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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**LEADING INSTITUTION FOR CHANGE:
PREPARATION, PRACTICE, AND CHALLENGES IN
THE CASE OF MINISTRY OF EDUCATION**

**BY
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Addis Ababa, Ethiopia

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THE CASE OF MINISTRY OF EDUCATION

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ADDIS ABABA, ETHIOPIA

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DECLARATION

I declare that, this thesis, “leading institution for Change: preparation, practice and challenges in the case of MOE” is my work and that all the sources that I have used or quoted have been indicated and acknowledged fully in the reference section.

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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

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ACRONYMS AND ABBREVIATIONS

BPR	Business Process Reengineering
BSC	Balance Score Card
CEOs	Chief Executive Offices
EDPM	Education Planning and Management.
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
GEQIP	General Education Quality Improvement Program
JEG	Job Evaluation and Grading
MOE	Ministry of Education
UNESCO	United Nations Education of Science and Culture Organizations

ABSTRACT

The purpose of this study was to assess the preparation, practices and challenges of leading institution for change in the case of Ministry of education. For this purpose, an embedded type of mixed research design was employed. To conduct the research and attain the objectives of the research both qualitative and quantitative data were collected. The study takes a population of 513 staff, CEOs, desks, team leaders and experts from general education. From, out of 513 staffs, 155 participants were selected as a sample using simple random, purposive and stratified sampling methods. To gain the relevant information from respondents, closed and open-ended questionnaires, interviews, focus group discussion and documents analysis were employed to gather data. Finally, the frequency, percentage and mean, were employed to analyze the quantitative data. Besides, the data obtained using qualitative methods were transcribed and narrated to strengthen the findings from the quantitative analysis. The findings show that there was limited attention for institutional change in the Ministry of Education. the findings also indicated that ministry of education acknowledges and accepts the role of institutional change in institutional development. However, it is found that there was less effective and inefficient practice of institutional change in the Ministry as compared to its vision and responsibility. To this end, the federal government has to keep autonomy of the institution especially in the appointment of leaders and the Ministry of Education has to realize the institutional change through empowering its executive work unit and building an open communication system in the Ministry.

UNIT ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, the objective of the study (general objective and specific objectives), the significance of the study, delimitations and limitations of the study, and operational definitions of key terms.

1.1. Background Of the Study

Institutional change is referred to as institutional development and institutional transformation (Cummings & Worley, 2005). Therefore, institutional change is the movement of the institution from the existing state to a desired future state to increase institutional effectiveness. Institutional change is expressed as the application of new procedures or technologies aimed at reorganizing a working environment with changing requirements or taking advantage of outcome opportunities that emerge (Markovic, 2008, p. 7; Cited by: Goswami, 2015, p. 136).

The public sector reform programs have a great deal for development in at least two ways. First, it will lead to better delivery of the basic public services that affect the living standards of the poor, and second, it will create a climate conducive to private sector development. Because of this, various countries commenced reforming their public service with the evolving and changing role of the state. Whether it is the onset or end of the war, the collapse of communism, the demands of the populace, the development and crisis of the welfare state, economic imperatives, decentralization, or the introduction of technology, states face the challenge of adapting to these dynamic factors (Miller, 2005).

The outcome of the Institutional change process is highly influenced by leadership practices. Thus, leadership can be recognized as the art and quality of an individual to motivate and influence employees' behaviors to act to attain tasks or objectives. Leadership is an ongoing practice, aimed at energizing the skills and capabilities to extract the best results from the people, through positive motivation to achieve organizational goals. Successful leadership is not only developing the vision, mission, strategy, and cultural value of the organization for change but also empowering and motivating employees to change commitment (Gill, 2002). Therefore; leaders play a crucial role in creating effective environments in organizations by forming a skilled team, and management of

people to get work done by them. In Human resource departments' function becomes more crucial to recruit or select the best candidates for their organizations, who can complete work and can perform the activities of the organization in a good manner. Contemporary management can be considered while making the strategies and formulating an action plan to create a better workforce within the firm. There is a possibility of contributing more to sustainable competitive advantages within an organization. Change management plays a crucial role in every institution which depends on environmental factors that affect the firm in various ways (Berger, 2011). Institutional leaders provide clear institutional change directions, guidance, and support to the people who are implementing the change and who are impacted by the change.

Institutional reforms have been one of the most recurrent activities of governments the world over. Institutional reforms are essential requirements for the successful implementation of development policies and programs in less industrialized countries. The development process dictates flexibility, creativity, and innovation in administrative systems. Very often, the rigidly structured administrative systems are ill-suited for carrying out massive developmental programs. Reforming such systems becomes imperative if any genuine results are expected from any developmental efforts. Therefore, institutional reforms are very functional to successful development around the world (Jreisat, J.E., (2002)).

Institutional reforms in developing countries may involve a number of structural and process changes and improvements. They may include institutional structures and processes such as personnel systems by building the technical, professional, and administrative management capacity. Institutional capacity building is also essential for developing organizational incentives, decision-making flexibility, implementation processes, and other organizational changes that will promote both personal and organizational capabilities for national development (Jreisat, J.E., (2002)).

Public administration in Africa is the principal state machinery to implement public policies and carry out the activities of national development. Therefore, efficient, effective, competent, transparent, responsible, and accountable civil service can only work to achieve the goal of national development. However, public administration in Africa is generally criticized for being too complex, centralized, bureaucratic, rigid, and incompetent (Brunsson & Olsen, 1993, p.15) as quoted by (Lamidi, Agboola, & Taleat, (2016)).

Bureaucrats are also criticized for sitting on files, delaying in decision-making, and sticking to rules and regulations. Therefore, there should be continued reforms in the public sector to overcome these malpractices. According to Pollitt and Geert (2000, p.6), reform is necessary for improving the quality of public services, making the operations of government more efficient, implementing public policies effectively, and making public expenditure cost-effective. Reform is necessary in an organization for its adaptation to the changed environment. Therefore, it is a continuous process and is undertaken in order to work in the changed context, time, and public demand. Reform is a means to make the administrative system a more effective instrument for maintaining equality, bringing justice, and creating economic growth (Turner & Hulme, 1997, p.106). There is widespread agreement among governments regarding the need to reshape the public sector in order to increase efficiency and improve public services (Brunsson & Olsen, 1993, p.27) as quoted by (Lamidi, Agboola, & Taleat, (2016). Therefore, reform is necessary for bringing change in established bureaucratic practices, behaviors, and structures.

The civil service as the primary arm of government must keep pace with the changing times in order to meet the aspirations of the people (Atkilt 1996: 55). Based on this, the ultimate goal of the government in developing countries is to reduce poverty and to enhance public institutions' effectiveness. The reform is to raise the quality of public services delivered to the citizens and enhance the capacity to carry out core government functions, thereby, leading to sustainable development (World Bank, 2002).

The Federal Democratic Republic of Ethiopia (FDRE) since 1996 tried to carry out many institutional reforms to bring economic and social transformation in the country, particularly in public organizations. For instance, the civil service reform program with a full package intended to change the old bureaucratic system of the civil service with new public management reforms. And hence the government started the implementation of BPR in the most of Ethiopian civil service systems (Ministry of Capacity Building, 2004). The Federal Democratic Republic of Ethiopia (FDRE) launched Civil Service Reform Programme (CSRP) in 1996 by focusing on building a fair, transparent, efficient, effective, and ethical civil service primarily by creating enabling legislation, developing operating systems, and training staff. The reform tools included BPR, BSC, the introduction of the change army, and the Citizens Charter. These change tools were implemented across all civil service institutions in the country. However, the preliminary studies

and observations have shown that the efforts did not meet their targets at the expected level (Adebabay 2011; Paulos 2001; Solomon 2013; Tesfaye 2009). That is transforming institutions to meet national needs and to make the nation competitive in a global world.

The present-day environment is dynamic and will continue to be dynamic. Changes in the social, political, economic, technological, and legal environment force organizations to change themselves. This necessitated the need for sustainable competitive advantage (Sadia, 2011), which requires frequent innovations in product and system management. Increasing globalization, fast technological changes, the necessity of well-trained employees, and changing social and demographic structures have intensified the competition and institutional change has become inevitable. The elements of an effective change process are openness to change, the willingness of the personnel, flexibility, and adjustment capacity of the institution, optimism, and effective planning of change. The change process affects the institutions on a structural, managerial, and individual basis as a result of the success of the change process.

Ethiopian Ministry of Education after its establishment as an institution during the period of Emperor H/Selassie in 1934 had been used for political enforcement and ideological indoctrination as a central institution by providing different schools and training centers until the regime of Derg failed in 1991, and it subsequently launched far-reaching reforms in many sectors of Ethiopia including MoE which was decentralized its educational administration to regional education bureaus and hierarchically to school with its central value for responsible to provide education and training policy, curriculum and other education program documents (Education sector review, 1992 and <https://www.moe.gov.et>). The Ministry of Education as one of the public offices of the country has performed different reform activities in the institution like; BPR, BSC, development armies, JEG, etc. but that could not meet the target still.

MoE is possibly unique amongst other types of organizations. Stakeholders are not only those within the physical boundaries of educational institutions, nor those beyond the Institution charged with its administration. Like; school leavers, employer groups and social welfare organizations, Parents, professional associations, and institutions accountable for MOE like; the Ethiopian Education and training authority, the National Examination and assessment service, educational material production and distribution service, etc., and wider society generally concerned with educational structures and procedures. Each of these stakeholders has perceptions that form

obstacles to the implementation of innovation, and the resultant changes that occur (Stoll, 1998). On the other hand, the working relationship of MoE from above there is political administration directed as politics, from below: the ministry interaction with the operational level, i.e. with schools, teachers, students, school leaders, etc. From within the institution has internal organizational structures and regulating mechanisms and from outside the relationship between the Ministry of Education and the main stakeholders outside the education system, i.e., teacher unions, parents' associations, the mass media, etc. make the institution more complex and affects the expected change.

Generally; the internal and external catalysts for institutional change are technology, competition, expansion in workplace diversity, globalization, regulatory agents, and the surplus or lack of resources (Argyris 1999). This is why educational institution necessitates effective or transformational leader to lead institution for change.

1.2. Statement of the Problem

There are various environments that affect government institutions. These environments include globalization, political, legal, economic, technological, human, social, and cultural factors, among others. Longo and Cristofoli (2007).

Despite the fact that there has been a long history and improvement in its structure and capability of employment in the Ministry of Education, from the perspectives of globalization, technological advancement of the world, and the need of the country for competitiveness; the institution should play a vital role in terms of providing capable human resource who accelerates the development of the country. High level of illiteracy in the adult population is a barrier to achieving development goals in Ethiopia ESDP V,(MOE:2015, 17); but there are various institutional obstacles to perform its tasks and achieve expected institutional goals like; absence of clear direction and transparency (Ethiopian education and training roadmap, p.19), effective programs and policy development (world Bank, 2004, p.17), capacity building, follow up system and accountability (ECA (2004) , work team building, check and balance system etc. (UNESCO,2001), which shows as a general deterioration of quality of education in Ethiopia; turnover of leaders with political situation which leads to distrust between leaders and operational experts and stakeholders due to political interference in the institution (UNESCO, 2001 and Fawole, 1999); problems related with

budgetary flow and its management in which the institution receives funds from both government and NGOs with directed programs for its operational works but still there are various failurities of programs forced to be re programmed for the same targets like GEQIP 1-5 and E (world bank 2019); absence of employees commitment and motivation to achieve goals of institution in terms of none of change at all as mentioned above, structural problems, lack of attention from the leaders and government, poor culture of the work, etc. are the main gaps in the ministry of education as the researcher has the experience serving as senior expert in MoE, school leader and secondary school teacher for about three, six years respectively and supervision, support and follow up all regional education system, different trainings and workshops as a nation, there are complains observed on the effectiveness of the institution. Therefore, the researcher wanted to focus on assessing practices and challenges to indicate findings for reforming the institution.

Institutional development in Ethiopia so far was not a continuous process with steady progress, rather was subjected to strong politicization that lead to the failure of institutions together with respective regimes (Asfaw, 2019). Continuous institutional improvement in performance is considered mandatory for institutional survival to the fittest. (Maletic et al., 2012; Probst & Raisch, 2005).

An effective institution continuously works to build the capacity of the institutional system as a whole by encouraging leadership, clear work direction, accountability, evaluation, and innovation. There are studies on decentralizing educational institutions in African counties focusing on educational administration and Mengesha and Common (2006) attempted to investigate the dynamics of reforms in a country based on a pilot study of a single reform episode. They conducted a study at a time when BPR (2008) was implemented in the Ministry of Education, it was too early to determine the outcomes of BPR. The significance of studying the consequences of reform programs is become clear because the Ethiopian MoE has seen several reform initiatives over the last two decades. In accordance, the Balance score card (BSC) was introduced in 2009 for the purpose of measuring performance at various levels from various perspectives and communicating strategy to everyone, and linking and aligning the organization around strategy; But it was challenged in implementation with different factors especially absence of staff consensus (marr,2010), then change army was introduced as public institution reform with the perspective of teamwork is widely recognized as a powerful and effective method of achieving difficult goals

through the collaboration of various individual; but it was poorly implemented by different factors (Nigussie and Mberenguwa, 2009). And again, civic charter and Job Evaluation and Grading (JEG) reform tools were introduced aiming to improve the government service delivery and to increase the satisfaction of citizens and the arrangement of the same works to have the same salary. Beside the gap of consensus with implementors and loss of the effective researches before implementing the new reform tools in the institution due to decreased leadership achievement consecutive institutional change attempts were still failed to achieve their respective take-off goals.

Dawit Berhanu (2019) also tried to study leading schools for change by focusing on teaching the learning process to produce qualified students needed for national development. He investigated major problems related to the contributions of teachers, principals, and stakeholders for school change; which had the reflection of the policy-making institution as the public office of MOE. However, the study lost the leadership roles in preparation, strategies, and indicators of success and failures for institutional change.

Due to repositioning leadership or turnover in the present century (Fawole, 1999) institutional change performance is at risk as the researcher wanted to assess the issues of leadership in practices and challenges of institutional change. The problem is serious enough as a country from time to time the capacity and effectiveness of the institution are on the brink of collapse; that is expected as the problem of leadership achievement became decrease and the institution couldn't play its central role. Therefore, this study was necessary and timing, to investigate practices and challenges in leading institutions for change and to set some strategies which support enhancing leadership ability to lead the institution for change to achieve institutional goals.

1.3. Basic Questions/Hypothesis

1. What is the practice of leading the Ministry of Education for change?
2. What preparations are made for institutional change?
3. What strategies are in place for institutional change?
4. What are the success and failures in leading institutions for change?

1.4. Objectives

1.4.1 General Objective

The main objective of the study is to investigate the preparation, practices and challenges in leading Institution for change in the case of Ministry of Education.

1.4.2 Specific Objectives

- ✓ To assess the extent of leading practices of the institution for change in the case of Ministry of Education.
- ✓ To assess institutional preparation for institutional change.
- ✓ To identify the strategies or leadership styles for institutional change.
- ✓ To investigate the success and failures in leading institutional changes.

1.5. Significance of the Study

Conducting this research and the findings are very important for the following:

- It may provide important information for the Ministry of Education and for local policymakers.
- It may provide good recommendations to overcome problems.
- It may help the stakeholders to be aware of the practices and challenges in leading institutions for change.
- It may provide valuable suggestions and feedback for top-level managers and policy makers to take valuable decisions.
- The study may help researchers in the provision of information as secondary data for anybody interested to study the problem in wider scope and depth.

1.6. Delimitations of the Study

Regarding the content, this research was delimited to assessing the preparation, practices and challenges of leading institutions for change by considering the main objectives; practices of institutional change with contents knowledge and awareness of the staff on the institutional change, quality and skill of leaders and experts in the institution, planning, and communication of institutional change, resource management, working environment and culture, and political, social and economic situations for institutional change; preparation of MoE for change, strategies or

leadership styles for institutional change, success and failures in the leading institution for change. That means this study does not include challenges and practices of the educational system. On the other hand; geographically, the scope of this study will be delimited in the Ethiopian Ministry of Education at the heart of Arat Kilo in Addis Ababa, Ethiopia. This means this study did not include schools and other educational institutions.

1.7. Limitation of the Study

It is obvious that research work cannot be free from limitations. Some limitations observed in this study were as one of apparent limitation in some cases, Leaders were busy and had not enough time to respond to questionnaires and interviews in the required time. Some of them who did have enough time also lacked the willingness to fill in and return the questionnaire as per the required time. This might have affected the submission date. However, the researcher tried to cope with those limitations by devoting his time and searching for materials.

1.8. Definition of Key Terms

The researcher tried to define the following terms according to the context utilized.

Ministry of Education: is a government department of Ethiopia, responsible for the execution of the National Education Policy and other relevant educational programs in the country and overseeing the teaching and learning process throughout the country from elementary school to higher education.

Change: transforming or altering the institution.

Leadership: is a process of influencing or mobilizing actions and efforts of individuals and organized groups toward accomplishing its goals. House and others, (1999).

Institutional Change: an alteration of the institution's environment, structure, technology or people. Robbins & Delenzo (2001:230)

Leading institution for change: Influencing the institution to move away from its present state and toward some desired future state to increase its effectiveness, Lunenburg, (2010). In this study leading MoE as Institution for desired change.

Preparation: The action or process of making the institution ready for the change in terms of resources, staff knowledge, skill, infrastructure, etc.

Challenge: Against something: a refusal to accept something as true and correct. (Merriam-Webster Dictionary). Specifically, for this study challenges are obstacles or problems that hinder effectiveness in leading institutions for change.

Practice: an activity that is done regularly so that it can improve the skills, knowledge, custom, ability, and performance of the staff.

UNIT TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Institutional Change

The institutional change explains the change of institutions considered as rules and expectations that govern human interactions and paths of development in society. Institutional change is something constant in life. It is felt and seen in individuals, people, ideas, beliefs, technological processes, socio-political, educational-economic, institutions, organizations, and in the environment. This is why; Agabi and Okorie (2002) asserted that change is a naturally desirable situation that must occur. Hence, Stoner, Freeman, and Gilbert, (2004) stated that every institution makes structural adjustments (change) about change in its direct and indirect forms within its environments, which is concerned with the process of planning, organizing, implementing, leading, and controlling the work of members of the institution and using all available institutional resources to reach down organizational goals.

