for introduced changes, the rest 12(18.7%) and 2(3.1%) responded disagree and undecided respectively to the point. In addition the weighted mean for this item were 3.50 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. Further from document analysis it is evident that all sample schools has implementation plan document for introduced changes. Thus the data collectively implies most sample schools has implementation plan for introduced changes.

As it can be seen in item number 2 of table 10, schools involve teachers in the process of developing implementation plan, the majority of teachers' respondents 47(73.4%) disagree to their school involve teachers in the process of developing implementation plan. The rest 15(23.4%) and 2(3.1%) responds agree and undecided respectively to the point. In addition the mean score for the item were 2.47 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. 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.

In item number 3 of table 10, schools specify the objectives of introduced change with in school context, accordingly 36(56.1%) of teachers respondents disagree on the way their school specify the objective of introduced changes. The rest 25(9.5%) and 3(34.2%) responded agree and undecided respectively on the way their school specify the objective of changes. The data shows 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 introduced changes. 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

Table 10 item number 4 indicated the majority of teachers 36(56.2%) disagree to schools allocates or plan necessary time for implementation of programs of change, the rest 22(34.3%) and 6(9.3%) responds agree and undecided respectively to allocating necessary time for the implementation of changes. The mean for the item also shows 2.28 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. Additionally from the interviewee held with school principals and vice principals, schools schedule time for change but practically no emphasis were given for implementation time for changes. Thus, the overall data signifies schools do 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).

Table 10 item number 5, indicated that respondents were asked to indicate as their school allocate necessary budget for implementation of changes. Accordingly, the majority of respondents 48(75%) disagree on how their school allocate budget for implementation of changes and the rest 16(25%) agree to the item. From this it is evident that the implementation process of introduced change is not accompanied with necessary budget. Further from the 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.

One of the school principals says:

“...Even though we try to allocate budget for the implementation of programs of change in our school because of income generation of our school is too low it is difficult to allocate necessary budget specifically for the purpose of change programs.”

4.5. Communicating programs of change in the school

Communication is vital to the effective implementation of organizational change and one of the main purposes 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 the data obtained through interview from school principals and Vice principals. Accordingly, the respondents view on communicating changes was presents and analyzed in table 11.

Table 11: Response of teachers on how their school communicates changes

No	Items	Very Low		Low		Medium		High		Very High		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	Your school create adequate awareness about change programs for stake holders	19	29.6	18	28.1	14	21.8	7	10.9	6	9.3	64	100	2.30	1.25
2	Your school communicate the progress of change programs frequently	15	23.4	19	29.6	13	20.3	9	14.06	8	12.5	64	100	2.30	1.13
3	Your school providing necessary information regarding the change programs for stake holders	21	32.8	11	17.1	17	26.5	11	17.1	4	6.2	64	100	2.44	1.16
4	Your school is Giving continuous and timely feedback during implementation of change programs	17	26.5	16	25	16	25	10	15.6	5	7.8	64	100	2.43	1.27

Table 11 summarized responses to question 1-4, which asked about communicating changes. As shown in item 1 of table 11, the majority 37(57.8%) rated low to the extent their school creates adequate awareness about any change in the school, the rest 13(20.3%) and 14(21.8%) rated high and medium 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. The result of the interview from school principals and vice principals reveals they give awareness on change according to the context of their school. From this it can be said that the way schools create awareness on change is not enough in staff training. Therefore based on the above analysis it can be said that in primary schools of Dawo woreda necessary awareness is not given to teachers on changes.

From research findings, during managing change building awareness around the need for change and creating a desire among employees comes first. 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 11 respondents were required to rate the extent their school communicate the progress of change frequently. Based on this, 34(53.1%) of teachers rated at low level, the rest 13(20.3%) and 17(26.5%) 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 2.30 which indicates low level of communicating the progress of change at school. Thus the overall data for this item show primary schools of Dawo woreda 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.

‘ as a principals to tell you the truth we do not give attention for the communication purpose on the progress of programs of change, we communicate about change when there is a great challenge regarding the success of change programs..

Item 3 of table 11 indicated the extent schools provide necessary information regarding the programs of change to all people in the school. Hence, 32(50%) 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 15(23.4%) and 17(26.5%) rated high and medium respectively to the way their school leaders provide necessary information on changes. Thus the data implies most teachers do not get proper information on programs of changes under implementation at school level.