Cliff Zhang and Minggang Zhang (2001, p.4) describe institutional reform as a process whereby government adjusts its internal and external environment change by redesigning and reinventing its culture, function, structure, procedure, and management style to enhance the effectiveness of its administration.

Institutional 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 of 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. Leaders in institutions have the power and influence to change the culture of the institution and to overcome cognitive and structural barriers faced by individuals and groups to work towards valuing diversity. Marianne Coleman and Derek Glover, (2010). Gardner (1990, p. 38) dictates that 'leadership is the accomplishment of group purpose, which is furthered not only by effective leaders but also by

innovators, entrepreneurs, and thinkers; by the availability of resources; by questions of value and social cohesion.

Changes in the design of jobs and work processes are dramatically altering the nature of work. Employees are being required to develop and use more skills than ever before. (Jennifer M. George and Gareth R. Jones, 2012) However, governments' study research and design change to improve leadership benefits is more promising (Fullan and Quinn 2016; Ng 2016; Sahlberg 2015). As mentioned above change is not performing daily activities as usual but rather a new way and a new thing that enhance the performance of the organization. Change can be occurred inside or outside the environment of the organization.

The World Bank also concluded that public sector reform has "great potential to reduce poverty" and that "good... government institutions associated with higher income growth, national wealth, and social achievements" (World Bank, 2000).

According to North, (1990) the five propositions about institutional change are: The continuous interaction between institutions and organizations in the economic setting of scarcity and hence competition is the key to institutional change, Competition forces organizations to continually invest in skills and knowledge to survive. The kinds of skills and knowledge individuals and their organizations acquire will shape evolving perceptions about opportunities and hence choices that will incrementally alter institutions, The institutional framework provides the incentives that dictate the kinds of skills and knowledge perceived to have the maximum pay-off, Perceptions are derived from the mental constructs of the players, The economies of scope, complementarities, and network externalities of an institutional matrix make institutional change overwhelmingly incremental and path dependent. The study of institutions and institutional change necessitates as a first requirement the conceptual separation of institutions from organizations. Institutions are the rules of the game and organizations are the players.

2.2. The Concept of Leadership

Leadership involves a process of influence 'exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization' (Yukl 2002, p.3). Leadership is an important driving force to achieve the vision and mission of the institution.

Northhouse (1997) defines leadership as a process whereby individuals can influence other individuals or groups to achieve or reach commonly desired outcomes.

Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, the ability of management to execute a “collaborated effort” depends on leadership capability. Lee and Chuang (2009), explain that an excellent leader not only inspires subordinates’ potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Fry (2003), explains leadership as the use of a leading strategy to offer inspiring motives and to enhance the staff’s potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and organizational performance. Leadership capacity development for improved management is considered one of the cross-cutting issues in ESDP V.

Effective leadership is needed to revitalize an organization and facilitate adaptation to a changing environment. A major change in an organization is usually guided by the top management team, but any member of the organization can initiate change or contribute to its success (Gary Yukl, 2010).

2.3. Leadership Styles

In Broadway, there are different leadership styles, but this study focuses on the basics for leading institutions for change. Studies on leadership have come up with various types of leadership based on various dimensions of analysis. For example; based on the use of authority, leadership has been categorized as authoritative, participative or democratic, and laissez-faire. Current leadership theories state that good leaders reconcile the goals of the organization with the interests of employees. Leadership theories also look into the leaders’ ability to define the task, communicate feedback to members along the way, and remove obstacles that may come up to promote success without delays. Though various leadership styles foster the achievement of institutional objectives, transformational leadership is widely recognized to bring about better employee satisfaction and organizational success. It mainly focuses on the leaders’ ability to develop a vision that is both clear and highly appealing to followers; articulate a strategy for bringing that vision to life (Appleton, 1999; Yukl, 2006). Therefore; the researcher will focus on transformational leadership in this research. Because it is one of the most used styles in institutions to manage change (Kejriwal

& Krishnan, 2004). It brings effective and positive changes among the followers by exhibiting role model characteristics, providing intellectual motivation, and showing individual concern for the followers (Shibru & Darshan, 2011). In this style, the leader uses less authority and acts as a guide, mentor, and coach to enhance the vision of the followers.

Transformational leadership refers to leaders who create ideas and new perspectives to create a new path of growth and prosperity in front of the organization. By developing commitment, passion, and loyalty among managers and staff, they mobilize organization members to make fundamental changes in the fundamentals and basis of the institution to be prepared and to gain the necessary capabilities for moving in new directions and reaching higher ideal performance peaks (Mirkamali et al., 2014, p.23). In successful transformation, the coalition of leaders, management bodies, process heads, and followers are always powerful in terms of formal titles, information and expertise, reputations and relationships are the capacity of leadership (John p. Kotter, 1996).

The motivation theory of Herzberg (1964); stated that leaders may be interested in reducing dissatisfaction and increasing satisfaction to develop an environment more conducive to employee satisfaction and perhaps performance.

In other related works of literature, leadership behavior proposed four behaviors or components of transformational leadership including charisma, inspirational motivation, intellectual stimulation, and individual consideration. Charisma or idealized influence is characterized by vision and performing a mission, instilling pride in and among the group, and gaining respect and trust (Humphreys & Einstein, 2003). As Yukl (2010) Quoted (Conger and Kanungo, 1998; Howell and Frost, 1989) Charismatic behavior also induces followers to go beyond self-interest for the best of the group, providing inspiration that obstacles will be overcome, and promoting confidence in the achievement and execution influence and followers place an inordinate amount of confidence and trust in charismatic leaders (Howell and Avolio, 1992). Inspirational motivation is usually a companion of charisma and is concerned with a leader setting higher standards, thus becoming a sign of reference. (Yukl, 2010) quoted the statement (Bass, 1985) pointed out followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purposes in simple ways.

The leader always behaves talking optimistically about the future, articulating a compelling vision for the future, and providing an exciting image of organizational change (Bass and Avolio, 1994). The motivation occurs by providing meaning and challenge to the followers' work; individual and team spirit are aroused and enthusiasm and optimism are displayed. The leader encourages followers to have a vision of attractive future states, for the organization and themselves (Bass et al, 1997). Intellectual stimulation provides followers with challenging new ideas and encourages them to break away from the old ways of thinking (Yukl,2010) quoted the statement of Bass, (1985). The leader is characterized as one promoting intelligence, rationality, logical thinking, and careful problem-solving. The attributes include seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments, and encouraging re-thinking of ideas that have not been questioned in the past (Bass and Avolio, 1994).

Finally, the other dimension of transformational leadership is "individual consideration" which is concerned with developing followers by coaching and mentoring (Bass, 1985; Bass & Avolio, 1990). The leader plays a great role in inter-individual differences among the followers and acts as a mentor to the follower. He/she teaches and helps others to develop their strengths, and pays attention to others' concerns (Bass and Avolio, 1994). Followers are treated individually to raise their levels of maturity and to foster the best ways of achieving their goals and challenges(Yukl,2010).

2.4. Leading Institution for Change

Leading institutional change is one of the most important and difficult responsibilities for managers and leaders. It involves guiding, encouraging, and facilitating the collective efforts of its members to adapt and survive in an uncertain, partial, and sometimes hostile environment. A major change in the institution is usually guided by the top management team, but other members of the organization can initiate change or contribute to its success. Transforming is possible when leadership fosters the entire group of people working together, which may be called the team guiding their behavior and helping them work toward a common goal. The applications of this idea for practice are clear (Drath and Palus, 1994, p. 6): Change can originate from internal and external sources through technological advances, social, political, or economic pressures, or it can come from inside the organization as a management response to the 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, cooperation, practices, and behavior (Steers et al., 2010).

A leader with transformational leadership behaviors aims to transform, encourage, inspire, and be a model or exemplar for his/her followers to perform better than expected. Thus, this way of leadership eases the way of success for corporations and leads to an increase in the institutional commitment of staff. It is no doubt that an employee who works with a good leader will feel more satisfied, leading to an increase in his/her affective commitment to the institution. Stronger affective commitment will lead to better performance and bring success to institutions Bass, Bernard & Avolio, Bruce (1994).

Leaders must be strategic for the institution to sustain its development and survive its effectiveness in times of turbulence and dynamic environment. Strategic leadership requires the leaders to be far-sighted and visionary and evaluate all activities against the extent to which they contribute to the realization of the vision. Successful leaders depend as much on personal influence and competency power as on the elements of legitimate power (Appleton, 1999). Strategic leadership at the system level requires focusing on how structures, processes, and capacities can be improved to ensure that leadership units and individuals are equipped to make decisions that will improve the service delivery of the institution. Leaders to be successful in the 21st century need to have competencies such as strategic focus and vision, coupled with a practical sense of when to be flexible and adaptable, an ability to manage multiple points of view simultaneously; the ability to keep high-level goals in sight while managing and tracking day-to-day success; ability to understand equally the points of view and needs of the customer and the organization; ability to empathize and patience with all stakeholders and customers to build knowledge of the people, foster productive change and keep the spirit of the institution vital.

Wilson and Wellins (1995) discuss both tactical and strategic skills that are required in recently team-based institutions. From a tactical perspective, they specify communication skills, performance management, analysis and judgment, coaching, and championing continuous improvement and empowerment. Strategic skills are essential for leading with ownership

involvement including leading through vision and values, building trust, building knowledge, and building partnerships with other parts of the institution. To understand the effects of leadership on performance, leadership must play a key role in developing the performance of the institution (Obiwuru et al., 2011). The improvement of institutional change performance requires the development of management, and essential competitive leadership (Avolio, 1999; Rowe, 2001). In this light, the holistic review of studies on the effect of leadership on performance is important to be able to show the nature of the relationship between the leaders and implementors.

In change management it is the change of people within the institution but not the institution, manage the people side of change. Therefore, the success of organizational change starts with understanding how to manage change with a single person. Among the tools available to drive individual change, the ADKAR model (Awareness, Desire, Knowledge, Ability, and Reinforcement) is commonly used. In principle, to make a change successfully an individual needs: Awareness of the need for change, Desire to participate and support the change, Knowledge of how to change, Ability to implement required skills and behaviors, and Reinforcement to sustain the change (Rogers, 1983).

2.5. Principles of Public Sector Reform

A system of adequately performing public bureaucracies is a basic requirement for developing countries to come up with development and prosper. The Common Wealth Working Group on Public Administration (CWGPA, 2014) inscribed the following key guiding principles of public sector reforms: New pragmatic and results-oriented framework, Clarification of objectives and administrative structures, Intelligent political strategies and engagement, Goal-oriented competencies and skills development, Experimentation and innovation, Professionalisation and improved morale, A code of conduct for public sector ethics, Effective and pragmatic anti-corruption strategies, Effective public financial management. Thus, a new paradigm for civil service reforms in the more academic literature, they have been described as “New Public Management” or “Managing for Results” or “Reinventing Government.” As Kamarck (2007), the main characteristics of the NPM are: Emphasizing management skills to complement policy skills, administrative works well if it is organized around the scope of “services and results” but not the hierarchies of “agencies and programs, public services should be organized and customer and

results-oriented, accountability with transparency and choice instead of hierarchy and inspection, by focusing outcomes breaking down operational procedures, following customized response vs. one-size-fits-all, by reducing authoritative and hierarchical procedures, establishing the system of using incentives with verifying trust by relying on risk management.

2.6. Responsibility for Implementing Major Change

Large-scale change in an institution is unlikely to be successful without the support of top management. However, contrary to common assumptions, major changes are not always initiated by top management, and they may not become involved until the process is well underway (Beer, 1988; Belgard, Fisher, & Rayner, 1988) as quoted by (Gary Yukl, 2021). Major changes suggested by lower levels may be resisted by top managers who are strongly committed to traditional approaches and do not understand that the old ways of doing things are no longer appropriate. The major transformation of an organization often requires the replacement of top management by new leaders with a mandate for radical change. The essential role of top management in implementing change is to formulate an integrating vision and general strategy, build a coalition of supporters who endorse the strategy, then guide and coordinate the process by which the strategy will be implemented. Complex changes usually involve a process of experimentation and learning, because it is impossible to anticipate all the problems or to prepare detailed plans for how to carry out all aspects of the change. Instead of specifying detailed guidelines for change at all levels of the organization, it is much better to encourage middle and lower-level managers to transform their units in a way that is consistent with the vision and strategy. Top management should provide encouragement, support, and necessary resources to facilitate change, but should not try to dictate the details of how to do it (Gary Yukl, 2021).

2.7. Types of Change in an Institution

The institutional change focuses on efforts that may involve roles, attitudes, technology, strategy, economics, resources, or people (Gary Yukl, 2021). institutional change can be seen as a structural, cultural, behavioral, and strategic change in four different dimensions (Kotter, 1990). Strees, Runde, and Nardon, (2010) have categorized different approaches to institutional 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 institutions, there is structural flexibility in the reform to adapt according to the situation and requirements of the context. On the other hand, there are at least three ways that an institution can change. These three ways are structural, technological, and cultural (Robbins & Delenzo, (2001:230).

As Sujith Ravindran and Mark Vandeneijnde (2008); stated about commonly using changes: Strategic Transformational Change: is a process of changing the overall direction of an institution or a group within an institution. This is a lengthy process and requires in-depth planning and preparation. It is an exercise in creativity and requires a lot of resources and leadership. The process should be aimed at empowering the people who will be involved in the change; Structural Change: is the most common type of change we usually hear about. It involves a complete transformation of the way something works; Remedial Change: is the process of repairing something that has already gone wrong. Allow the institution to work perfectly with the existing process, procedure, and system. The best way to avoid mistakes is by maintaining a well-organized environment; People-Centric Institutional Change: The most successful institutional changes are the ones that are implemented in a people-centric manner. People-centric change management focuses on the employees, customers, and other stakeholders, whose mindsets and behaviors are going to be affected by the change. During this type of change, the institution focuses on the emotions and intrinsic motivations of these stakeholders. In this approach and have developed a tool to measure People-Centric change according to “Six Organizational Performance Metrics, or OPMs” Trustworthiness, Customer Orientation, Employee Engagement, Inventiveness, Self-Leadership, and Getting things done.

2.8. Change Processes

As (Yukl, 2021) Quoted the study of (Lewin (1951), Change process theories describe a typical pattern of events that occur from the beginning to the end of the change, and in some cases, they describe how earlier changes affect the next changes. The theories may identify distinct phases in the process, stages in the reaction of individuals, or effects of repeated changes on people.

2.8.1 Stages in the Change Process

As Yukl Gary (2013, p.78) stated one of the earliest process theories was the force-field model. He proposed that the change process can be divided into three phases: unfreezing, changing, and refreezing. In the unfreezing phase, people come to realize that the old ways of doing things are no longer adequate. This recognition may occur as a result of an obvious crisis, or it may result from an effort to describe threats or opportunities that were not evident to most people in the organization. In the changing phase, people look for new ways of doing things and select a promising approach. In the refreezing phase, the new approach is implemented and it becomes established. All three phases are important for successful change. An attempt to move directly to the changing phase without first unfreezing attitudes is likely to meet with apathy or strong resistance.

A lack of systematic diagnosis and problem-solving in the changing phase will result in a weak change plan. Lack of attention to consensus building and maintenance of enthusiasm in the third stage may result in the change being reversed soon after it is implemented. According to Lewin, change may be achieved by two types of actions. One approach is to increase the power towards the change. The other approach is to reduce restraining forces that create resistance to change (e.g., reduce fear of failure or economic loss, co-opt, or remove opponents) (Gary Yukl, 2021)

2.8.2. Implementing Change

Organization scholars have been interested in determining how the approach used to implement change affects the success of the effort. The outcome will likely depend in part on what is changed, how and when the change is implemented, who participates in the process, and how much influence each participant has. The outcomes of a change can be judged in different ways, including the commitment of people to the change, successful implementation of the change, and the extent to which the change results in the desired benefits and avoids negative consequences.

2.9. Features of Institutional Change

Turner (2009) described the following features of change: change is altering one state of balance to another: which disturbs the existing equilibrium and develops a new equilibrium where new ways of working become part of the system, change influences the whole or parts of the institution: It may involve a change in some parts of the institution (technology, structure or people) or the

institution as a whole. Even if change is introduced in part of the institution, it affects the entire institution, change is a pervasive influence: all aspects are subject to continual change of one form or another (Mullins, 2005). The process of change is not restricted to one institution or one country. It is a worldwide phenomenon. The whole world, all countries, every institution, its members, and all individuals change their pattern of working. However, the nature and magnitude of change are different for different institutions, change is responsive to exposures to substances: change is affected by factors external and internal to the institutions, change is a continuous and incremental process: change is not a one-time process. The institution keeps improving its policies to survive and grow in the competitive world. While some changes are minor and get absorbed in the system through internal adjustments, major changes are introduced through change agents, change is essential activity: change is accepted when the institution wants to survive. They can, however, plan the change or react to change for conducive institutional development and growth, change is initiated by change agents: change agents can be internal or external for the institution. Internal change agents may be top executives of the institution while External agents are outside experts or advisors appointed by executives to initiate the change process.

2.10. Challenges of Leading Institutions for Change

The major challenges of global leaders in the change process are in the form of creating a successful and sustainable work environment and culture for sustainable institutional growth (Nixon 2002). The multiple dimensions of transformational leaders help to understand the requirement of change and face the challenges of change emotionally and intellectually (Dubrin 2001). Whereas the leader's most difficult task in the change process is to align all organizational members to adopt the change, develop the future vision, and strategy formulation, and synergize the efforts towards the organizational goal (Hooper & Potter 2000). According to the United Nations, institutional development in most developing countries including Ethiopia is affected by weak leadership (UN, 2018).