As it can be indicated in item 4 of table 11, the majority 33(51.5%) of teachers rated low to the extent schools gives continuous and timely feedback during implementation of changes, the rest 16(25%) and 15(23.4%) rated medium and high respectively to the way their school principals

give feedback during implementation of changes. This implies the effort made by principals on giving continuous and timely feedbacks during implementation of changes were low.

From this it can be said that primary school principals in Dawo woreda 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 Programs of Change

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 change programs. 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 vice principals. Accordingly, the respondents view on monitoring changes in primary schools in Dawo woreda was presents and analyzed in table 12.

Table 12: Teachers response on how their school monitors changes

No	Items	Very low		Low		Medium		High		Very high		Total		mean	SD
		F	%	F	%	F	%	F	%	F	%	F	%		
1	The programs of change monitored at all stage by the program committee	16	25	12	18.75	20	31.2	8	12.5	8	12.5	64	100	2.69	1.24
2	The programs of change monitored and evaluated by the school principals	6	9.3	23	35.9	14	21.8	12	18.7	9	14.06	64	100	2.65	1.04
3	The school principals give support and training based on identified weakness on change programs	12	18.7	21	32.8	13	20.3	9	14.06	9	14.06	64	100	2.44	1.26
4	The schools reinforce teachers during implementation of change programs	19	29.6	14	21.8	9	14.06	13	20.3	9	14.06	64	100	2.33	1.13
5	The schools evaluate the implementation process of change programs	12	18.7	26	40.6	24	37.5	1	1.5	1	1.5	64	100	2.43	0.96

Table 12 summarized response to question 1-5, which asked about monitoring of changes. In item number 1 of this table, to the statement the programs of change monitored at all stage by the program committee the majority 28(43.7%) of teachers rated low and the rest 16(25%) and 20(31.2%) rated high and medium respectively to this point. This shows there is a gap on monitoring the change programs by the program committee.

As it can be seen from item 2 of table 12, respondents were requested to rate the programs of change monitored and evaluated by the school principals, accordingly 29(45.3%) of teachers

rated low to this item. The remaining 14(21.8%) and 21(32.8%) of teachers rated medium and high respectively to the extent school principals monitored and evaluated the programs of change.

As it can be seen from item 3 of table 12, 33(51.5%) of teachers rated low in the process of implementation of change the extent school principals give support and training based on identified weakness. The rest 18(28.1%) and 13(20.3%) of teachers rated high and medium respectively to the way teachers receive support and training based on identified weakness. From this it can be said that primary schools of Dawo woreda 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.

“ in our school sometimes we give professional support or training on the identified area of weakness for teachers, especially our support was for key teachers”

item 4 of table 12 shows that, the majority 33(61.9%) of teachers rated low to the extent schools reinforce teachers during implementation of change, the rest 22(17.1%) and 9(20.9%) of teachers rated high and medium respectively to the way their schools reinforce them during implementation of programs of change. This indicates the extent schools reinforce teachers during implementation of change were low. But, from research studies, school leaders 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 were rarely reinforced during implementation of programs of change because of budget scarcity in primary schools.

Item 5 of table 12 investigated the extent schools evaluate the implementation process of change programs, hence 38(60.3%) of teachers rated low to this point. The rest 24(37.5%) and 2(3.1%) 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 was given to evaluation aspects of changes. This show in primary schools of Dawo woreda the attention given for the evaluation and feedback during the process of programs of change is very low.

4.7. Reasons for facing challenge towards change

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 and vice principals. Accordingly, the respondents view on reason to resistance to change was presents and analyzed in table 13.

Table 13: Teachers responses concerning reasons for resistance to change

No	Items	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total		Mean	SD
		F	%	F	%	F	%	F	%	F	%	f	%		
1	Teachers resist the programs of change due to the fear of unknown	8	12.5	18	28.1	2	3.1	20	31.2	16	25	64	100	3.49	1.18
2	Loss of freedom causes resistance to the implementation of programs of change	19	29.6	29	45.3	5	7.8	6	9.3	5	7.8	64	100	3.24	1.2
3	Limited resource causes resistance to the programs of change	5	7.8	9	14.06	0	0	29	45.3	21	32.8	64	100	3.83	1.11
4	Knowledge or skill gap is reason to resistance to the programs of change	7	10.9	9	14.06	3	4.6	28	43.7	17	26.5	64	100	3.89	0.800
5	Past habit experience is a reason to resistance to the programs of change	4	6.2	6	9.3	0	0	33	51.3	21	32.8	64	100	3.86	1.32

Table 13 summarized responses to question 1-5, which asked about reason to resistance to change. In item 1 of this table13, 36(56.2%) of teachers agree that teachers resist change due to

the fear of the unknown. The rest 26(40.6%) and 2(3.1%) of teachers disagree and undecided respectively to 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.