Identifying ways to make meaningful and sustainable planned change is the implication of challenge existence. One reason for this challenge is that the scientific literature lacks consensus regarding basic change processes (Bamford & Daniel, 2005; Pettigrew, Woodman, & Cameron, 2001). Change management practitioners face the difficulty of learning from experience. Research on the development of expertise indicates that learning and resulting improvements in performance

occur over time through repeated practice in a specific domain and direct feedback regarding results (Kahneman & Klein, 2009).

Yilmaz, (2003) states the fact that institutional change is implemented for positive reasons like adapting to volatile environment conditions and remaining competitive, members of institutions often react to the 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 the institutions 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, institutional structure and limited resources.

According to (Connor, 1995) stated by (Yukl, 2010) resistance to change are; Lack of trust; a basic reason for resistance to change is distrust of the people who propose it. Distrust can magnify the effect of other sources of resistance. Even without an obvious threat, a change may be resisted if people imagine concealed, ominous implications that will become obvious only at a later time; Belief that changes are unnecessary; Resistance is more likely if the current way of doing things has been successful in the past and there is no clear evidence of serious problems that require major change. The signs of a developing problem are usually ambiguous at the early stage, and it is easy for people to ignore or discount them; Belief that the change is not feasible; even when problems are acknowledged, an expected change may be resisted because it seems unable to succeed. Making a change that is radically different from anything did previously will appear difficult it makes people doubtful the new one will be any better; Economic threats; Even if a change would benefit the organization, it may be resisted by people who would suffer the personal loss of income, benefits, opportunities, and job security. The latter concern is especially relevant when the change involves replacing people with technology or improving processes to make them more efficient.

Relative high cost; even when a change has obvious benefits for the institution, it always entails some costs, which may be higher than the benefits. Familiar existing systems must be changed, causing inconvenience and requiring more effort. Resources are crucial thing to implementing change, and resources already invested in doing things the traditional way will be lost; Fear of personal failure; change makes some expertise obsolete and requires learning new ways of doing

the work. People who lack self-confidence will be reluctant to trade procedures they have mastered for new ones that may prove too difficult to master. A proposed change will be more acceptable if it includes provisions for helping people learn new ways of doing things; Loss of status and power; Major changes in institutions invariably result in some shift in relative power and status for individuals and subgroups. New strategies often require expertise not possessed by some of the people currently enjoying high status as problem solvers. People responsible for activities that will be cut back or eliminated will lose status and power, making them more likely to oppose a change; Threat to values and ideals (Yukl, 2010)

Force for change is a recurring feature of staff life. It is also inevitable that change will be resisted, at least to some extent by both leaders and staff. There is a human tendency to resist change because it forces people to adopt new ways of doing things. To cope with this recurring problem, leaders must understand why people resist change. The most powerful impediments to change include uncertainty, concern over personal loss, group resistance, dependence, trust in the administration, and awareness of weaknesses in the proposed change (Fullan, 2009; Spector, 2011).

They stated each of them as, First, uncertainty: individuals may resist change when they are worried about how their work and lives will be affected by the proposed change. Second, Concern over Personal Loss: Appropriate change should benefit the institution as a whole, but for some staff members, the cost of change in terms of lost power, prestige, salary, quality of work, or other benefits will not be sufficiently offset by the rewards of change. Third, Group Resistance: Groups establish norms of behavior and performance that are communicated to members. This communication establishes the boundaries of expected behaviors. Failure to comply with such norms usually results in sanctions against group members by the groups. If the leaders initiate changes that are viewed as threatening to the staff's norms, they are likely to meet with resistance (Fullan, 2009; Spector, 2011).

In another way resistance to leading institutional change in the context of educational organization resistance is proposed by (Hambrick and Cannella, 1989); cited in (Burke, 2008) referred by (Yılmaz and Kılıcoglu, 2013). Specifically, resistance may be blind, political, or ideological. According to (Williams, 2006:163), By contrast, people will be more positive about institutional change if they are: Informed about the reasons for it, helped to understand the benefit that should

result, involved in planning and designing the change, and encouraged afterward to recognize what they have gained from it.

2.11. The Roles of Stakeholders in Leading Institutions for Change

A single leader is unlikely to have the knowledge needed to develop a vision that will appeal to all the stakeholders whose support is necessary to accomplish major institutional change. Even when the initial ideas for a vision originate with the leader, it is desirable to involve key stakeholders in refining these ideas into a vision with widespread appeal, (Leithwood, et al., 2006) by cited e.g. (Hallinger and Heck, 1996).

The people as heads of desk and executives, team leaders, governors, CEOs, secretaries, and others and conditions like working culture or staff life are the intervening moderating and mediating influences, or variables, about which we are concerned in this section of our review. Leaders potentially have a direct relationship or influence on these Variables, which, in turn, have a direct influence on work, as well as on leadership by itself. The same idea is raised about the stakeholders that are needed for the leading of institution for change (Yılmaz and Kılıcoglu, 2013:15) as they explained the engagement of government in leading institution play a vital role in change implementation by preparing the right policy for the change for all citizen without any discrimination with desired quality and the society has also a great impact on institutional change. In the institutions, political intervention like exchanging leaders per a short time, society's values, changing technology, administrative processes, and fulfillment of member needs are pressures on institutional change.

2.12. Success Factors of Leadership for Institutional Change

Critical success factors are mentioned by different scholars like, Martinez Etal (2009) and D'Ortenzio, C. (2012): Clear, and timely communication throughout the change, Setting clear Change objectives, institutional image, Conflict management, Senior management support, Efficient institution structure, Participation and teamwork, Role clarity, institutional culture, Adequate monitoring and feedback process, etc.

2.13. Practices of Leading Institutional Change in Ethiopia

After the establishment of the Ministry of Education in Ethiopia as a governmental institution by the decree of Emperor Haile Selassie in 1934 organized for implementation of royal politics and the same in the period of Derg played a vital role in instilling political ideology till to the adoption of the FDRE constitution in 1987 where the institution is reorganized as a decentralized organization for providing a capable human resource for national development acceleration (Pankhurst, 1955;)

The institutional development experience of Ethiopia has been categorized into three historically distinct periods by Bahru as follows: The period of institutional building, 1941-74, the period of distress, 1974-91, and the period of restructuring, 1991 to the present. Institutional development in Ethiopia so far was not a continuous process with steady progress, rather was subjected to strong politicization that led to the failure of institutions together with respective regimes (Asfaw, 2019).

The efficiency and implementation complexity of the Ministry of Education as discussed in the study” Organization of Ministries of Education and Needed adequate Change “IIEP, Paris, 20-21 June 2001, published by UNESCO; stated in terms of work relationships as:

Leadership from above; the links between policy/political leadership and administration. The type of relationship established between the political leaders and the administration of ministries of education is not clear (Aïcha Bah Diallo and Allan Taylor, 2001 or UNESCO, 2001);

Leadership from below: the ministry interaction with the operational level, i.e., with schools, teachers, students, school leaders, etc. Ministers of education often have short tenures. As a result, the continuity and sustainability of educational policies suffer in many instances. Sometimes ministers also have incomplete knowledge of the functioning of the education system. Often, they are criticized for being ‘too far from the grassroots’ where teaching and learning take place (José Weinstein Cayuela and Inés Aguerro, 2001 (UNESCO, 2001);

Leadership from outside: the relationship between the Ministry of Education and the main stakeholders outside the education system, i.e., teacher unions, parent associations, the mass media, etc. A ministry of education does not operate in isolation. Its interaction with many

different interest groups can help ensure adequate policy adjustments and changes. Sometimes, however, it can overwhelm and block rational policy-making and implementation. The common systems of operation of the most important stakeholder groups are teacher unions, Parents/Teachers Associations (PTAs), employers, etc.) (Cheng Kai-Ming and Voldemar Tomuskor, 2001, (UNESCO, 2001);

Leadership within: the ministry's internal organizational structures and regulating mechanisms
Successful leadership, therefore, is important particularly in the 21st Century for it is a period of unprecedented and transformative change; a highly complex workforce, and turbulence. Does the division of labor between ministries as well as the partitioning of MOEs into sub-units have an impact on policy preparation and implementation processes? Is the organizational design of ministries itself a key factor in determining policy outcomes? What lessons can be drawn, for instance, from attempts to create special 'reform-oriented' units within or outside the ministry? Did such initiatives help design adequate and effective new education policies? What kind of organizational change or development is needed to ensure effective and efficient policy implementation and management? (Mahieddine Saïdi and Sam Onek, 2001, (UNESCO 2001). The ideas were the same as the Ethiopian Ministry of Education in the case of environmental similarity, political situation, and institutional organization in African countries.

UNIT THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter explains how the research was carried out; Which includes research design, source of data, total population and sample size, sampling techniques, data gathering tools, procedure of data collection, techniques of data analysis, and ethical consideration.

3.1. Research Design

The research method is a system of inquiry, which moves from the underlying assumptions to research design and data collection (Myers, 2009).

In the recent leadership research literature, authors frequently employed the mixed method research design because of the complexity of the leadership research data (Avolio et al., 2009; Bush & Grover, 2004). In the empirical investigation, this study followed the embedded type of a mixed-methods approach. The basic assumption is that the uses of both quantitative and qualitative methods in combination provide a better understanding of the research problem and question than either method by itself. It is a good design to use if there is a seeking to build on the strengths of both quantitative and qualitative data. This mixed-method model is attractive for several reasons. A researcher has collected the two types of data simultaneously, during a single data collection phase. It provides a study with the advantages of both quantitative and qualitative data. In addition, by using the two different methods in this fashion, a researcher gained perspectives from the different types of data or different levels within the study. In this study, the qualitative data have the role of constructing the quantitative data. (Creswell 2012)

3.2. Sources of Data

For this study, data were collected from primary and secondary sources. The primary sources of data were collected from experts and leaders of MOE; while secondary data were collected from different documents mainly focused on records concerning leadership and Institutional change in the case of the library of MoE and concerned working units.

3.3. Total Population and Sample Size

The target populations under this study were permanent workers of the federal ministry of education mainly the general education part. To information obtained from human resource efficiency and management executive, there were a total of 513 permanent workers in the institution, out of which, 52 were leaders (3 political appointees,3 counselors, 7 chief executive officers, 30 heads of desks, and executives, 9 team leaders) and 461 of them were expertise. 191 of the experts are females and the rest 270 are males. The size of the sample is determined as 155(30.2%) due to reducing homogeneity of responses in case the single Institution of MoE was the place of the study.

3.4. Sampling Techniques

The institution has different work units with different purposes. To take the individuals as a sample from the general education wing due to limit the scope of the study and the merging of higher education with MOE (general education) time was short not to be expected more factual information about MOE for the study from the higher education population; the researcher used stratified sampling technique based on the population position as expert and leaders and then selected by using the simple random and purposive sampling system for selecting the sample from each unit believed to be representative of a given population. In other words, the researcher selects the sample using his experience and knowledge of the group to be sampled by using purposive sampling technique for accurate qualitative information in addition to random sampling techniques (Gay, 10th ed, 2012). It helped me to gather qualitative/quantitative responses, which led me to better insights and more precise research results from the best-fit participants.

As the total population and sample size were summarized below in the table the researcher used the sample population of 17 leaders (1 state minister /deputy minister consultant, 3 chief executive officers, 9 heads of desks and executives, 4 team leaders) and 138 expertise from every desk by using simple random sampling techniques. Thus, the sample size is 30.2% of the total population; which was expected for reducing the redundancies of responses drawn from a homogenous population working in a single institution.

Table 1: Population and Sample of the Study Area

No	Type of respondents		Total population	Sample size	Sampling technique
1	Leaders	Management body's	13	4	Purposive sampling
		Desk heads	30	9	
		Team leaders	9	4	
2	Experts		461	138	Simple random sampling
3	Total		513	155(30.2%)	

3.6. Data Gathering Tools

To acquire the necessary information from participants, four types of data-collecting instruments were used. These were Questionnaire, Interview, focus group discussion, and Document analysis as discussed below used.

3.6.1. Questionnaire

Both closed and open-ended questionnaires were employed to collect quantitative and qualitative data from sampled population. Close-ended question items along with the very limited number of open-ended items were used.

The questionnaire was prepared in English and Amharic language because all of the sample populations have adequate skills to read and understand the concepts that will incorporate. The questionnaire had 5 main parts; which were, respondents' demographic background, practice of leading institutions for change, preparation of the institution for change, strategies for institutional change, and success and failures of institutional change. The closed-ended items were prepared by using Likert and Rating scales with values scale are in between one and five (strongly disagree (5), Disagree (4), neither agree nor Disagree (3), Agree (2) and strongly Agree (1), and rating scale with five values of the scale between one and five like; Very high (5), High (4), Medium (3), Low (2), very low (1).

3.6.2. Interview

In this study, a structured interview was prepared for one state minister consultant, one head of the ministry's office, one head of the CEO, the head of the institutional reform executive department, and two senior experts. The interview addressed basic elements of the study including practices of leading MoE for change, preparation of Institutions for change, Strategies for Institutional change, and success and failures of institutional change.

3.6.3. Focus Group Discussion

Focus group discussion was made by a panel of respondents led by a moderator. The moderator was equipped with sufficient skill so that he maintained a high degree of interaction among group members in the institution (Cohen, Manion, and Morrison, (2007: 376). Therefore, the researcher was taken institutional reform executive work unit 7 experts for group discussion on their part and contribution to institutional change in terms of planning, implementing, studying, or doing research on the issues of follow-up and evaluation. On the other hand, group members were invited to discuss the basic objectives of this study.

3.6.4. Document Review

Documents like; educational analysis of MoE; World Bank, UNICEF, and UNESCO reports, discussion minutes of different work units in MoE, Education and training policy 1994 and the new of 2022, Education and training road map of 2018, Ethiopian Constitution 1987, different educational program documents (ESDP VI, GEQUIP _E), 10th-year plan of MoE and other related documents were reviewed.

3.7. Procedure of Data Collection

Gathering necessary data for the study was done by using a questionnaire, interview, focus group discussions, and document review from the selected population. The researcher distributed questionnaires to chief executive offices, heads of desks and executives, team leaders, and experts, and responses to questions were collected. The researcher was physically approaching the respondents to clarify the purpose of the questionnaire to reduce possible errors that will result from misunderstanding the respondents and to inform respondents that the purpose of data collection was purely for academic purposes and to express participation is based voluntarily.

Furthermore, the researcher keeps the respondent’s privacy and takes notes on responses to interviews and focus group discussions.

3.8. Pilot Test

As American Psychological Association, (1985) stated about reliability and validity: Reliability refers to the degree to which gathered data are free from errors of measurement that can be determined the by consistency of scores while validity refers to the appropriateness, meaningfulness and usefulness of the specific inferences made from a given measurement.

Before the administration of the questionnaire to the actual respondents, a pre-test (pilot test) process was used. This helped to ensure language clarity and check the proper establishment of the items to be contained in the questionnaires. The pilot test also helped to get feedback on whether the questionnaires were constructed properly, especially in detecting some redundant, ambiguous, and unclear items in the questionnaire. According to this, the reliability was checked by administrating a questionnaire from six experts and two leaders of the Institution. On the other hand, the interview questions were given to the two-research work unit, and asked to give their reaction to each item of the instruments. By using the relevant comments and suggestions the instruments were improved for the main thesis.

Table 2: The reliability of instruments by Cronbach alpha of pilot study

No	Basic questions	No of items	Cronbach’s alpha
1	The current practice of institutional change		
	Knowledge and awareness of institutional change	4	0.891
	Skill and performance quality of leaders	16	0.676
	Quality and preparation of staff members	7	0.772
	Work Environment and Culture	8	0.719
	Resource management	7	0.754
	Plan and communication	5	0.847
	Political, economic, social, and policy issues	5	0.855
2	Preparation of MOE for the leading institution for change	9	0.892
3	Strategies in place for institutional change	8	0.877
4	Succeed and failures of institutional change	18	0.786
	Average		0.888

The reliability of tools in the pilot test (0.888) for factors such as the practice of institutional change, preparation of the institution for change, strategies in place for leading institutions for change, and the success and failures of institutional change. This evidenced that the identified tools had good internal consistency (Creswell, John W, 2009).

3.9. Method of Data Analysis

The collected quantitative data with the instruments were analyzed and summarized accordingly by using Excel and SPSS 22 version statistical data processor software.

As Cohen; Manion and Morrison, (2007:509-511) stated “It is possible to comment on particular cells of a cross-tabulated matrix to draw attention to certain factors. Merging categories can be useful in showing the general trends or tendencies in the data. Merging categories can also be useful in rating scales of high and low or agreement to disagreement. By adding together, the two high and low or disagreement and agreement categories it gives us a general rather than a detailed picture. Based on the above idea the researcher merged very high and high to high, and very low and low together to low (low or high) and strongly disagree and disagree to disagree and strongly agree and agree to agree (disagree or agree). The summarized data was presented by using frequency, percentage, and mean by taking participant responses. While qualitative data was used for strengthening the result of quantitative data during the analysis. Finally, the findings were discussed in relation to the literature reviewed.

3.10. Ethical Considerations

For the purpose of this study, the researcher considered ethical issues which could be concerns for the sample respondents. The participants’ consent to participate in the research was based on voluntary, free of any coercion or promises of benefits. The study approach increased the moral and ethical issues of participants. This was done by showing the positive path to the respondents as they fill the questionnaires properly and returned honestly to the researcher. The response of each selected population was kept secret to protect them from any doubt. All these were considered for the effectiveness of the issue under the study.

UNIT FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

4.1. Demographical Data of Respondents

Table 3: Percentage Distribution of Respondents by Sex and Age

Items	Sex	Frequency	Percent	
Sex	Female	Experts	22	15.5
		Leaders	4	26.6
		Total	26	18.3
	Male	Experts	105	74
		Leaders	11	73.3
		Total	116	81.7
	Total		142	100.0
Age	18-30	7	4.9	
	31-40	35	24.6	
	41-50	68	47.9	
	51-60	23	16.2	
	>60	9	6.3	
	Total	142	100.0	

Source: survey data of MOE, 2023

Table 3, shows the sex and age distribution of the sample population of Experts and Leaders of the Institution. According to this table Leaders who accounted for 11(73.3%) and 4(26.7%) were male and female respondents respectively. On the other hand, Experts accounted for 105(82.7%) and 22(17.3%) Male and female respondents. Thus, we can infer that female participation in leadership and experts is low. This implies that; as it is possible to argue that there is still gender inequality in the leadership positions in particular and expertise in the ministry of education in general.