As it can be indicated in item 2 of table 13, the majority 11(17.1%) of teachers agreed that loss of freedom or inconvenience is a reason to resistance to change, and the rest 48(75%) and 5(7.1%) of teachers responds disagree and undecided respectively to loss of freedom causes resistance to change. Hence, the data indicates the disagreement of teachers on loss of freedom causes resistance to change.

As it can be seen from the data respective to item 3 of table 13, to the statement limited resources causes resistance to change, hence the majority 50(78.1%) of teachers agree that limited resources causes resistance to change. The rest 14(21.8%) of teachers responds disagree to limited resources causes resistance to change. This data shows most teachers agreed that limited resource 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 13 the majority, 45(70.3%) of teachers agree that knowledge or skill gap may be reason to resistance to change, and the remaining 16(25%) and 3(4.6%) 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. 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.

“ in our school during we monitor the implementation of change programs some of our teachers have knowledge gap even on the programs”

As it can be expressed in item 5 of table 13, past habit experience is a reason to resistance to change, accordingly 54(84.3%) of teachers agree to this point. The rest 10(15.6%) of teachers disagree to 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. Likewise, 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.

CHAPTER FIVE:SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the study deals with the summary of the major, findings, conclusions and recommendations which are assumed to be useful in alleviating problems related to practices of change management in particular reference to primary schools of Dawo woreda.

5.1. Summary of the findings

The main purpose of this study was to assess the practices and challenges of change management in primary schools of Dawo woreda. In this study the researcher tries to suggest alternative solutions to the finding problems which were raised basic questions in the first chapter. The basic questions were the basic questions were:

1. What is the perception of teachers and school principals on change programs in the primary schools in Dawo woreda?
2. Do the sample schools prepare plan for the implementation of the programs of changes in Dawo woreda?
3. To what extent the programs of change are monitored and evaluated in the primary schools of Dawo woreda?
4. What are the major challenges facing the implementation of programs of change in primary schools of Dawo woreda?

To answer the above research questions, descriptive survey research design and also, quantitative and qualitative research methods with more focus on quantitative method were employed. To this effect the study was carried out in 9 sample primary schools in Dawo woreda. The participants of the study were 64 teachers,9 principals and 9 vice principals.

The primary data for this study were obtained from teachers, principals and vice principals through questionnaire and interview.64 copies of questionnaires were distributed to teachers to gather necessary information on the practices and challenges of change management in primary schools of Dawo woreda. In addition the information obtained through the interview from principals and vice principals helps to gather relatively in depth information on the practices and challenges of change management in primary schools of Dawo woreda.

The data collected from teachers through close ended questionnaire is analyzed and interpreted by using statistical tools like frequency, percentage, mean, and standard deviation. The analysis of the quantitative data is performed in the help of SPSS. The data gathered through open ended questionnaire, semi structured interview were analyzed qualitatively using narrations to support the result obtained from quantitative analysis. Finally, on the basis of analysis interpretation of the data gathered through all the instruments the following findings were listed.

Concerning perception of teachers towards the implementation of programs of change in schools the data shows that 41(64.06%) of teachers are not feel good and they are not comfortable with programs of change introduced in primary schools of Dawo woreda. And also 45(70.3%) of teachers perceive change as a threat. In the other hand the data shows 37 (57.8%) of teachers are influenced by their peers. This might be due to teachers have different informal groups in the school, either positively or negatively the behavior of teachers is influenced by the behavior of their peers in the informal groups. In addition 30(46.8%) teachers don't perceive programs of change as an opportunity.

Regarding implementation plan of change programs in primary schools the data shows 50(78.1%) of the respondents agree on the presence of implementation plan of change programs in their school. As the researcher also approved by document analysis the majority sample schools developed implementation plan document for change programs. But the majority of respondents 47(73.4%) shows their disagreement on the involvement of teachers in the process of developing implementation plan of change programs. Additionally, as the data shows 48(75%) of the respondents gives their disagreement on the allocation of necessary budget for the implementation of change programs.

Regarding monitoring and evaluating of change implementation in the primary schools the data shows that, 37(57.8%) of teachers indicates that the extent schools create adequate awareness is low.

Regarding communicating the progress of change frequently to teachers was low. And also the way school principals provide necessary information regarding the change programs to the community in the school were not good. In addition the extent schools give continuous and timely feedback during implementation of change programs was low.

5.2. Conclusion

Based on the data analysis the findings presented in the above section regarding to the practices and challenges of change management in primary schools of Dawo woreda enforced the researcher to draw the following conclusions.

Regarding teachers' perception towards the implementation of change programs in primary schools of Dawo woreda the analysis indicated teachers are less comfortable with implementing change programs. The negative feeling of teachers' might hinders the commitments of teachers in implementing change programs effectively. Hence, if teachers are not committed and do not invest their full potential, the introduced programs of change might be implemented for a time being and might not achieve its objective. Therefore, this may be a reason for changes in the schools are ineffectively implemented.

Regarding developing the implementation plan of programs of change the schools did not involving teachers during the development of this plan. Excluding teachers at the developing implementation plan for change it may affect directly the implementation of the programs.

The study shows the primary schools of Dawo woreda gives low emphasis to the monitoring aspects of change implementation. Hence, without monitoring the programs it is difficult to identify the strength and weakness of changes under implementation. This hinders to take corrective actions on existing gaps. In addition the absence of reinforcement to teachers during implementation of programs of change has an impact to achieve the proposed objectives of changes. Thus if formal monitoring is not held on the process of implementing change programs 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.

The communication process of change in the study area was low according to teacher's response. Regarding these issue findings showed that, schools were not good to communication aspects of change for the stake holders and concerning bodies. This hinders to manage programs of change in schools as communication is a crucial tool to effectively manage programs of change. Additionally, low attentions 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 faced to resistance to change. Because of school performing low on checking the change progress and also low performing on giving feedback reinforcing teachers and the implementers is difficult to the school leaders. In conclusion if changes were not well communicated it results in resistance to change and poor management of changes.

Additionally, giving attention to preplanning process of change, involving teachers in developing implementation plan for change, making open and regular discussion between staff in the implementation process of change, giving timely feedback and rewarding early adopters and also allocating necessary resources for change in the school are suggested mechanisms to reduce resistance to change.

5.3. Recommendations

Based on the major findings of the study and the conclusion given, the following recommendations were forwarded to increase the practices of change management and to minimize the challenges face change management in primary schools.

- Perceiving change positively or negatively has its own impact to implement the introduced change or to refuse to implement change as soon as the change programs introduced to the school. With regard to perception to change, the study indicates teachers perceive change as it brings additional jobs and burden to them, implies teachers are not comfortable to the introduced changes. Hence, school principals should give attention to attitudes and beliefs of teachers in the implementation process of change programs. 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 changes as it contribute to the improvement of schools.
- Before all processes of the change implementation creating awareness and empowering the implementers of change in skill and knowledge has a lot advantages to the schools and also planning and allocating necessary resources for change is advisable. The study also indicated making necessary agreement on the implementation plan of change before actual implementation of change with stakeholders is important. So, in implementing change programs in schools, school principals and other concerned bodies should plan for

how to create awareness, empower teachers' on the introduced changes and also has to give emphasis to necessary resources for proper implementation of changes.

- In case of implementing change monitoring changes timely and effectively is important to get high performance of teachers. In most schools low performance were given 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 has to plan and provide training on the identified area of weakness to the implementation of change to enhance the effectiveness of change. In addition school has to give emphasis to individuals and have to reinforce teachers during implementation of change. Further change which is implemented in the school requires regular feedbacks.
- Communicating change timely to the implementers creates comfortable area to implement the introduced programs of change, helps school members to understand the process of changes and also prevent resistance to change. For proper change management schools have to give an emphasis to timely information on the progress of programs of change. Further school principals have to plan for communication aspects of change during implementation of change. In conclusion, communication in change management should be accompanied in feedback to school staffs regularly.
- Despite the fact that programs of 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 should aware as resistance to change is natural and should develop mechanism to overcome and reduce resistance to change. Thus school has 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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Yuunivarsiitii Finfinnee