As seen in table 3 concerning the distribution of age groups in the respondents; the largest age number counted 68(47.9%) of them were between 41-50 years old. 42(29.5%) of the participants are below the age of 40 years old and 32(22.5%) of the respondents are above 50 years old.

On average, 72.5% of the respondents in the study were in the age between 31-50 years old. Hence, this group of respondents is mostly considered matured enough and responsible for their life and

institutional work that they are concerned with; from this, we can conclude that the result of the research can be taken as credible.

Table 4 : Description of Respondents by their Work Experience and Academic Qualification

Total experience						Experience in MoE					Level of education				
1-10	11-20	21-30	31-40	>40	Total	1-10	11-20	21-30	31-40	Total	Diploma	Bachelor Degree	Masters Degree	Ph.D. Degree	Total
11	48	55	26	2	142	87	46	7	2	142	1	27	108	6	142
7.7	33.8	38.7	18.3	1.4	100.0	61.3	32.4	4.9	1.4	100.0	.7	19.0	76.1	4.2	100.0

Source: survey data of MOE,2023

Regarding experience, as stated in Table 4; 11(7.7%), 48 (33.8%), 55(38.7%), 26(18.3%), and 2(1.4%) of the respondents had 1-10, 11-20 and 20-30, 31-40 and above 40 years“ experience respectively. This suggests that the majority of the participants had sufficient years of experience necessitating more involvement in the institutional change. On the other hand, the work experience of participants particularly in the Ministry of Education dictated in the above table 4 as 87(61.3%), 46(32.4%), 7(4.9%), and 2(1.4%) had 1-10,11-20,21-30 and 31-40year experiences in MoE respectively. This experience shows that most of the participants 87(61.3%) had experience between 1-10 years working in MoE. This can be seen in two ways; there is turnover in the institution in one way and more experienced participants from different institutions were recruiting in MoE in another way. It can be suggested as more experienced participants who came into the Institution with their working culture background experience had the great benefit in performing institutional change with new ideas from abroad. According to the human resources management and recruitment system;

To fill the gap in human resources in the Institution concerned experienced experts and leaders were transferred from different institutions with legal procedures than the new hiring for efficient performance, (Interview with INT3, headed May 12, 2023).

As can be seen from the table above, the qualification of 1(0.7%) respondent was a diploma holder, 27(19%) respondent was Bachelor's or degree holder, 108(76.1%) respondents were second degree or master's holders and 6(4.2%) of respondents were Ph.D. Degree holders. Therefore, it implies that their qualification with experience was expected to perform institutional change practices efficiently based on their knowledge.

4.2. Analysis and Discussion

4.2.1. Practice of Leading Institution (MoE) for Change

This basic question was drowned to assess the factual practices of institutional change in MOE. Due to the fact that the issue was addressed contents to be answered by respondents on: knowledge of the staff on institutional change, qualities in leadership system of leaders in the institution, qualities, and participations of experts in the institutional change process, working environment, and culture issues, resource management system, planning and communication style and political, economic, social and policy situations for institutional change.

The respondents were requested to rate the issues according to prepared questionnaires tabulated in the table with rating levels from very high to very low and which were analyzed and discussed by organizing them in seven consecutive tables separately. Finally, the qualitative data gathered through interviews and focus group discussion and raw facts from the document review were stated narratively for strengthening quantitative analysis.

Table 5 :The Degree of Skill and Quality of Institutional Leaders in the Ministry of Education

R. No	Statements		Low	Medium	High	Mean
1	To what extent do your immediate Leaders cooperatively work with the staff members in MoE for the leading institution for change	Freq	86	36	20	2.381
		%	60.5	25.4	14.1	
2	The extent to which your immediate leaders in MoE motivate employees for the institutional change process	Freq	97	33	12	2.261
		%	68.3	23.2	8.4	
3	The extent to your immediate leaders in MoE communicates benefits gained from the Institutional change to the stakeholders	Freq	99	27	16	2.246
		%	69.7	19.0	11.3	
4	The level of quality of your immediate leaders in managing human, material, financial & information resources efficiently	Freq	104	27	11	2.204
		%	73.3	19.0	7.7	
5	The level of your immediate Leaders of MoE work to make members of the staff more active participants in the leading institution for change	Freq	101	25	16	2.239
		%	71.2	17.6	11.3	
6	The degree of your immediate leaders of MoE is capable of evaluating, making fair judgments, and ability to plan for institutional change	Freq	101	28	13	2.303
		%	71.2	19.7	9.1	
7	The extent of your immediate leaders of MoE have the ability to translate the vision of the institution into action during practicing the change	Freq	106	25	11	2.239
		%	74.7	17.6	7.7	
8	The degree of your immediate Leaders monitoring the effectiveness of the institutional change.	Freq	107	26	9	2.155
		%	75.3	18.3	6.3	
9	The extent to your immediate leaders of MoE have the ability to develop a SMART plan for institutional change	Freq	104	27	11	2.254
		%	73.3	19.0	7.7	
10	The level of your immediate leader's ability to create team spirit among members of the staff to lead the institutional change	Freq	101	27	14	2.338
		%	71.2	19.0	9.8	
11	The level of your immediate leader's ability to use participatory decision-making in the change process	Freq	103	25	14	2.218
		%	72.5	17.6	9.8	
12	The level of your immediate leader's tendency to use technology for institutional change	Freq	68	55	19	2.55
		%	47.9	38.7	13.4	
13	The degree of your immediate leaders in making the working environment conducive	Freq	87	43	12	2.232
		%	61.3	30.3	8.4	
14	The extent of leaders' approach as intellectual stimulation, encouraging creativity and innovation	Freq	98	38	6	2.289
		%	69.0	26.8	4.2	
15	The extent of your immediate leaders have being role models for followers	Freq	113	20	9	2.063
		%	79.5	14.1	6.3	
16	The level of your immediate leaders' proactiveness to manage momentum for the greatest success	Freq	105	25	12	2.056
		%	74	17.6	8.4	

Sources: MoE survey data, 2023

To decide on the extent of the skill and quality of leaders in MoE different questions with their rating responses are tabulated in Table 6; which are interpreted separately as follows:

Concerning item 1, The subjects were asked to respond on the extent of Leaders' cooperative work with their staff members in MoE for the leading institution for change; 86(60.5%) of the respondents rated low and 20(14.1%) of the minority respondents rated the issue as low. This implies work is done by individuals separately without the cooperation and that institutional teamwork or institutional development and change didn't have attention; and according to the 2nd statement in the above table, 5, 97(68.3%) respondents rated low for employee motivation creation by leaders in the institutional change process, while, 12(8.3%) of respondents rated high.

Item 3 of Table 5 states the extent of leaders' communication on benefits gained from the Institutional change to the stakeholders; in which 99(69.7%) of respondents rated it low and the minorities 16(11.3%) of respondents rated it high. This is related to failures in awareness creation in statements of Table 11 which had lack of openness in order to build trust, employees' initiation, commitment and others in institutional change.

Concerning statement 4 in Table 5, the level of quality of leaders in managing human, material, financial & information resources efficiently is rated low by majorities 104(73.3%) of the participants and rated high by minorities 11(7.7%) of the respondents. This implies as there is a poor resource management system in the institution. More information from the interview with INT2 states that;

The institution MoE had sufficient resources in terms of human, materials, financial, and others available for institutional transformation. However, still there is a poor resource management system in terms of not using for the intended purpose, a weak follow-up system, and repairing material resources for reusing (Interview headed in May, 19/2023).

As seen in item 5 of table 5, 101(71.1%) and 16(11.3%) of respondents rated low and high respectively the level of Leaders in MoE work to make members of the staff more active participants in leading institutions for change. This indicates that institutional change is an abandoned task for nothing; and according to item 6 in table 5 about the degree of leaders' capability for evaluating, making fair judgments, and ability to plan for institutional change 101(70.2%) and 13(9.1%) of respondents rated low and high respectively. The rate of majorities shows the poor management system in the institution; particularly, in leading institutions for

change. Moreover, information in the FGD initiates the idea as most leaders are not more capable than experts in performing planning, evaluation, and judgments; and leaders have unidentified leading styles; mostly shown as laissez-faire and from unwanted situations used dictatorial for revenge. That leads all of them to an unstable working environment and developed distrust.

Concerning statement 7 of the above Table 5; 106(74.7%) and 11(7.7%) of respondents rated low and high respectively the extent of leaders' ability to translate the vision of the institution into action during practicing the change. This indicates that leaders of MoE can't play the leadership role in institutional change; which shows weak communication of vision, direction, mission and major values of the institution for concerned bodies or participants.

As observed in item 8 of Table 5, the degree of Leaders monitoring the effectiveness of the institutional change rated by 107(75.3%) and 9(6.3%) of respondents low and high respectively. This indicates that as majorities of respondents rated low there are no monitoring activities of institutional change.

According to statement 9 of Table 5, 104(73.3%) and 11(7.7%) of respondents rated the extent of leaders' ability to develop SMART plan for institutional change in MoE as low and high respectively. This means there is a lack of capacity building to develop the skill of planning for leading institutions for change; and while as seen in item 10 in Table 5, the extent of leaders' ability to create team spirit among members of the staff to lead the institution for change is rated by 101(71.2%) and 14(9.8%) respondents with low and high respectively. This implies that there are institutional change tasks done in a scattered manner.

Regarding statement 11 in Table 5, which deals with the level of leaders' ability to use participatory decision-making in the change process rated by the majority of respondents 103(72.5%) low whereas 14(9.8%) respondents rated it high. Which implies the decision-making process is centralized by leaders. Moreover, information from the interview with INT1:

There is different structural reformation established at different times in the institution; which depended on the will of the institutional core leader or H.E minister. All performing changes in the institution were out of the information and contribution of the institutional change executive department. However, the job description of the institutional change executive office which was provided by FDRE civil service commission on page 2,2021

states that, "it improves the institution's reform operating system by integrating change tools".

As seen in item 12 of Table 5, 68(47.9%) and 19(13.4%) of respondents rated the level of leaders' usage of technology for institutional change as low and high respectively. This shows that technological advancement is deprived by leaders in the institution at a kick-off; that is the obstacle to institutional transformation to a technological operating system.

Concerning item 13 in Table 5, the degree of leaders in making the working environment conducive is rated by respondents as 87(61.3%) low and 12(8.4%) high. As majorities of respondents' rate, the working environment in MoE is full of difficulties. This is related to the analysis of item 10 in Table 5, the weak creation of a team spirit operating system in the Institutional change process; and also, item 14 in Table 5, the extent of leaders' approach as intellectual stimulation, encouraging creativity and innovation was rated 98(69%) low and 6(4.2%) high. This implies that the working approach of leaders in MoE is another problem for institutional change as most of the respondents rated it low of weak intellectual stimulation, encouraging creativity and innovativeness.

As shown in item 15 of Table 5, 103(79.5%) and 9(6.3%) of respondents rated the extent of leaders being role models for followers is low and high respectively. This shows that there is no performance quality difference between leaders and followers in the institution.

According to item 16 of Table 5, the level of leaders' proactiveness to manage momentum for the greatest success is rated 105(74%) low and 12(8.4%) high respectively. This indicates that institutional change tasks are not intended to be a success. That is why the majority of respondents rated it low proactiveness of leaders.

Generally, the skill and qualities of leaders in the leading institution for change are intended as below from expected level as an average mean of 2.252 shows the performance as majorities of respondents in all related questions rating under the expected level or low.

Table 6: The extent of quality of Experts in the Ministry of Education

R. No	Statements		Low	Medium	High	Mean
1	The extent of the culture of teamwork in MoE as intended by experts for institutional change	Freq	52	60	30	2.232
		%	36.6	42.3	21.1	
2	The extent of employees works with open dialogues as a part of the team	Freq	72	43	27	2.642
		%	50.7	30.3	19	
3	The extent of employees' commitment to changing institution	Freq	71	37	34	2.634
		%	50	26.1	23.9	
4	The level of trust in experts when they are doing their job for institutional change	Freq	71	37	34	2.394
		%	50	26.1	23.9	
5	The level of effectiveness of experts in MoE for institutional change.	Freq	78	42	21	2.577
		%	54.9	29.6	15.5	
6	The degree of organizational core values to improve the ability of employees to communicate each other in institutional change process.	Freq	68	57	17	2.599
		%	47.9	40.1	12.1	
7	The extent of sharing a common perspective among employees from different parts of the organization about institutional change.	Freq	86	41	15	2.106
		%	60.5	28.9	10.6	

Source: survey data of MOE, 2023

To determine the degree of the practice of institutional change in MoE; dealing with the quality of experts or participants is an inevitable issue that is analyzed as follows:

Item 1 in Table 6, deals with the extent of the culture of teamwork in MoE as intended by experts for institutional change. This idea is rated by majorities 52(36.6%) of the respondents as low, the minorities 30(21.1%) respondents rated it high. This indicates that the culture of teamwork which is needed for institutional change is unusual.

Regarding item 2 in Table 6, the majority of respondents 68(47.9%) rated low the extent of employees' work with open dialogues as a part of the team; whereas the minorities of respondents 19(13.4%) rated low. This shows that, in the institution, there is a strong hierarchy and commandment in task performance.

As seen in item 3 of Table 6, the extent of employees' commitment to changing institutions is rated by 71(50%) of respondents as low and 34(23.9%) of respondents rated high. This implies there is no shared vision in the institution for institutional change; that retarded the commitment of staff members. Moreover, information from the interview of INT1 shows:

Most of the tasks in the institution were performed by the will and directions of core leaders instead of planned situations. That confused experts and working departments to operate their tasks in a committed way.

According to the statement of item 4 in Table 6, which deals with the level of trust in experts when they are doing their job for institutional change. This is rated by the majority of respondents 71(50%) low and other minorities 34(23.9%) of respondents rated high. This indicates that experts and leaders are in looking at each other for performing tasks in institutional change that leads to inefficiency and ineffectiveness' as concerning item 5 of Table 6, majorities of respondents 78(54.9%) rated low for the level of effectiveness of experts in MoE for institutional change, and other minorities 22(15.5%) rated high. This shows there is a gap in knowledge, awareness, and commitment of participants to do tasks in the institutional change process as indicated above analyzed statements.

Regarding the statement under item 6 in Table 6, the majority of respondents 68(47.9%) rated the degree of organizational core values to improve the ability of employees to communicate with each other in the institutional change process low whereas the minorities 17(12%) of the respondents rated it high. This indicates as there is a problem of shared institutional core values which improves the quality of experts communicating with each other. As seen in item 7 of Table 6, the extent of sharing a common perspective among employees from different parts of the organization about institutional change is rated by majorities 86(60.5%) of respondents as low while the minorities 15(10.6%) of respondents see it high. This is obvious that without

commitment, trust, and knowledge the common perspectives and having common values in the institution cannot be able to being.

Generally, all stated questions for determining the quality of employees in MoE needed for institutional change as tabulated in Table 6 were seen by the majority of respondents as an average mean of 2.455 indicating as there were failures that should be tackled.

Table 7: The Extent of Work Environment and Culture Conduciveness for Institutional Change

R. No	Statements		Low	Medium	High	Mean
1	The degree of conduciveness of work environment culture in MoE for institutional change	Freq	50	63	29	2.221
		%	35.2	44.4	20.4	
2	The extent of the working culture environment invites teamwork	Freq	63	59	20	2.570
		%	44.4	41.5	14.1	
3	The degree of encouragement of innovation for institutional change	Freq	94	36	10	2.261
		%	66.2	25.4	8.4	
4	The level of conduciveness of institutional structure for institutional change	Freq	78	47	17	2.246
		%	54.9	33.1	12	
5	The level of transparency in reform activities in MoE	Freq	93	31	18	2.113
		%	65.5	21.8	12.7	
6	The extent of programmed performance appraisal and evaluation of institutional change	Freq	89	38	15	2.176
		%	62.7	26.8	10.6	
7	The level of the approach of consistency to doing works of institutional change	Freq	93	36	13	2.077
		%	65.5	25.4	9.2	
8	The level of workable approach relationship between leaders and the staff for institutional change	Freq	100	27	15	2.239
		%	70.4	19.0	10.6	

Source: survey data of MoE, 2023

The other opportunity to deal with the practice of institutional change in MoE is discussing work environment and work culture as tabulated different issues in Table 7 as follows.

As can be seen in item 1 of Table 7, which deals with the degree of conduciveness of work environment and culture in MoE for institutional change. This is rated by the majority of respondents 50(35.2%) low and other minorities 29(20.4%) rated it high. This implies that there are challenges facing the institution for institutional change.

According to the statement under item 2 of Table 7, the majority of participants 63(44.4%) rated the extent to of the working culture environment invites teamwork as low, and the other 20(14.1%) rated it high. This shows that there is no relationship between the working environment and culture with team spirit in the institution during the operation of institutional change; which was related with the item 3 of Table 7, that states the degree of encouragement of innovation for institutional change is rated by the majority of respondents 94(66.2%) as low, and 10(8.4%) of minorities rated high. This indicates that tasks of institutional change in MoE are performing as usual and innovative activities related to technological opportunities are abandoned.

Concerning item 4 in Table 7, the statement deals with the level of conduciveness of institutional structure for institutional change; which is rated by majorities of respondents 78(54.9%) as low, and the other 17(12%) respondents rated it high. This shows there are structural problems challenging institutional change in MoE. Moreover, information from FGD stated: Structural designs in MoE are completely provided by the will of delegated ministers instead of institutional change agents as observed by different consecutive appointed ministers of MoE. Which made employees dissatisfied and lose work commitments. Generally, there is violence against employment rights related to institutional structure that leads to no change in the working system instead of innovation.

According to item 5 in Table 7, the majority of respondents 93(65.5%) rated the level of transparency in reform activities in MoE as low and other minorities 18(12.7%) rated it high. This implies that there are leadership problems in terms of communication for doing institutional change in a transparent way.