Kolleejjii Barnootaa fi Saayinsii

Muummee Hooggansa Barnootaa

Gaaffilee barsiisota sad.1ffaa tin guutaman

Kabajamoo deebii kennaa:

Ani barataa yuunivarsiitii Finfinnee barnoota digrii 2ffaa gosa barnoota hooggansa mana barnootatiin barachaa jiruudha. Kaayyoon ijoon gaafannoo kanaa odeeffannoo waa'ee hojiirra oolmaa fi rakkoolee jijjiirama hoogganuun wal qabatan manneen barnoota sadarkaa 1ffaa aanaa Daawoo keessatti mul'atu funaanuudha. Kanaaf immoo isin deebii ykn odeeffannoo sirrii dhimma kana irratti naaf kennuuf sarara murteessaa irra qaama jirtaniidha. Milkaa'inni qorannoo kanaas odeeffannoo sirrii fi qajeelaa tokkoon tokkoon gaaffileef isin naaf kennitan irratti hundaa'a.

Galatoomaa

Yaadachiisa:

- Maqaa keessan barreessuun barbaachisaa miti.
- Deebiin keessan yaada mataa keessanii qofa kan ibsu haa ta'u.

I. Odeeffannoo waliigalaa fi dhuunfaa

Kallattii: Deebii keessaniif mallattoo Xsaanduqa qophaa'e keessatti kaa'aa.

1. Maqaa Mana Baruumsaa _____

2. Saala dhi dub

3. Umurii

20-25	26-30	31-35	36-40	41-45	46-50	51-55	55 ol

4. Bara tajaajila keessanii

TTI	Diippiloomaa	Level I-V	Digrii 1ffaa	Digrii 2ffaa	

5. Sadarkaa Barnootaa

TTI	Dippiloomaa	Level I-V	Digrii 1ffaa	Digrii 2ffaa

II. Gaaffilee Qorannoo ijoo irratti xiyyeeffatan

Kallattii: Gaaffilee gosa hunda siif dhiyaataniif hanga danda'ametti deebii yaada mataa keetii dhimmicha ilaalchisee qabdu iddoo duwwaa deebiif qophaa'e irratti guuti.dabalataanis gaaffilee barreeffamaan deebii barbaadaniif iddoo kennamee irratti barreeffamaan naaf kennaa.

Deebii keessaniif iskeelii armaan gadii fayyadamaa

1= Baay'isee walii hin galu

2= Walii hin galu

3= Murteessuun na rakkisa

4= Waliin gala

5= Baay'iseen waliigala

1. Gaaffilee Ilaalcha barsiisonni jijjiirama hojiirra oolchuu dhaan wal qabatee qaban ilaalchisee

<i>T/L</i>	<i>Gaaffilee</i>	<i>BW hin G</i>	<i>W hin galu</i>	<i>Murteef na rakkisa</i>	<i>W nan</i>	<i>B walii nan G</i>
1	Barsiisonni jijjiirama m/b keessatti hojiirra ooluuf dhufu haala gaariin ni simatu.					
2	Barsiisonni jijjiiramoota akka sodaatti ilaalu.					
3	Barsiisonni jijjiiramoota akka carraa gaariitti ilaalu.					
4	Teachers Influences themselves positively in implementation of change Barsiisonni jijjiiramoota m/b keessatti yeroo hojiirra oolchan dhiibbaa eeyyentaa walirraa gahu.					
5	Jijjiiramni aadaa mana hojii ni ceessisa.					

1.1.Jijjiirama hojiirra ooluuf dhufe yoom hojiirra oolchitaa?

- a) Akkuma jijjiiramni dhufeen c) erga namoonni muraasni hojiirra oolchani
b) Erga namoonni baay'een hojiirra oolchani d) xumura irratti

2. Gaaffilee qophii karoora jijjiiramaa baasuun dura jiru ilaalchisee

<i>T/L</i>	<i>Gaaffilee</i>	<i>BW hin G</i>	<i>W hin galu</i>	<i>Murteef na rakkisa</i>	<i>W nan Gala</i>	<i>B walii nan G</i>
1	Dhimma jijjiiramaa irratti barsiisotaaf leenjiin hubannoo cimsuu ni kennama.					
2	Dandeettii fi ogummaa barsiisotaa dhimma jijjiiramaa irratti cimsuun ni jira.					
3	Faayidaa jijjiirama hojiirra oolchuun qabu yeroo karoorri jijjiiramaa qophaa'u barsiisotaaf ifa ni ta'a.					
4	Karoora jijjiiramaa qopheessuun dura xiinxalli haalaa m/b amma irra jiru fi amalli jijjiiramichi qabu ni ilaalama.					

3. Gaaffilee qophii karoora hojiirra oolmaa jijjiiramaa tin wal qabatee.

<i>T/L</i>	<i>Gaaffilee</i>	<i>BW hin G</i>	<i>W hin galu</i>	<i>Murteef na</i>	<i>W nan Gala</i>	<i>B walii nan G</i>
1	Manni barnootaa kee karoora hojiirra oolmaa jijjiiramaa ni qopheessaa?					
2	Yeroo karoorri hojiirra oolmaa sagantaalee jijjiiramaa qophaa'u barsiisonni hirmaanna qophii karoorichaa keessatti akka taasisan M/B ni taasisa.					
3	Kaayyoon jijjiirama hojiirra ooluuf deemuu m/b kee keessatti ifatti addaan bahee ni beekama.					
4	Jijjiiramoota m/b keessatti hojiirra oolaniif yeroo gahaan kennamee ni raawwatama.					
5	Jijjiiramoota m/b keessatti hojiirra oolaniif bajatni gahaa ni ramadama.					

4. Gaaffilee dhimma jijjiiramaa sirritti beeksisuuf hojjatamuun wal qabatan.

<i>T/L</i>	<i>Gaaffilee</i>	<i>BW hin G</i>	<i>W hin galu</i>	<i>Murteef na rakkisa</i>	<i>W nan Gala</i>	<i>B walii nan G</i>
1	Manni barnootaa kee dhimma sagantaalee jijjiiramaa hojiirra oolaa jiranii dhimmamtootaf hubannoo barbaachisaa ni kenna.					
2	Manni barnootaa kee raawwii hojiirra oolmaa jijjiiramaan wal qabatee jiru yeroo yeroon beeksisaa ni deema.					
3	Manni barnootaa kee hojiirra oolmaa sagantaalee jijjiiramaa ilaachisee odeeffannoo barbaachisaa dhimmamtootaf ni kenna.					
4	Manni barnootaa kee jijjiirama hojiirra oolaa jiru ilaachisee duub deebii walirraa hin cinne ni kenna.					

5. Gaaffilee dhimma deeggarsaa fi hordoffii ilaalchisee jiran.

T/L	Gaaffilee	BW hin G	W hin galu	Murtee f na rakkiisa	W nan Gala	B walii
1	Sagantaaleen jijjiiramaa hojiirra oolan sadarkaa hundattuu koree sagantaa kana hordofuutin deeggarsi fi hordoffiin ni taasifama.					
2	Sagantaaleen jijjiiramaa hojiirra oolaa jiran dura bu’oota mana barnootatiin ni hordofamu, ni madaalamus.					
3	Dura bu’oonni mana barnootaa rakkoolee saganataalee jijjiiramaa hojiirra oolchuu keessatti mmuudatan irratti deeggarsaa fi leenjii ni kennu.					
4	Sirni beekamtii kennuu ykn barsiisota jajjabeessuu yeroo hojiirra oolmaa sagantaalee jijjiiramaa m/b keessatti diriiree hojiirra oolaa jira.					
5	Manneen barnootaa adeemsa hojiirra oolmaa sagantaalee jijjiiramaa madaalaa ni deemu					

6. Rakkoolee ykn dhiibbaawwan yeroo sagantaalee jijjiiramaa m/b keessatti hojiirra oolchitu si muudatan maal fa’a?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