As seen in item 6 of Table 7, 89(62.7%) and 15(10.6) of respondents rated low and high respectively the extent of programmed performance appraisal and evaluation of institutional change. This indicates that the performance appraisal, evaluation, and follow-up activities are going to collapse instead of being initiatives that strengthen institutional change and made-up commitment of participants.

According to item 7 in Table 7, the level of the approach of consistency to doing works of institutional change was rated low by most of the respondents 93(65.5%) and the other 13(9.2%) respondents rated it high. This shows that even there is institutional change in the MoE done in a scattered manner. This means that capturing lessons from the previous performance for the great success of the future is abandoned. On the other hand, the last statement 8 of Table 7, the level of workable approach relationship between leaders and the staff for institutional change is rated low by the majority 100(70.4%) of respondents while other minorities 15(10.6%) of respondents rated it high. This indicates the relationship between leaders and employees does not smooth enough for work which deteriorate the working culture of institutional change or development.

Generally, the idea based on the work environment and working culture in the institution MoE related with institutional change as shown in average mean 2.238 is in risk needed to be tackled as the majority of respondents in each of statements rated low.

Table 8 :The Degree of Resource Management in the Ministry of Education

R.No	Statements		Low	Medium	High	Mean
1	The degree of the capacity of leaders to manage human, material, financial, and technological resources in MoE to lead the change.	Freq	97	31	14	2.332
		%	68.3	21.8	9.9	
2	The level of efforts of leaders in MoE to create awareness of resource management in leading institutions for change	Freq	98	32	12	2.225
		%	69	22.5	8.4	
3	The extent of budget allocation for institutional change	Freq	28	21	93	3.444
		%	19.7	14.8	65.5	
4	The level of adaption in the application of information technology for institutional change	Freq	62	64	16	2.556
		%	43.7	45.1	11.3	
5	The extent of the culture of storage and using credible information for institutional change	Freq	98	28	16	2.056
		%	69	19.7	11.3	
6	The extent of implementation of the allocated budget for institutional change as targeted	Freq	96	25	21	2.345
		%	67.6	17.6	14.8	
7	The level of contribution of staff members in managing institutional properties during institutional change	Freq	65	60	17	2.521
		%	45.8	42.3	12.0	

Source: survey data of MoE,2023

The other point of institutional change practice is resource management. Which contains about 7 statements to be analyzed depending on the respondents' rating scale as follows:

As can be seen from item 1 of table 8, stated as the degree of the capacity of leaders to manage human, material, financial, and technological resources in MoE to lead the change. This is rated low by majorities 97(68.3%) of the respondents whereas other minorities 14(9.9%) of the respondents rated it high. This shows the challenging problems of the management system caused unnecessary wastage of resources in the institution in order to lead the institution to change.

Regarding item 2 in Table 8, The level of efforts of leaders in MoE to create awareness on resource management in the leading institution for change is rated low by the majority 98(69%) of the respondents while the minorities 12(8.4%) rated it high. This shows the capacity building of employees on wise usage of resources and the management system is poor or beyond the effort of leaders in the institution.

According to item 3 in Table 8, the extent of budget allocation for institutional change is seen in positive ways by respondents like 93(65.5%) and 28(19.7%) high and low respectively. This shows the institutional budget capability and the attention to institutional change. However, the problem is with the management system as seen in above item 2. Moreover, information strengthening this idea from interviews 1 and 3 deals:

As the institution MoE has no difficulties with the budget for operating its tasks gained from government and NGOs. However, budget allocation is established by the will of leaders instead of the work plan established by the work units. In different work situations departments can use beyond the allocated budget; which is the implication of a poor management system of budget (interview held on May 19, 2023).

Regarding the statement of item 4 in Table 8, the majority of respondents 62(43.7%) rated low the level of adaption in the application of information technology for institutional change whereas other minorities of respondents 16(11.3%) rated it high. This shows that loss of attention for institutional change; unless working as usual; this was why item 5 in Table 8, discussed as 98(69%) and 16(11.3%) of respondents rated the extent of culture of storage and using credible information for institutional change as low and high respectively. The majority of participants' rate indicates a poor management system of information. This was built with information from group discussion as the weakness in the information management system wastes different information like students' and teachers' all information with documents which should not be lost during the civil war in the northern part of Ethiopia in consecutive two years 2021-2022.

As seen in item 6 of Table 8, the statement deals with the extent of implementation of the allocated budget for institutional change as targeted and which is rated by majorities of respondents 96(67.6%) low and other 21(14.8%) participants rated it high. Based on majorities rating scale the allocated budget of the institution didn't implement for targeting issues. That is related to the above resource management problems so as to be solved.

Regarding the statement of item 7 in Table 8, 65(45.8%) of participants rated low the level of contribution of staff members in managing institutional properties during institutional change whereas other minorities of participants 17(12%) rated it high. This implies the ownership

intention disparities between leaders and employees and a lack of shared common vision or perspectives for institutional change.

Generally, the issues of the resource management system in the institution as shown with an average mean of 2.339 are needed for the improvement of the operating system except for the budget allocation which had an average mean of 3.444 to be used for targeting units sufficiently.

Table 9: The level of skill in planning and communication of institutional change

R. No	Statements		Low	Medium	High	Mean
1	Level of Leaders' capability to create a detailed plan of institutional change	Freq	102	24	16	2.180
		%	71.9	16.9	11.3	
2	The degree of Communication channels openness.	Freq	100	28	14	2.099
		%	70.4	19.7	9.9	
3	The level of transparency on the strategic direction of the institutional mission	Freq	91	35	16	2.289
		%	64.1	24.6	11.3	
4	The extent of follow-up and support of institutional change implementation in MoE	Freq	96	37	9	2.035
		%	67.6	26.1	6.3	
5	Level of Leaders' vision to create a clear direction for institutional change	Freq	97	38	7	2.33
		%	68.3	26.8	4.9	

Source: survey data of MOE, 2023

The level of skill in planning and communication of institutional change is one determining the issue of institutional change practice to be analyzed by the rate of respondents.

As can be seen in item 1 in Table 9, the Level of Leaders' capability to create a detailed plan of institutional change is rated low by majorities 102(71.9%) of respondents while 16(11.3%) of respondents rated it high. This indicates the absence of continuous investment to build the capacity of leaders on planning institutional change decided by majorities.

Regarding the statement under item 2 in Table 9, the majority 100(70.4%) of respondents rated low the degree of Communication channels openness whereas the other 14(9.9%) of participants rated it high. This shows that there is a commandment and absence of transparency in the implementation of leadership for institutional change.

According to item 3 in Table 9, 91(64.1% and 16(11.3%) respondents rated the level of transparency on the strategic direction of the institutional mission as low and high respectively. This is related to the above statement in item 2 of the same table, which shows leadership style problems in the institution. On the other hand, the statement in item 4 of Table 9, deals with the extent of follow-up and support of institutional change implementation in MoE. The majority of participants 96(67.6%) rated this statement low while 9(6.3%) respondents rated it low. This indicates that routine tasks or unplanned institutional change tasks are taking place where planned work is to be implemented, follow up, and evaluated. That is the factor for item 5 in Table 9, the outstanding number 97(68.3%) of respondents rated low the level of Leaders vision to create a clear direction for institutional change while the other 7(4.9%) participants rated it high. This shows the lack of capacity, skill, and ability of leaders to create directions and strategies for the established vision of institutional change.

Generally, the issue of planning and communication skills in the institution according to the rate of statements with the average mean of 2.187 by the majority of participants needed to be improved.

Table 10: The Political, social, and policy environment

R. No	Statements		Low	Medium	High	Mean
1	The level of Convenience of the political environment in MoE to lead the institution for change especially based on the appointment of leaders	Freq	98	28	16	2.603
		%	69	19.7	11.2	
2	The extent of financial support from the government for institutional change	Freq	25	25	92	3.493
		%	17.6	17.6	64.8	
3	The level of contribution of NGOs in MoE to facilitate the institution for change	Freq	15	38	89	3.528
		%	10.5	26.8	62.7	
4	The level of socio-cultural interaction of the institution with communities and stakeholders to lead the change	Freq	104	24	14	2.275
		%	73.3	16.9	9.9	
5	The extent of initiation of the Constitution, policies, and other laws of the country for institutional change	Freq	27	20	95	3.472
		Percent	19	14.1	66.9	

Source: survey data of MoE, 2023

The last issue of the practice of institutional change in MoE is political, economic, and social considerations analyzed as follows:

According to item 1 in Table 10, the majority of respondents 98(69%) rated low the level of Convenience of the political environment in MoE to lead the institution for change while the other 16(11.2%) of the respondents rated it low. This indicates that, the interference of politics in the institutional change process. During the data gathering, the researcher tried to further investigate the targets of political situations in the institution as replied by interviewees 1,2,6 and 7:

The warmed political issues influencing the institutional operational system are situational appointment and disappointment of core leaders of MoE. Ministers and deputies of MoE are politically appointed leaders who were assigned by the leading political party of the country. This faces a challenge in the institution when the implementation of tasks according to professionalization with the concept of secularism. Every consecutive appointed political leader of the MoE tries to do institutional change tasks with their personal views but not developing institutional shared views. This is why the leaders and employees haven't a common institutional commitment and views (interview headed on May 19, 2023).

According to item 2 in Table 10, the extent of financial support from the government for institutional change is rated high by the majority 92(64.8%) of respondents and 25(17.6%) respondents rated it low. This implies that financial issues are not the problem of the institution for change unless the management part should be intended. While in item 3 of Table 10, the majority of participants 89(62.7%) rated high the level of contribution of NGOs in MoE to facilitate the institution for change while the other 15(10.5%) of the respondents rated it low. This indicates as there is another financial source in the institution beyond the government-allocated budget. Regarding the issue, the researcher has seen budgetary documents in the executive of strategic issues work unit: In the institution, there are different contributors to institutional transformation in different programs like GEQIP (1_5 & E), UNICEF, CARTER, PACKARD FOUNDATION, UNESCO HWAWI TECHNOLOGY FOR OPEN SCHOOLS ALL PROJECT, USAID, etc. with donating funds in order to implement the educational projects. I.e., quality of

education, gender and inclusive learning, technological alignment of education, nutrition, curriculum development and printing, psychosocial training, etc.

Concerning item 4 in Table 10, the level of socio-cultural interaction of the institution with communities and stakeholders to lead the change is rated low by majorities 104(73.3%) of participants whereas 14(9.9%) of respondents rated it high. This implies that, as an educational institution MoE didn't have positive and intellectual socio-cultural interactions with communities and stakeholders. This means in order to have a contribution from the community and stakeholders the institution didn't have work relationships in terms of planning, follow-up, and evaluations.

According to item 5 in Table 10, 95(66.9%) of respondents rated high the extent of initiation of Constitution, policies, and other laws of the country for institutional change while 27(19%) of participants rate low. This indicates that institutional change is adapted and needed for success so as to be done in the institution. This means there are no challenges from the policies and laws of the country facing institutional change performance in any way.

4.2.2. Preparations of MoE for institutional change

The second objective of this study is to identify the preparation of MoE for change to be analyzed by the data from the respondent's agreement and disagreement. This issue is crucial for deciding on the conclusion and recommendations of the thesis.

Leadership for institutional change needs appropriate preparation in terms of the availability of resources and identification of leadership style/behavior. This was why the researcher identified the issue as the basic point of this study. The respondents were asked to show their agreement level on raised statements as organized responses tabulated in Tables below.

4.2.2.1. knowledge and Awareness of Institutional Change

Table 11: The Extent of Knowledge and Awareness of Institutional Change

R.No	Statements		Low	Medium	High	Mean
1	Level of employees' awareness of institutional change in MoE	Freq	66	19	57	2.60
		%	46.4	13.4	40.1	
2	The extent of skill for doing institutional change in MoE	Freq	76	41	25	2.57
		%	53.6	28.9	17.6	
3	The degree of your immediate Leaders' knowledge in MoE on the leading institutions for change	Freq	101	22	19	2.387
		%	71.1	15.5	13.4	
4	The level of Continuous investment to develop the skills of employees in the organization	Freq	119	19	4	2.042
		%	83.8	13.4	2.8	

Sources: MoE survey data, 2023

As can be seen from Table 11, the subjects were asked to respond to the level of awareness of employees on institutional change; 66(46.4%) and 57(40.1%) of participants responded low and High respectively. This implies that the majority of respondents rated the awareness of employees on the institutional change as low and there are minorities who responded high. More the leader interviewees of INT1,3, and 7 told to the researcher:

Relating to the turnover of core leaders or ministers of the MoE there is different structural rearrangement which leads them unable to build awareness or capacity of participants in the institutional change constantly. As stated by Fawole, 1999, the repositioning of African leaders challenges institutional development.

According to item 2 of Table 11, the respondents were asked to rate the extent of skill for doing institutional change in MoE; 76(53.6%) of them were rated low skill and the minorities 25(17.6%) of participants rated it high. This implies that, the place where the low level of awareness creation may not have the skill of participants. That was the case for the statement of No 3 in Table 11, 101(71.1%) respondents rated low the degree of leaders' knowledge of the institutional change, and for other minorities, 19(13.4%) respondents rated it high. This indicates an institutional change was not considered and there was no experience learned from the issue.

According to item 4 in Table 11, on continuous investment to develop knowledge and skill of participants in institutional change 119(83.8%) and 4(2.8%) of respondents rated low and high respectively. This indicates that everyone is busier with routine and daily work than institutional development. When routine work implies unplanned and not institutional change-concerned that made the working unit members busy for a long time.

Generally, the performance of knowledge and awareness creation for participants on the institutional change as the average mean showed 2.4 is not given the concerned attention; for this reason, the knowledge and skill of experts and leaders on institutional change are not that much. An idea from the focus group discussion strengthened these failures stated as There are so many workshops and pieces of training in the institution established with different stockholders in different tasks. however, most of these activities are lost their targets, unless, intended as business benefits. There are different indicators of these failures as the selection of participants in different meetings and pieces of training are not based on guidelines for the tasks concerned and then none of the follow-up activities.

Table 12: The performance of preparation of the institution for change.

R. No	Statements		Dis agree	Neutral	Agree	Mean
1	Your immediate leaders in MoE are influential needed for institutional change	Freq	115	6	21	2.176
		%	90	4.2	14.8	
2	There are sufficient resource materials for institutional change in MoE	Freq	16	19	107	3.754
		%	11.2	13.4	75.4	
3	There are sufficient human resources for institutional change in MoE	Freq	14	17	111	3.859
		%	9.9	12.0	78.2	
4	There is a technological opportunity in MoE for institutional change	Freq	8	17	117	3.880
		%	5.6	12.0	82.4	
5	MoE has experience in institutional transformation	Freq	72	46	24	2.613
		%	50.7	32.4	16.9	
6	There is an effectively organized reform work group in MoE that operates institutional change as an agent	Freq	102	26	14	2.261
		%	71.9	18.3	9.9	
7	The structural performance of MoE initiates the staff motivation for institutional change	Freq	107	22	13	2.141
		%	75.4	15.5	9.1	
8	There is a reliable management system for institutional change	Freq	86	36	20	2.373
		%	60.6	25.4	14.1	
9	The institution has enough infrastructure which motivates the institutional change	Freq	18	17	107	3.732
		%	12.7	12.0	75.4	

Source: survey data of MOE, 2023

As can be seen in item one from table 12, which states that the leader's influence ness needed for institutional change; the majority of respondents 115(90%) disagreed on the issues whereas other minorities 21(14.8%) of respondents agreed. This indicates that the important issue of leadership influence ness for institutional change cannot fit the intended implementation; which needs urgent action to prepare.

According to item 2 of above Table 12, the appreciated number 107(75.4%) of participants agreed on the sufficient availability of resource materials for institutional change in MoE, and the other 16(11.2%) of participants disagreed. So, the intended institutional change in MoE material resources cannot be the problem facing the challenges.

Regarding item 3 in Table 12, on the sufficiencies of human resources for institutional change in MoE, the outstanding number 111(78.2%) participants agreed and only 14(9.9%) respondents disagreed. This shows still there is a sufficiency of human resources for what is expected institutional change as the majority of participants agree. Moreover, information from the interview with INT7:

Regarding human resources in the institution, there were about 900 staff members last year and today we have rearranged them and reduced them to 615 with their qualification concerning. Depending on the sufficiency and qualifications of human resources for institutional change there are no challenges in MoE (interview headed in May 2023)

According to the statement in item 4 of table 12, which deals with the technological opportunity in MoE for institutional change is viewed as agreement by most 117(82.4%) of the respondents while 8(5.6%) of participants disagreed. This implies that, as there are opportunities for technologies related to IT, databases, and digitalization that can be used for institutional transformation in MoE.

Regarding the issue of item 5 in Table 12, 72(50.7%) and 24(16.9%) of the respondents disagreed and agreed respectively on the experiences of institutional transformation in MoE. This indicates as the majority of respondents that there were no experiences of institutional change; unless, as minorities about 16.9% of participants as there are implications of transformations in institutions.

As a general, we can expect that with different challenges structural rearrangement may take place but not radical transformation in the institution.

Concerning item 6 in Table 12, an outstanding number of 102(71.9%) participants disagreed on the effectively organized reform work group in MoE which operates institutional change as an agent, and the other 14(9.9%) participants agreed. This shows that even, physically structured institutional change executive has no the power to operate the change as majorities of agreement. Which is interpreted as qualified enough to strengthen with qualitative information in the above basic question under item 4 in Table 8.

According to item 7 in Table 12, the Structural performance of MoE initiates the staff motivation for institutional change disagreed most 107(75.3%) of participants whereas, 13(9.1%) of respondents agreed. This indicates that, as above item 4 of Table 8 discusses structural designing and rearrangement of the staff in the institution is mostly organized by the will of small groups having the power as ministers. This leads the staff dissatisfaction and distrust in their performance.

As seen in item 8 of table 12, majorities 86(60.6%) of respondents disagreed on the reliability of the management system for institutional change while other 20(14.1%) of the participants agreed. This shows that an organized institutional change management system is not a well-established needed improvement in MOE.