7. Gaaffilee dhimma sababoota rakkoolee hojiirra oolmaa sagantaalee jijjiiramaatin wal qabatan.

<i>T/L</i>	<i>Gaaffilee</i>	<i>BW hin</i>	<i>W hin galu</i>	<i>Murte ef'na rakkiis</i>	<i>W nan</i>	<i>B walii</i>
1	Barsiisonni jijjiirama hojiirra oolchuuf kan ofirraa dhiibaniif jijjiiramaan wal qabatee waan dhufu hin beeku yaada jedhu irraa ka'aniiti.					
2	Barsiisonni jijjiiram hojiirra oolchuuf kan dhiibataniif bilisummaa nu dhabsiisaa jedhaniiti.					
3	Limited resource causes resistance to the programs of change sababoota barsiisonni jijjiirama ofirraa dhiibaniif keessaa tokkoo dhabamuu qabeenyaa jijjiirama hojiirra oolchuuf nu fayyadaniiti.					
4	Beekumsaa fi ogummaa dhabuun barsiisotaa sababa ofirraa dhiibuu jijjiiramaa ta'uu ni danda'a.					
5	Bartee durii keessaa bahuu dadhabuun sababa dhibbifannaa jijjiirama hojiirra oolchuu dhiisuu ni ta'a.					

Yuunivarsiitii Finfinnee

Kolleejjii Barnootaa fi Saayinsii

Muummee Hooggansa Barnootaa

Qajeeltoo af-gaaffii dura bu'oota fi itti aantota dura bu'oota m/b waliin taasifamuuf

Kaayyoo ijoon af-gaaffii kanaa odeeffannoo fi yaadota sirrii fi qajeeloo dhimma hojiirra oolmaa sagantaalee jijjiiramaa manneen barnoota sad.1ffaa aanaa Daawoo keessa jiru argachuufi.Kanaaf hirmaannaan keessan onnee irraa milkaa'ina qorannoo kanaatif baay'ee murteessaa dha.

Galatoomaa

- I. Odeeffannoo waliigalaa
 - Saala _____ Umurii _____ Sad. Barnootaa _____
 - Bara tajaajilaa
 - Barsiisummaan _____ Itti Aanaa M/B tiin _____ Dura Bu'aan _____
 - Gahee hojii yeroo ammaa irra jirtan _____

- II. Gaaffilee qorataan isin gaafatuuf deebii fi yaadota mataa keessanii karaa ifaa fi gabaabina qabuun naaf kennuu keessaniif durseen isin galateeffadha.
 1. Sagantaaleen jijjiiramaa mana barnoota keessanitti hojiirra ooluf yoo jedhan miirri gaariin sitti dhagahamaa?
 2. Barsiisonni mana barnootaa keessanii jijjiiramoonni hojiirra ooluuf yeroo jedhan miira gaariin itti ni dhagahamaa?
 3. Karoora hojiirra oolmaa sagantaalee jijjiiramaa akka mana barnoota keessaniitti ni qopheessituu?
 4. Adeemsa raawwii ykn hojiirra oolmaa sagantaalee jijjiiramaatti haala raawwii isaa hojjattoota keessaniif beeksisuun ni jiraa?
 5. Hojiirra oolmaa sagantaalee kanaatif qabeenya barbaachisu ni ramadduu?(yeroo, human namaa fi maallaqaa fi kkf)
 6. Yeroo hojiirra oolmaa sagantaalee jijjiiramaa kanatti ilaalcha, amalaa fi yaada namoota dhuunfaa ykn barsiisota keessanii yaada keessa karaa galcheen ni raawwattuu?
 7. Yeroo hojiirra oolmaa sagantaalee jijjiiramaa kanatti ciminoota fi hanqinoota isinmuudatan addaan baasaa ni deemtuu?
 8. Yeroo raawwii sagantaalee jijjiiramaatti barsiisota onnachiistun jajjabeessuun ni jiraa?

9. Yeroo raawwii sagantaalee kanaa keessatti dhiibbaan hi-intaan(negative) yeroo isin muudatu tarkaanfii maalii fudhattu? Yeroo akkamiitti fudhattus?
10. Deeggarsaa fi hordoffiin isin hojiirra oolmaa sagantaalee kanaaf taasifan yeroo akkamiitti?
11. Hojiirra oolmaa sagantaalee kanaatif deeggarsaa fi hordoffii kennuuf qaamni itti gaafatamummaan kenneef eenyu?
12. Barsiisonni jijjiirama hojiirra oolchuuf akka dhiibbatan kan isaan taasisu maali jettanii yaaddu?
13. Rakkoolee ijoo yeroo sagantaalee jijjiiramaa hojiirra oolchitan akka mana barnoota keessaniitti isin muudatan maal fa'a?

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

Questionnaire to be filled by Primary school teachers

Dear Respondents:

I am a student at Addis Ababa University pursuing studies in masters of school leadership. The main purpose of this questionnaire is only to collect relevant information about *the practices and challenges of change management in primary schools of Dawo woreda*. 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.
- Be frank. Give a true picture of you're feeling about your school, practices and challenges of change management

Part I: General Information and Personal Data

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

1. Name of the school _____

2. your Sex Male Female

3. Your age

20 – 25	26 – 30	31 – 35	36 – 40	41 - 45	46 – 50	51-55	Above 55

4. Your Service Year

Less than a year	1– 5 years	6-10 years	11–15 years	16–20 years	Above 20years

5. Level of Education

Diploma	Level I-V	1 st Degree (BA/BSc)	2 nd 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 perception of the programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und.</i>	<i>A</i>	<i>SA</i>
1	Teachers feel good with introduced changes at school					
2	Teachers perceive change as a threat					
3	Teachers perceive change as an opportunity					
4	Teachers Influences themselves positively in implementation of change					
5	Change transform school culture					

3.6. How do you react with changes introduced at school level?

- a) Early as soon as changes introduced c) After most people practice it
 b) After some people practice it d) lastly.

2. Items related to preplanning of the programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und.</i>	<i>A</i>	<i>SA</i>
1	Informing and giving awareness to teacher on the programs of change					
2	Empowering teachers skill and knowledge on the programs of change					
3	Clarifying benefits of applying the programs of change at the planning stage					
4	Analyzing school existing situation and nature of change					

3. Items related to preparing implementation plan for change programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und.</i>	<i>A</i>	<i>SA</i>
1	Your school Developed implementation plan for introduced change					
2	Involving teachers in the process of developing implementation plan for programs of change is their					
3	specifying the objective of introduced programs of change					
4	Allocating necessary time for implementation of change programs.					
5	Allocating necessary budget for implementation of change programs.					

4. Items related to communicating of change programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und.</i>	<i>A</i>	<i>SA</i>
1	Your school create adequate awareness about change programs for stake holders					
2	Your school communicate the progress of change programs frequently					
3	Your school providing necessary information regarding the change programs for stake holders					
4	Your school Giving continuous and timely feedback during implementation of change programs					

5. Items related to Monitoring of programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und.</i>	<i>A</i>	<i>SA</i>
1	The programs of change monitored at all stage by the program committee					
2	The programs of change monitored and evaluated by the school principals					
3	The school principals give support and training based on identified weakness on change programs					
4	The schools reinforce teachers during implementation of change programs					
5	The schools evaluate the implementation process of change programs					

6. What are the major challenges faces you during the implementation of programs of change in your school?

1. -----
2. -----
3. -----
4. -----
5. -----

7. Items related to reasons to challenges face during the implementation of the programs 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)

<i>No</i>	<i>Items</i>	<i>SD</i>	<i>D</i>	<i>Und</i>	<i>A</i>	<i>SA</i>
1	Teachers resist the programs of change due to the fear of the unknown					
2	Loss of freedom causes resistance to the implementation of programs of change					
3	Limited resource causes resistance to the programs of change					
4	Knowledge or skill gap is a reason to resistance to the programs of change					
5	Past habit experience is a reason to resistance to the programs of change					

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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 primary schools of Dawo woreda*. Thus, your genuine participation to give necessary data has great importance for effectiveness of this research.

Thank you!

Part one: General Information and Personal Data

Sex: _____ Level of Education: _____

Experience: As a teacher _____ as principal _____ as vice principal _____

Current position: _____

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

1. Do you feel good when programs of change introduced to your school?
2. Do your school teachers feel good during programs of change introduced to your school?
3. Do you prepare implementation plan for programs of change?
4. In the implementation of change programs do you communicate those change programs across all employees?
5. Do you plan (allocate) necessary resources (time, Budget, employees) for implementation of change?
6. In the process of implementation of change programs do you give emphasis to attitudes, behavior and beliefs of teachers?

7. In the implementation of the programs of change do you identify area of weakness and strengths?
8. Do you reinforce teachers during implementation of the programs of change?
9. What action do you take when you face resistance? When?
10. When do you monitor and evaluate the implementation of the programs of change?
11. Who is responsible to monitor and evaluate the implementation of change in your school?
12. What makes teachers to resist change?
13. What are the major challenges do you face during the implementation of programs of change in you school?