According to item 9 in Table 12, the issues dealing with the institution having enough infrastructure which motivates the institutional change are agreed by the majority 107(75.4%) of participants; while a small number 18(12.7%) respondents disagreed. This implies the sufficiency of infrastructures in the institution that are needed for expected institutional change.

Generally, the issue of institutional change preparation in MOE can be seen in two dimensions as I got from the data analysis. First, resources like; material, human, financial, and infrastructures which are needed for intended institutional change available in MOE that is indicated by the mean between 3.732 and 3.880; while the second, the systematic and organized management system and practice of institutional changes are facing different challenges as the average mean shows 2.313.

4.2.3. Strategies for institutional change

Identification of strategies and leadership behaviors for institutional change is crucial in the institution. Therefore, related issues or statements were addressed for respondents to be decided for agreement or disagreement as tabulated in Table 13 and analyzed accordingly with respective interpretations and discussions.

Table 13 Strategies to be in Place for institutional change

R. No	Statements		Dis agreement	undecided	Agreement	Mean
1	Target work groups with basic information on institutional change are provided	Freq	58	66	18	2.095
		%	40.8	46.5	12.7	
2	Trust building system for institutional change is established in MoE	Freq	100	29	13	2.134
		%	70.5	20.4	9.2	
3	The system of performance appraisal and evaluation is established	Freq	78	50	14	2.479
		%	54.9	35.2	9.9	
4	A constructive reward system for institutional change is established	Freq	113	18	11	2.211
		%	79.5	12.7	7.7	
5	There is an accountability system provided for institutional change	Freq	105	24	13	2.268
		%	74	16.9	9.1	
6	Leadership persuasiveness is built	Freq	77	50	15	2.521
		%	54.2	35.2	10.6	
7	Experts' engagement with ownership behavior in institutional change is developed	Freq	97	30	15	2.366
		%	68.3	21.1	10.6	
8	Leaders are proactive to manage momentum for the greatest success	Freq	108	24	10	2.246
		%	76	16.9	7	

Source: survey data of MOE,2023

Identifying the best strategies is essential to bring successful institutional change that is why I take it as an objective for my studies to be analyzed as follows:

As can be seen under item 1 in Table 13, majorities 58(40.8%) of the participants disagreed and other 18(12.7%) of them are agreed with the presence of target work groups with basic information on institutional change in MOE. This shows that the absence of influence from the institutional change executive unit for institutional transformation. That leads as the statement of item 2 of

Table 13, which deals with the establishment of trust building system for institutional change in MoE. Most of the participants 100(70.5%) disagreed on the issue while 13(9.2%) of them agreed. This shows as findings in the above practice of institutional change, there was the absence of trust between leaders and experts under item 4 in Table 7 as majorities decided that it was still not intended to establish the trust-building system for institutional change.

According to item 3 in Table 13, the majority of respondents 78(54.9%) disagreed and the other 14(9.9%) of them are agreed on the system of performance appraisal and evaluation being established. This is the cause for failures of both the next consecutive items' reward system (113(79.5%) respondents' disagreement and 11(7.7%) agreement) and the system of accountability (105(74%) disagreement and 13(9.2%) respondents' agreement). This indicates the performance level of the institution and the staff is not identified and still there is no preparation for the institutional change.

Regarding item 6 in Table 13, 77(54.2%) and 15(10.6%) respondents disagreed and agreed respectively on the building of leadership persuasiveness in the institution which is crucial for institutional change. This shows the weakness of leadership commitment to decide on institutional change. On the other hand, item 7 in Table 13 deals with the engagement of experts with ownership behavior in institutional change. Majorities of the participants 97(68.3%) disagreed on the issue while 15(10.5%) of them agreed. This indicates there are no opportunities for employees to engage in institutional change. This leads them to abstain from institutional change as owners.

According to the last item of strategies of institutional change under number 8 in Table 13, majorities of participants 108(76%) disagreed and 10(7%) of them are agreed on the proactiveness' of leaders to manage momentum for the greatest success. This indicates the weakness of the management system as indicated under different issues of practice, preparation, and strategical situations of institutional change in MOE depending on the majority of participants.

Generally, according to the identification of strategies for institutional change in MOE depending on the respondent's agreement average mean of 2.29 indicates no more identified strategies for institutional change.

4.2.4. The Success and Failures in Leading Institutions for Change

Overviewing the indicators of success and failures is essential to determine institutional change performance and identify challenges facing the institution for leading to change. Thus, about 18 statements were provided on both success and failure for participants to be decided on agreement or disagreement which is crucial to analyze depending on their responses.

Table 14: The Success in Leading Institutions for Change

R. No	Statements		Disagreement	Neutral	Agreement	Mean
1	Change management system in MoE motivates institutional change	Freq	92	32	18	2.422
		%	64.8	22.5	12.7	
2	There is integration in MoE for institutional change	Freq	95	20	27	2.486
		%	66.9	14.1	19	
3	Planning and analysis of institutional change in MoE are discussable.	Freq	94	25	23	2.465
		%	66.2	17.6	16.2	
4	Human aspects are considered in institutional change	Freq	101	20	21	2.254
		%	71.1	14.1	14.8	
5	The impacts of institutional culture are considered	Freq	90	32	20	2.373
		%	63.4	22.5	14.1	
6	Institutional change is customer based in MoE	Freq	91	36	15	2.387
		%	64.1	25.4	10.6	
7	There is Consideration and capturing lessons from previous change	Freq	102	25	14	2.282
		%	72.6	17.6	9.9	
8	There is visible risk management in the institution	Freq	95	25	22	2.408
		%	67	17.6	15.5	
9	Uncertainty in institutional change is reduced	Freq	106	26	10	2.183
		%	74.7	18.3	7	
10	Required environmental conditions for institutional change are identified	Freq	103	26	13	2.317
		%	72.5	18.3	9.2	
11	Competences and responsibilities are determined	Freq	101	26	15	2.324
		%	71.1	18.3	10.6	
12	Confidence for institutional change is established	Freq	103	28	11	2.035
		%	72.5	19.7	7.7	
13	There is the usage of professional consultation for institutional change	Freq	91	38	13	2.387
		%	64.1	26.8	9.2	

Source: survey data of MOE May 2023.

According to the statement under item 1 in table 14, which stated that the change management system in MoE motivates institutional change. Majorities of participants 92(64.8%) disagreed while 18(12.7%) of them are agreed. This shows the problem related to the management system in the institution that can challenge the institutional change in MoE. As additional information about management systems qualitatively gathered shows: the problem of management system organization depending on appointed political leaders of MOE personal and political views so as should have been professional, consistent, coherent, and institutional in a holistic manner (FGD data held May 22/2023).

As seen in item 2 of Table 14, an outstanding number of 95(66.9%) of participants disagreed on integration in MoE for institutional change whereas 27(19%) of them agreed. This indicates that, as the majority's disagreement there are multiple challenges of personal, professional, and work integration for institutional change.

Regarding item 3 in table 14, 94(66.2%) and 23(16.2%) of respondents are disagreed and agreed on the statement of planning and analysis of institutional change in MoE is discussable. This indicates there are problems related to the discussion on planning and performance of institutional change. As observed documents of meeting discussion minutes, there are no organized institutional minutes that deal with planning and performance appraisal as a whole; unless scattered written materials from some work units simple. That was why in item 4 of Table 14, 101(71.1%) of participants disagreed on the consideration of human aspects in institutional change while 21(14.8%) of respondents agreed on the same issue. This shows that there is no care for human behaviors and benefits as majorities decide and do as usual without the intention for institutional change.

Regarding item 5 in table 14, which is stated as impacts of institutional culture are considered. Most of the respondents 90(63.4%) disagreed while 20(14.1%) of participants agreed on the issue. This implies that the important issues of the work culture impact on institutional change haven't the consideration in planning and analysis as human aspects. On the other hand, the statement in item 6 of table 14, the majority of participants 91(64.1%) disagreed and 15(10.6%) of respondents agreed on the institutional change is customer based in MoE. This indicates the loss of cooperation with customers and stakeholders in task implementation during the institutional change.

As seen in item 7 of Table 14, on the statement of consideration and capturing lessons from previous change majorities 102(72.6%) of respondents showed disagreement while 14(9.9%) of respondents agreed. This shows as obviously known in the Ethiopian political situation taking a lesson from the previous for strengthening the future is abandoned instead the previous performance had the opportunity of destruction.

According to item 8 in table 14, 95(66.9%) and 22(15.5%) of respondents are shown disagreements and agreements respectively for the visibility of risk management in the institution. This indicates the loss of communication between the establisher and the implementer of the risk management system.

Concerning the statement under item 9 in table 14, which dictates the reduction of uncertainty in institutional change is decided disagreement by outsourcing number 106(74.7%) of participants, and other 10(7%) of respondents agreed on the issue. The response of majorities implies as there are problems of identification and talking system of uncertainty in institutional change.

As can be seen in item 10 of table 14, the 103(72.5%) majorities are shown disagreement on the issue related to the identification of required environmental conditions for institutional change whereas the other 13(9.2%) of participants agreed on the same issue. This shows performance for preparation of institutional change is lost.

Regarding the statement of item 11 in table 14, 101(71.1%) of participants disagreed on the determination of Competencies and responsibilities whereas other minorities 15(10.6%) of respondents agreed. The response of majorities implies that there are challenges in the identification and determination of competencies and responsibilities for institutional change.

According to item 12 in Table 14, which deals with the confidence creation for institutional change. That was disagreed by majorities 103(72.5%) of respondents and agreed about 11(7.7%) of participants. This indicates that the loss of commitment, problems of the management system, absence of shared common perspectives, loss of team spirit, and others wholistically lose the confidence for institutional change.

Concerning the last item 13 of the strategies in Table 14, The usage of professional consultation for institutional change is disagreed by majorities 91(64.1%) of participants and other 13(9.2%) respondents agreed on the issue. This shows as majorities of responses the usage of consultancy is abandoned for institutional change; unless the hired consultants are doing routine and usual institutional tasks as professional experts in the MOE.

Generally, according to the identification of strategies for institutional change based on an average mean of 2.33 from majorities of responses indicates the failures of strategical performance.

Table 15: Issues of Failures in leading institutional change

R. No	Statements		Dis Agreement	Neutral	Agreement	Mean
1	There is resistance to change in the institution	Freq	41	29	72	3.254
		%	28.9	20.4	50.7	
2	Rigid standards are developed in the institution	Freq	18	43	81	3.451
		%	12.7	30.3	57	
3	Change initiatives are viewed as time-limited/short-term	Freq	12	62	68	3.423
		%	8.5	43.7	47.9	
4	Your immediate leader is satisfied with small results	Freq	18	31	93	3.549
		%	12.7	21.8	65.5	
5	Change agents of MoE are getting busy with routine tasks	Freq	4	35	103	3.845
		%	2.8	24.6	72.5	

Source: survey data of MOE, May, 2023

When the indicators of success in institutional change were seen with analysis; it is essential to analyze the response of respondents on failures of institutional change as follows:

As can be seen in item 1 of Table 15, the statement deals with the presence of resistance to change in the institution. Of the majorities 72(50.7%) of the respondents agreed whereas, 41(28.9%) of participants disagreed on the issue. The majority of responses indicate that, the existence of change resistance to institutional change.

Regarding the statement in item 2 of Table 15, 81(57%) of respondents agreed on the Rigidity of the standards developed for the institutional change while other 18(12.7%) of participants disagreed on the same point. This indicates as discussed above the dependence of institutional change on the urgently changing institutional political leaders. That leads to unstable institutional situations challenging the intended changes.

On the other hand, in the statement in item 3 of Table 15, 68(49.7%) respondents agreed on the view of change initiatives as time-limited/short-term while other 12(8.5%) respondents disagreed

on the issue. The majorities of the agreements show the loose of knowledge on institutional change and still are not prepared to perform the expected change.

According to item 4 in Table 15, 93(65.5%) of the participants agreed on the leader's satisfaction with small results, and 12(8.5%) of respondents disagreed on the issue. This indicates that, failures in being a visionary leader and can't establish a long-term detailed plan of institutional change.

Concerning the last statement of item 5 in Table 15, 103(72.5%) of respondents agreed on the change agents of MoE are getting busy with routine tasks/unplanned and day to day tasks or not targeted tasks/ while minority 4(2.8%) participants disagreed with the same statement. This on the other hand shows planned detailed tasks for succeeding in the goal of institutional change are abandoned by the represented change agents in MOE.

Concerning the failures of institutional change depending on the majority of response average mean of 3.504 shows that the existence of failures needed to be talked about for the preparation of intended institutional change.

During the data gathering situation there was the fractional ideal difference in the respondents between leaders and experts especially in group discussion, i.e., leaders argued smooth and good institutional change leadership performance was available in the institution as they feel to hide the problems, while experts expose those all failures and challenges affect institutional change particularly poor leadership and management system with factual evidence. Experts concluded as the institution was alone structure with the name but no strategic works for institutional change expected for professional production of generation. After all, members of the group agreed on the problems of institutional change and feel on having cooperation with concerned stakeholders to build the institution with appropriate reforms. That was stated by different authors as the institutional change was affected by different challenges and poorly performed (Marr, 2010. Nigussie and Mberenguwa, 2009).

UNIT FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This part of the study deals with the summary of the major findings of the study, the conclusion drawn on the bases of the findings, and recommendations that are assumed to be useful in enhancing and tackling the challenges of institutional change.

5.1 Summary

The main purpose of this study was to assess the practices, preparations, strategies, and successes and failures of leading the institution for change as MOE. To address this purpose, the following basic research questions were raised:

What is the practice of leading the Ministry of Education for change?

What preparations are made for institutional change?

What strategies are in place for institutional change?

What are the success and failures in leading institutions for change?

To answer these questions descriptive survey design was employed. In the empirical investigation, the embedded mixed method was used. Data was collected from a total of 155 respondents constituting 134 employees and 21 leaders of MoE. The Data was collected using a questionnaire, interviews, focus group discussion, and document review. The data from the quantitative method was analyzed using frequency, percentage, and mean and the data from the qualitative method was analyzed using the narrative method for strengthening or constructing the results in quantitative data. After all the research came up with the following major finding.

5.1.1. Characteristics of the Respondents

For this study, the participating respondents were regular institutional task implementer experts, team leaders, heads of desks, CEOs, and assigned consultants of state minister drawn from the staff of the general education wing in the Ministry of Education as a sample.

5.1.2. Major Findings

The major findings of the study were the following: -

The Practices of Institutional Change in MOE

Regarding the Degree of Skill and Quality of Institutional Leaders in Ministry of Education contains the issues of the Leaders cooperative work with the staff members, leaders motivating employees for the institutional change process, leaders of communication on benefits gained from the Institutional change to the stakeholders, the quality of leaders in managing human, material, financial & information resource efficiently, leaders work to make members of the staff more active participant in leading institution for change, leaders capability for evaluating, making fair judgments and ability of planning for institutional change, leaders ability to translate vision of the institution into action during practicing the change, leaders ability for monitoring the effectiveness of the institutional change, leaders ability to develop SMART plan for institutional change, leaders ability to create team spirit among members of the staff to lead the institutional change, leaders ability to use participatory decision making in change process, leaders tendency to use technology for institutional change, leaders in making working environment conducive, leaders approach as intellectual stimulation, encouraging creativity and innovation, leaders have being role model for followers and leaders proactiveness to manage momentum for the greatest success were showed as in risk so as to be focused to solve for institutional change. The qualitative data shows that political interference in terms of appointment and disappointment of core institution leaders challenge institutional development. To this end, trust building, commitment formation, openness in communication, and the success of institutional change were expected with unity.

The extent of quality of Experts in the Ministry of Education was rated low by majorities of participants; its specific issues were the culture of teamwork as intended by experts for institutional change, employees working with open dialogues as a part of the team, employees' commitment for changing institution, the trust in experts when they are doing their job for institutional change, level of effectiveness of experts in MoE for institutional change, the degree of organizational core values to improve the ability of employees to communicate each other in the institutional change process and the extent of sharing a common perspective among employees from different parts of the organization about institutional change raised as a challenge.

Practices on the work environment and culture conduciveness for Institutional Change contained relevant statements like the degree of conduciveness of work environment culture, the extent of

working culture and environment invites teamwork, the degree of encouragement of innovation for institutional change, the level of conduciveness of institutional structure for institutional change, the level of transparency in reform activities, the extent of programmed performance appraisal and evaluation of institutional change, the level of the approach of consistency to doing works of institutional change and the level of workable approach relationship between leaders and the staff for institutional change were rated low each of the statements by most of the respondent. On the other hand, the practice of resource management system in MOE was rated low by majorities of respondents who responded to each of the statements; unless the budget allocation in the MOE for institutional change was rated high by the most of participants. The information from the interview with most of the interviewees shows that the availability of the resource in the institution was appreciable for institutional change; however, the challenge faced by the institution was the management system should be organized in the appropriate manner for change.

Concerning the level of skill in planning and communication of institutional change the statements like the capability of leaders to create a detailed plan, the degree of communication openness, transparency on direction, follow up and support, and also visionary of leaders were rated low most of the participants.

Another issue of practice for institutional change was political, economic, and social situations including political convenience and socio-cultural interaction with communities and stakeholders for institutional change was rated low by majorities of respondents while the issues of government financial support, the contribution of NGOs, and initiation of the constitution, policies and other laws of the country for institutional change was rated high by most of the participants.

Generally, practices of institutional change in MOE show that the sufficiency of resources, initiative support of the government, and contribution of NGOs for institutional change can be made a base for preparation and designing successful institutional transformation. On the other hand, basic issues like change management systems, capacity building or awareness creation on institutional change, creating a common shared vision and perspectives, openness in communication, cooperation with concerned bodies (participants on institutional change), the culture of team works and creation of team spirit, focusing on technological advancement or

digitalization, follow up and evaluation system, etc. needs the special improvement gained from participants in the study.

The Preparations of MOE for Institutional Change

Regarding the preparation of the extent of knowledge and Awareness of institutional change clearly showed up most of the respondents on the issues of level of awareness, leaders' knowledge, continuous investment in awareness creation, and the skill for doing institutional change reflected as there was a problem that needed to be tackled.

The presence of material and human resources, technological opportunities, and sufficiency of infrastructure needed for institutional change was appreciated ready to prepare for institutional change; while the influence of leaders, reliable management system, organization and empowerment of change work unit, motivation of structural performance, and experience in institutional change was pointed out to be a part of the plan for rearrangement to coincide with change.

Strategies for Institutional Change

Concerning the strategies in place for institutional change most of the respondents disagreed on the issues; provision of target groups with sufficient information for institutional change, the establishment of trust building system, performance appraisal and evaluation system, purposeful and constructive reward and accountability system, leadership persuasiveness, experts' engagement with ownership intention and leaders proactiveness' in institutional change.

Success and Failures in Institutional Change

Another important issue of this study was the issue of indicators of success and failures in institutional change. Therefore, concerning the success indicator issues majorities of respondents disagreed on: change management system motives in institutional change, an integration for institutional change, discussable of planning and analysis of institutional change, consideration for human aspects and impacts of institutional culture, institutional change has a customer base, Consideration and capturing lessons from previous change, provision of visible risk management,

uncertainty reduction, identification of required environmental conditions, determination of competences and responsibilities and the establishment of confidence for institutional change.

On the other hand, most of the respondents agreed on the issues of failures of institutional change in terms of the existence of resistance to change, developed rigid standards, view of change initiatives as time-limited/short-term, the satisfaction of leaders with small results, and change agents getting busy with routine tasks (unplanned and not concerning's for change works).

5.2. Conclusion

Based on the major findings of the study presented above the following conclusions were drawn.

- The findings of the study pointed out that from institutional change practices in MOE, the availability of material, human and financial resources, technological opportunities, infrastructure, and contribution of NGOs were initiative properties for institutional change in the MOE. However, political interference in terms of appointment, inconsistent and weak management system, the inability of the institutional change work unit to be an agent of the change, lack of openness in the communication of directions, vision, and perspectives in the institution, absence of trust and capacity building system made working environment and culture for institutional change is challenging factors. The presence of these challenges stifled the preparation and identification of the best way or strategies for institutional change.
- The indicators of success and failures in the institutional change in terms of uncertainty reduction, developing risk management system, consideration for human behavior, stakeholders, and customers were deprived. While resistance to change, rigidities of standards-based, intentions of institutional change as short-term tasks, being busy with routine tasks, and satisfying with small results were observed in the institution during the study.

Therefore, the existence of properties in the institution alone can't bring reform without conducive leadership appointment, establishing initiated management system, and transparency. So that pointed out problems that were challenging leading institutions to change.

5.3. Recommendations

Based on the conclusion, the following recommendations were made:

- As indicated in the findings the unpredictable appointment and disappointment of higher leaders of the institution by leading political parties affects the possibility of stable and continuous institutional change, trust building, shared perspectives and vision, management system, and communication styles. Therefore, the researcher is wanted to recommend the federal government for leaders' appointment in the institution to be professionally merit-based that is initiated by the Ethiopian constitution, 1987, under chapter 10, article 90(2), which states "Education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices". Because the MOE is a professional production institution needed urgency of institutional change.
- In the preparation of the institution for change the strong owner agent or workgroup of institutional change is crucial for efficiency and effectiveness; while the finding was proved that MOE had the assigned structured work unit named executive institutional change without identified practical task participation and awareness of task performance; unless the job description of the work unit stated as the owner for improving the institutional system with empirical studies on the issue. Therefore, the recommendation for core leaders of the institution to empower the institutional change executive with sufficient knowledge to perform the change depending on the updated studies coincided with globalization, technological advancement, and the transformational world.
- The finding in the identification of strategies showed that the communication system in the institution on performance is lost openness; which was one strategy for trust building, capacity building, or awareness creation on the issue, by reducing resistance building the commitment and confidence of participants and transparency needed for institutional change. As Kiggundu (1988) and Chondry (1986), also stated that leadership is built upon trust, and trust is built upon ability, honesty, integrity, openness, responsiveness, concern, and benevolence. The higher leaders of the institution MOE are recommended to establish open and transparent communication

on vision, directions, performance evaluation, and follow-up systems for institutional change.

5.4. Suggestion for Future Research

This study examined institutional change Practices and Challenges in the Ministry of Education using mixed research methods to collect the required data from both experts and leaders. Thus, the finding showed that there is a weaknesses or problems related to the management system and recommend future research should be conducted on the leadership style and behavior in the Ministry of Education.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRES TO BE FILLED

Dear participant:

My name is Alemu Getahun; I am a postgraduate student at Addis Ababa university in the Department of Educational Leadership and Management. Presently, I am conducting a study entitled Leading Institution for Change: Preparation, Practice and Challenges in the Case of Ministry of Education.

The purpose of this questionnaire is to collect primary data for the study and it is purely for academic purpose. Thus, I kindly request you to provide me with reliable information so that the findings of this study would meet its intended objectives. I strongly assure you that the information you provide will remain confidential. I would like to express my sincere appreciation your timely, honest and prompt responses.

Thank you very much!!!

General Instructions:

- No need of writing your name on the questionnaire.
- Feel free in an attempt to answer all questions.
- Put X or √ in the box for answering each question and rating.

Part 1; Back ground or socio-demographic Information

1.1. Gender: Male Female

1.2. Age: A. 18– 30 years ; B.31-40 years ; C.41 - 50 years ; D. 51-60 years ,

E. 61 and above years

1.3.Work experience:

A. 1-10 years ; B.11-20 years ; C. 21-30years ; D. 31-40, E. > 40

1.4. Level of education:

A. 12 complete and below; B. Diploma ; C. Bachelor Degree ; D. Master’s Degree ;

E. PhD Degree; F. others

1.5.How long have you been working in MoE? (Service years in the Institution)

A. 1 to 10 ; B. 11 to 20 years ; C. 21to 30years ; D.31 -40

Part 2; Current practice of leading Ministry of Education for change

Please use one of the following rating scales to indicate your response. Indicate your answer by signing “√” or “X” on the number in the box on the right. The numbers have the following meaning: (1= very low, 2 = Low, 3= Medium, 4 = High, 5 = Very high.)

R. No	Statements /Items	Responses				
		5	4	3	2	1
	2.1 knowledge and Awareness on Institutional Change					
1	Level of employees’ awareness on institutional change in MoE					
2	The extent of skill for doing institutional change in MoE					
3	The degree of your immediate Leaders knowledge in MoE on leading institution for change					
4	The level of Continuous investment to develop the skills of employees in the organization					
	2.2 The Degree or level of the Skill and Quality of Institutional Leaders in Ministry of Education.					
1	To what extent your immediate Leaders in MoE work with the staff for leading institution for change					
2	The extent of your immediate leaders in MoE motivate employees for the institutional change process					
3	The extent of your immediate leaders in MoE communicate benefits gained from the Institutional change to the stakeholders					
4	The level of quality of your immediate leaders in managing human, material, financial & information resource efficiently					
5	The level of your immediate Leaders of MoE work to make members of the staff more active participant in leading institution for change					
6	The degree of your immediate leaders of MoE are capable of evaluating, making fair judgments and ability of planning for institutional change					
7	The extent of your immediate leaders of MoE have the ability to translate the vision of the institution into action during practicing the change					
8	The degree of your immediate Leaders monitoring the effectiveness of the institutional change.					
9	The extent of your immediate leaders of MoE have the ability to develop SMART plan for institutional change					

10	The level of your immediate leaders' ability to create team spirit among members of the staff to lead the institutional change					
11	The level of your immediate leaders ability to use participatory decision making in change process					
12	The level of your immediate leaders usage of technology for institutional change					
13	The degree of your immediate leaders in making working environment conducive					
14	The extent of leaders approach as intellectual stimulation, encouraging creativity and innovation					
15	The extent of your immediate leaders have being role model for followers					
16	The level of your immediate leaders proactiveness to manage momentum for the greatest success					
	2.3 The extent of Quality of the Staff Members in Ministry of Education					
1	The extent of culture of team work in MoE as intended by experts for institutional change					
2	The extent of employees work with open dialogues as a part of team					
3	The extent of employees' commitment for changing institution					
4	The level of trust in experts when they are doing their job for institutional change					
5	The level of effectiveness of experts in MoE for institutional change.					
6	The degree of organizational core values to improve the ability of employees to communicate each other in institutional change process.					
7	The extent sharing a common perspective among employees from different parts of the organization about institutional change.					
	2.4. Work Environment and Culture for Institutional Change					
1	The degree of conduciveness of work environment and culture in MoE for institutional change					
2	The extent of working culture environment invites team work					
3	The degree of encouragement of innovation for institutional change					
4	The level of conduciveness of institutional structure for institutional change					
5	The level of transparency in reform activities in MoE					
6	The extent of programmed performance appraisal and evaluation of institutional change					
7	The level of approach of consistency to doing works of institutional change					
8	The level of workable approach relationship between leaders and the staff for institutional change					
	2.5. Resource Management in Ministry of education					
1	The degree of capacity of leaders to manage human, material, financial, and technological resources in MoE to lead the change.					

2	The level of efforts of leaders in MoE to create awareness on resource management in leading institution for change					
3	The extent of budget allocation for institutional change					
4	The level of adaption in application of information technology for institutional change					
5	The extent of culture of storage and using credible information for institutional change					
6	The extent of implementation of allocated budget for institutional change as targeted					
7	The level of contribution of staff members in managing institutional properties during institutional change					
	2.6 plan and communication of institutional change					
1	Level of Leaders capability to create detailed plan of institutional change					
2	The degree of Communication channels openness.					
3	The level of transparency on strategic direction of the institutional mission					
4	The extent of follow up and support of institutional change implementation in MoE					
5	Level of Leaders vision to create clear direction for institutional change					
	2.7 The political economy, social and policy environment					
1	The level of Convenience of political environment in MoE to lead the institution for change especially based on appointment of leaders					
2	The extent of financial support from government for institutional change					
3	The level of contribution of NGOs in MoE to facilitate the institution for change					
4	The level of socio-cultural interaction of the institution with communities and stakeholders to lead the change					
5	The extent of initiation of Constitution, policies and other laws of the country for institutional change					

What are other institutional change practices in MoE? Please mention them on the space provided

Part 3; preparations of MoE for institutional change

Indicate your answer by marking “√” or “X” on the number in the box on the right. The numbers have the following meaning: (1= strongly disagree, 2 = disagree, 3= neutral 4 = agree, 5 = strongly agree)

R. No	Statements /Items	Level of agreement				
		5	4	3	2	1
1	Your immediate leaders in MoE are influential needed for institutional change					
2	There are sufficient resource materials for institutional change in MoE					
3	There are sufficient human resources for institutional change in MoE					
4	There is technological opportunity in MoE for institutional change					
5	MoE has experiences on institutional transformation					
6	There is effectively organized reform work group in MoE which operates institutional change as agent					
7	Structural performance of MoE initiates the staff motivation for institutional change					
8	There is reliable management system for institutional change					
9	The institution has enough infrastructure which motivates the institutional change					

10. Please mention other preparations on the part of Ministry of Education for Institutional Change on space provided _____

Part4; Strategies in place for institutional change

Indicate your answer by marking “√” or “X” on the number in the box on the right. The numbers have the following meaning: (5- Strongly agree, 4- Agree, 3- Neutral, 2- Disagree, 1- Strongly disagree)

R. No	Statements /Items	Level of agreement				
		5	4	3	2	1
1	Target work groups with basic information of institutional change are provided					
2	Trust building system for institutional change is established in MoE					
3	The system of performance appraisal and evaluation is established					
4	Constructive reward system for institutional change is established					
5	There is accountability system provided for institutional change					
6	Leadership persuasiveness is built					
7	Experts’ engagement with ownership behavior in institutional change is developed					
8	Leaders are proactive to manage momentum for the greatest success					

9. Please write other strategies not mentioned in table for institutional change.

Part 5; The success and failures in leading institution for change?

Indicate your response by using “√” or “X” on the number in the box on the right. The numbers have the following meaning: (5- Strongly agree, 4- Agree, 3- Neutral, 2- Disagree, 1- Strongly disagree)

R. No	Items /Statements	Responses				
		5	4	3	2	1
	5.1 Success Issues in Leading Institution for Change					
1	Change management system in MoE motivates institutional change					
2	There is an integration in MoE for institutional change					
3	Planning and analysis of institutional change in MoE is discussable.					
4	Human aspects are considered in institutional change					
5	Impacts of institutional culture are considered					
6	Institutional change is customer based in MoE					
7	There is Consideration and capturing lessons from previous change					
8	There is visible risk management in the institution					
9	Uncertainty in institutional change is reduced					
10	Required environmental conditions for institutional change are identified					
11	Competences and responsibilities are determined					
12	Confidence for institutional change is established					
13	There is usage of professional consultation for institutional change					
	4.2 Issues of failures in leading institutional change					
1	There is resistance to change in the institution					
2	Rigid standards are developed in the institution					
3	Change initiatives are viewed as time-limited/short-term					
4	Your immediate leader is satisfying with small results					
5	Change agents of MoE are getting busy with routine tasks					

Please write success and failures not included in leading Institution/MoE/ for change on the space provided bellow:-----

Thank you so much again for your support!!!

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTERVIEW QUESTIONS

Dear Respondents:

The purpose of this interview is to collect primary data on the topic of “Leading Institution for Change: Preparation, Practices and Challenges in the Case of Ministry of Education in partial fulfillment research for the master’s program in Educational Leadership and Management at Addis Ababa University. In this regard, you are kindly requested to provide reliable information so that the finding of this study would meet its intended objectives.

Thank you very much for your time and cooperation.

Alemu Getahun

The interview is prepared for Leadership, management bodies and experts in the institution.

Part 1. Background of Information

1.1. Position _____

1.2. Educational qualification _____

1.3. Duration of time in this position in years _____

Part 2. What is your view /suggestion/ for the Practices of Leading the Institution (MoE) for change in terms of:

- a) Planning
- b) Implementing
- c) Leading
- d) Follow-up and Evaluation
- e) Organizing and usage of information
- f) Technological performance
- g) Participation and cooperation

3. What is the preparation of the institution /MoE/ for change in terms of?

- a) Human capital
- b) Resource Capability
- c) Change management system

- d) Technological opportunities
- e) Relationships with stakeholders and supportive agents
- f) Accessibility of infrastructure.
- g) Working culture

4. What are mechanisms or strategies expected for leading MoE for change as an institution? In terms of leadership styles and strategic actions.

5. what are the successes and failures in leading MoE as an institution for change? With indicators of success and failures of institutional change

6. Please mention other practices, preparations, successes and failures, possibilities, opportunities, and constructive ways for institutional change from your experience that are not mentioned above

Thank you for your time and cooperation.

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Focus Group discussion points

Dear discussing group:

The purpose of this discussion is to collect primary data on the topic of “Leading Institution for Change: Preparation, Practices and Challenges in the Case of Ministry of Education as partial fulfillment for the Master’s program in Educational Leadership and Management at Addis Ababa University. In this regard, you are kindly requested to provide reliable information so that the finding of this study would meet the intended objectives.

Part 1, Background of Information

1.1. Group members are from_____

1.2. Educational qualifications of participants_____

Part 2; What are your views /suggestions/ on the Practices of Leading the MoE as an Institution for change? In terms of participation, cooperation, and support of leaders in:

- a) Planning
- b) Implementing
- c) Leading
- d) Follow-up and Evaluation
- e) Organizing and usage of information
- f) Technological performance
- g) storage and usage of information systems or database systems.

3. What is the preparation of the institution /MoE/ for change? In terms of

- a) Human capital
- b) Resource Capability
- c) Change management system
- d) Technological opportunities
- e) Relationships with stakeholders and supportive agents
- f) Access to infrastructures
- g) Working culture
- h) Storage and usage of information systems or database systems.

4. What mechanisms or strategies are expected for leading MoE for change as an institution in terms of leadership styles and strategic actions?
5. What are the success and failures in leading MoE as an institution for change with indicators of success and failures of institutional change?
6. Please mention other practices, preparations for, opportunities, successes and failures, possibilities, and constructive ways for institutional change from your experience that are not mentioned above.

Thank you so much for your constructive cooperation!!!

Appendix D

Checklists for document review to collect secondary data for my thesis work on the topic of Leading Institution for Change in the case of MoE.

1. Presence of institutional change plan and its visibility
2. Established vision and mission for institutional change
3. Performance standard to measure institutional change
4. Programmed performance appraisal and evaluation
5. Provided Ethical code that guide employee's behavior
6. Budget allocations for institutional change
7. Follow up and support of government evidences
8. Discussion minutes on institutional change
9. Established ways of institutional change and strategies for leading the change in different plans (strategic plan, annual plan and its principles)

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህሪ ጥናት ኮሌጅ
የትምህርት ዕቅድና አስተዳደር የትምህርት ክፍል
የሚሞሉ የጽሑፍ መጠይቆች

ውድ ተሳታፊ፡-

ስሜ አለሙ ጌታሁን ይባላል፤ በአዲስ አበባ ዩኒቨርሲቲ የትምህርት አመራርና ማኔጅመንት የትምህርት ክፍል የድህረ ምረቃ ተማሪ ተቋምን ለለውጥ መምራት በሚል ርዕስ በትምህርት ሚኒስቴር አጠቃላይ ትምህርት ዘርፍ ላይ ጥናት እያካሄድኩ ነው።

የዚህ ጥያቄ ዓላማ ለጥናቱ ዋና ዋና መረጃዎችን ለመሰብሰብ ነው። ይህም ለትምህርት ብቻ የሚያገለግል ነው። በመሆኑም በዚህ ጥናት ላይ የሚገኘው ውጤት ዓላማውን ለማሳካት የሚያስችል በመሆኑ አስተማማኝና እውነታ ላይ የተመሰረተ መረጃ እንድትሰጡኝ በትህትና እለምናችኋለሁ። የምታቀርቡት መረጃ ምስጢራዊ እንደሚሆን አጥብቄ አረጋግጥላችኋለሁ። ወቅታዊ፣ ሐቀኛና ፈጣን ምላሽ በመስጠታችሁ አስቀድሜ ልባዊ አድናቆቴን መግለጽ እፈልጋለሁ።

በጣም አመሰግናለሁ!!!

አጠቃላይ መመሪያዎች፦

- በጥያቄው ላይ ስም መጻፍ አያስፈልግህም።
- ለሁሉም ጥያቄዎች መልስ ለመስጠት በነፃነት ማሰብ ያስፈልጋል።
- ለእያንዳንዱ ጥያቄና ደረጃ መልስ X ወይም \sqrt ምልክት ሳጥን ውስጥ ያስቀምጡ።

ክፍል ፩፦ የመላሾች ዳራ ወይም የሶሻሎ-ዲሞክራሲ መረጃ

- 1.1. ስድስት ወንድ የሴት
- 1.2. ዕድሜ - A. 18- 30 ዓመት ፣ B.31-40 ዓመት ፣ C.41 - 50 ዓመታት ፣
D. 51-60 ዓመት ፣ E. 61 እና ከዛ በላይ
- 1.3. የስራ ልምድ -
A. 1-10 ዓመት ፤ B.11-20 ዓመት ፤ C. 21-30 ዓመት ፤ D. 31-40 ዓመት

E. 40 እና ከዛ በላይ

1.4. የትምህርት ደረጃ -

A. 12 የተሟላና ከዚህ በታች B. ዲፕሎማ C. ባችለር ዲግሪ D. ማስተርስ ዲግሪ E. ዶክተሬት ዲግሪ F. ሌሎች

1.5. በትምህርት ሚኒስቴር ውስጥ ለምን ያህል ጊዜ ሰርተዋል? (የአገልግሎት ዓመታት በተቋሙ)

A. ከ1 እስከ 10 ዓመት B. ከ11 እስከ 20 ዓመት C. ከ21 እስከ 30 ዓመት D. 31 -40

ክፍል ፪: ትምህርት ሚኒስቴርን ለለውጥ የመስራት ተግባራት

ምላሽዎን ለመጠቀም እባክዎትን ከሚከተሉት የደረጃ መለኪያዎች አንዱን ይጠቀሙ. መልሱን በቀኝ በኩል ባለው ሣጥን ውስጥ በሚገኘው ቁጥር ስር "√" ወይም "X" ምልክት ያድርጉ። ቁጥሮቹ የሚከተሉት ትርጉም አላቸው፦ (1= በጣም ዝቅተኛ, 2 = ዝቅተኛ, 3= መካከለኛ, 4 = ከፍተኛ, 5 = በጣም ከፍተኛ.)

ተ. ቁ	መግለጫዎች	ምላሾች				
		5	4	3	2	1
	2.1. በትምህርት ሚኒስቴር ውስጥ የተቋሙ አመራሮች የስራ ጥራት ደረጃ					
1	የቅርብ መሪዎችዎ ለተቋም ለውጥ ከሰራተኞቻቸው ጋር ምን ያህል በትብብር ይሰራሉ?					
2	የእርስዎ የቅርብ መሪዎች ሠራተኞቻቸውን ለተቋማዊ ለውጥ ሂደት ምን ያህል ያነሳሳሉ?					
3	የቅርብ መሪዎችዎ ከተቋሙ ለውጥ ለባለድርሻ አካላት ሚገኘውን ጥቅም ምን ያህል ያሳውቃሉ?					
4	ሰብዓዊ, ቁሳዊ, የገንዘብና የመረጃ ሀብቶችን በአግባቡ በማስተዳደር ረገድ የእርስዎ የቅርብ መሪዎች ጥራት ደረጃ					
5	የቅርብ መሪዎችዎ የተቋም ሰራተኞቹን ለለውጥ ግንባር ቀደምና ንቁ ተሳታፊ ለማድረግ ምን ያህል ይሰራሉ?					
6	የቅርብ መሪዎችዎ ለተቋማት ለውጥ ፍትሃዊ ውሳኔዎችን የመወሰን እና እቅድን የመገምገም ችሎታ መጠን					
7	የቅርብ መሪዎችዎ የተቋሙን ራዕይ ወደ ተግባር የመተርጎም ችሎታ					
8	የቅርብ አመራሮችዎ የተቋማዊ ለውጡን ውጤታማነት የመከታተል ብቃት					
9	የእርስዎ የቅርብ መሪዎች ለተቋማዊ ለውጥ ጥራት ያለው እቅድ የማዘጋጀት ችሎታ መጠን					
10	የቅርብ መሪዎችዎ ተቋማዊ ለውጡን ለመምራት በሰራተኞቹ መካከል የቡድን መንፈስ ለመፍጠር ያላቸው የችሎታ ደረጃ					
11	የእርስዎ የቅርብ መሪዎች በለውጥ ሂደት ውስጥ አሳታፊ ውሳኔ የመጠቀም ባህል ደረጃ					
12	የእርስዎ የቅርብ መሪዎች ለተቋማዊ ለውጥ የቴክኖሎጂ አጠቃቀም ደረጃ					
13	የሥራ አካባቢን ምቹ በማድረግ ረገድ የእርስዎ የቅርብ መሪዎች የስራ እንቅስቃሴ መጠን					
14	የቅርብ መሪዎችዎ አቀራረብ እንደ ምሁራዊ ማነቃቂያ፣ የፈጠራ ችሎታን እና አዳዲስ ነገሮችን በሚያበረታታ መሆኑ					

15	የእርስዎ የቅርብ መሪዎች ለተከታዮቻቸው አርአያ የመሆን መጠን					
16	የቅርብ መሪዎቻችሁ ለታላቅ ስኬት የሰራ እንቅስቃሴን ለመቆጣጠር ያላቸው የብቃት ደረጃ					
	2.2. የትምህርት ሚኒስቴር ሰራተኞች የሥራ ጥራት ደረጃ					
1	ባለሙያዎች ለተቋማት ለውጥ በቡድን የመስራት ባህል መጠን					
2	ሰራተኞች የተቋሙ የሰራ ቡድን አካል ሆነው ግልፅ ውይይት በማድረግ የሚሰሩበት ልምድ መጠን					
3	ሠራተኞች ተቋሙን ለመቀየር ያላቸው ቁርጠኝነት መጠን					
4	ለተቋማዊ ለውጥ ሰራቸውን ሲሰሩ ባለሙያዎች ያላቸው የመተማመን መጠን					
5	በትምህርት ሚኒስቴር ውስጥ ለተቋማዊ ለውጥ የባለሙያዎች ውጤታማነት ደረጃ					
6	በተቋማዊ የለውጥ ሂደት ውስጥ ሰራተኞች እርስ በርስ የሐሳብ ልውውጥ የማድረግ ችሎታቸውን ለማሻሻል የተቋሙ ዋና ዋና እሴቶችን የመጠቀም ደረጃ					
7	ከተለያዩ የተቋሙ ክፍሎች ያሉ ሠራተኞች ስለ ተቋማዊ ለውጥ የጋራ አመለካከትና እሴቱ የመያዝ ደረጃ					
	2.3. ለተቋማዊ ለውጥ የሰራ ባህልና አካባቢ					
1	ለተቋማዊ ለውጥ ሥራ በትምህርት ሚኒስቴር የሰራ አካባቢ እና ባህል ምቹነት ደረጃ					
2	የሰራ ባህልና አካባቢ የቡድን ስራን የማበረታታት ደረጃ					
3	ለተቋማዊ ለውጥ አዳዲስ ግኝቶች የሚበረታቱበት የሥራ ሁኔታ					
4	የተቋሙ መዋቅር ለተቋማዊ ለውጥ ያለው የምቹነት ደረጃ					
5	በተቋሙ ውስጥ በለውጥ እንቅስቃሴዎች ላይ ያለው የግልጽነት ደረጃ					
6	ለተቋማዊ ለውጥ ፕሮግራም ያለው የአፈጻጸም ግምገማ መጠን					
7	የተቋማዊ ለውጥ ስራዎች ወጥነትና ተከታታይነት ደረጃ					
8	ለተቋማዊ ለውጥ ተግባራት በመሪዎች እና በሰራተኞች መካከል የአቀራረብና ግንኙነት ደረጃ					
	2.4. በትምህርት ሚኒስቴር ውጭ ያለው የሀብት አስተዳደር					
1	መሪዎች ለውጡን ለመምራት በተቋም ውስጥ የሰው፣ ቁሳዊ፣ የገንዘብ እና የቴክኖሎጂ ሀብቶችን የማስተዳደር አቅም ደረጃ					
2	መሪዎች በለውጥ ሂደት ውስጥ በሀብት አያያዝ ላይ ግንዛቤ ለመፍጠር የሚያደርጉት ጥረት መጠን					
3	ለተቋማዊ ለውጥ የበጀት አመዳደብ መጠን					
4	ለተቋማዊ ለውጥ የኢንፎርሜሽን ቴክኖሎጂ የመላመድ ደረጃ					
5	ለተቋማዊ ለውጥ ተግባራዊ መረጃዎችን የመያዝና የመጠቀም ባህል መጠን					
6	ለተቋማዊ ለውጥ የተመደበ በጀት አፈፃፀም ደረጃ					
7	በተቋማዊ ለውጥ ሂደት ውስጥ የተቋማዊ ንብረቶችን በማስተዳደር ረገድ የሠራተኞች አስተዋፅኦ መጠን					
	2.5. የተቋማዊ ለውጥ ዕቅድ እና የግንኙነት አግባብ					
1	የተቋማዊ ለውጥ ዝርዝር እቅድ ለማዘጋጀት የአመራሮች አቅም ደረጃ					
2	የግንኙነት አግባብና ግልጽነት ደረጃ					
3	በተቋማዊ ተልዕኮው ስትራቴጂካዊ አቅጣጫ ላይ ያለው የግልጽነት ደረጃ					

4	በትምህርት ሚኒስቴር ውስጥ የተቋማዊ ለውጥ ተግባራት ክትትልና ድጋፍ ያለው ደረጃ					
5	ለተቋማዊ ለውጥ ግልጽ አቅጣጫ ለማስቀመጥ ያለው የመሪዎች ራዕይ መጠን					
2.6. የፖለቲካ ኢኮኖሚ፣ ማህበራዊ እና ፖሊሲ ሁኔታ						
1	ለተቋሙ ለውጥ የፖለቲካ አካባቢ ምቹነት በተለይም የመሪዎች የአሸሻም ሥርዓት የተስማሚነት ደረጃ					
2	ለተቋማዊ ለውጥ ከመንግስት የሚደረግ የገንዘብ ድጋፍ መጠን					
3	ተቋሙን ለመለወጥ መንግስታዊ ያልሆኑ ድርጅቶች የሚያበረክቱት አስተዋፅኦ መጠን					
4	ለውጡን ለመምራት ተቋሙ ከህብረተሰቡና ከባለድርሻ አካላት ጋር ያለው ማህበረሰባዊና ባህላዊ ግንኙነት ደረጃ					
5	ለተቋማት ለውጥ የሀገሪቱ ህገ መንግስት፣ ፖሊሲዎችና ሌሎች ህጎች ምን ያህል ይደግፋሉ?					

በትምህርት ሚኒስቴር ውስጥ ሌሎች ያልተጠቀሱ ተቋማዊ የለውጥ ተግባራት ካሉ ከዚህ በታች በቀረበው ባዶ ቦታ ቢጠቅሱ፤ _____

ክፍል 3፤ ለተቋማዊ ለውጥ የትምህርት ሚኒስቴር ዝግጅት

መልሱን በቀኝ በኩል ባለው ሳጥን ውስጥ ባለው ቁጥር ስር "√" ወይም "X" ምልክት በማድረግ መልስ ይስጡ። ቁጥሮቹ የሚከተሉት ትርጉም አላቸው፡- (1 = በጥብቅ አልስማማም፣ 2 = አልስማማም፣ 3 = ገለልተኛ፣ 4 = እስማማለሁ፣ 5 = በጥብቅ እስማማለሁ)

ተ. ቁ	መግለጫዎች	የስምምነቶች ደረጃዎች				
		5	4	3	2	1
3.1. ዕውቀትና ክህሎትን በሚመለከት						
1	የትምህርት ሚኒስቴር ሠራተኞች በተቋማዊ ለውጥ ላይ በቂ ዕውቀት አላቸው					
2	የትምህርት ሚኒስቴር ስታፍ ተቋማዊ ለውጥን የመፈጸም ክህሎት አላቸው					
3	የቅርብ መሪዎች የተቋሙን ለውጥ ለመምራት እውቀት አላቸው					
4	በትምህርት ሚኒስቴር ተከታታይ የሆነ በተቋም ለውጥ ዙሪያ የአቅም ግንባታ ሥራ አለ					
3.2 ሌሎች ዝግጅቶች						
1	በትምህርት ሚኒስቴር ውስጥ የቅርብ መሪዎች ለተቋማዊ ለውጥ ተፅዕኖ ፈጣሪ ናቸው					
2	በትምህርት ሚኒስቴር ውስጥ ለተቋማዊ ለውጥ የሚሆን በቂ ቁሳዊ ሀብት አለ					
3	በትምህርት ሚኒስቴር ውስጥ ለተቋማዊ ለውጥ የሚሆን በቂ የሰው ኃይል አለ					
4	ለተቋማዊ ለውጥ የቴክኖሎጂ ዕድሎች አሉ					
5	በተቋማዊ ለውጥ የካብቱ ልምድ አለው					
6	ውስጥ ተቋማዊ ለውጦችን እንደ ወኪል የሚሰራ ውጤታማ የተደራጀ የለውጥ ስራ ቡድን አለ					
7	የትምህርት ሚኒስቴር መዋቅራዊ አሰራር ለተቋማዊ ለውጥ አገላለጽ መሆኑን ያሳያል					
8	በተቋም ውስጥ ለለውጥ የሚሆን ተዓማኒነት ያለው የማይጀመሩት የአስተዳደር ሥርዓት አለ					
9	በትምህርት ሚኒስቴር ውስጥ ለተቋም ለውጥ የሚሆን በቂ መሰረተ ልማት አለ					

10. እባክዎትን ያልተጠቀሱ ሌሎች በትምህርት ሚኒስቴር ለተቋማዊ ለውጥ ያሉ ዝግጅቶችን ከታች ካለው ባዶ ቦታ ይዘርዝሩልን _____

ክፍል 4፤ ተቋማዊ ለውጥ ለማድረግ የሚያስችሉ ስልቶች

መልሱን በቀኝ በኩል ባለው ሳጥን ውስጥ ባለው ቁጥር ስር "√" ወይም "X" ምልክት በማድረግ መልስ ይስጡ። ቁጥሮቹ የሚከተሉት ትርጉም አላቸው፡- (5- በጥብቅ እስማማለሁ፣ 4- እስማማለሁ፣ 3- ገለልተኛች/ኛ፣ 2- አልስማማም፣ 1- በጥብቅ አልስማማም)

ተ.ቁ	መገለጫዎች	የስምምነት ደረጃዎች				
		5	4	3	2	1
1	በትምህርት ሚኒስቴር ውስጥ የተቋማዊ ለውጥ መሰረታዊና በቂ መረጃ የያዙ የስራ ቡድኖች ተደራጅተዋል					
2	የሚሆን የመተማመን ስርዓት ግንባታ በትምህርት ሚኒስቴር ውስጥ ጎልብቷል					
3	በትምህርት ሚኒስቴር የክትትልና ግምገማ ሥርዓት ጎልብቷል					
4	በትምህርት ሚኒስቴር ውስጥ የተቋማዊ ለውጥ ሂደት ውስጥ የማሰሪያዎችና ሽልመት ሥርዓት ተዘርግቷል					
5	በትምህርት ሚኒስቴር ውስጥ የተቋማዊ ለውጥ ሂደት ውስጥ የተጠያቂነት ሥርዓት ተዘርግቷል					
6	በተቋም ውስጥ የአመራር ውሳኔ ሰጪነት ጎልብቷል					
7	ባለሙያዎች በተቋማዊ ለውጥ ላይ በባለቤትነት ስሜት የሚሳተፉበት ሥርዓት ዳብሯል					
8	አመራሩ ለተቋማዊ ለውጥ ስኬት የማይገኝበት ሥርዓቱን በንቃት ይፈጽማል					

9. እባክዎ በሠንጠረዥ ውስጥ ያልተጠቀሱ ሌሎች የተቋማት ለውጥ ስልቶችን በተዘጋጀው ባዶ ቦታ ይጻፉ

ክፍል 5I ውስጥ ያሉ ስኬቶችና ውድቀቶች

በቀኝ በኩል ባለው ሳጥን ውስጥ ባለው ቁጥር ስር "√" ወይም "X" ምልክት በመጠቀም መልስዎትን ይስጡ። ቁጥሮቹ የሚከተሉት ትርጉም አላቸው፡- (5- በጥብቅ እስማማለሁ፣ 4- እስማማለሁ፣ 3- ገለልተኛች/ኛ፣ 2- አልስማማም፣ 1- በጥብቅ አልስማማም)

ተ.ቁ	መገለጫዎች	የስምምነት				
		5	4	3	2	1
	5.1 በተቋማዊ ለውጥ ስላሉ ስኬቶች					
1	በትምህርት ሚኒስቴር ውስጥ የለውጥ አስተዳደር ስርዓት ተቋማዊ ለውጥን ያነሳሳል					
2	በትምህርት ሚኒስቴር ውስጥ ለተቋማዊ ለውጥ ትብብርና አንድነት አለ					
3	በትምህርት ሚኒስቴር ውስጥ የተቋማዊ ለውጥ ዕቅድና ተግባር በተቀመጠው የውይይት ጊዜ ይወያዩበታል					
4	በትምህርት ሚኒስቴር ተቋማዊ ለውጥ ሂደት ውስጥ ሰብዓዊ ትኩረት ይሰጣል					
5	ተቋማዊ ባህል የሚያስከትለው ተጽዕኖ ትኩረት ይሰጣል					
6	ተቋማዊ ለውጡ ደንበኛ ተኮር ነው					
7	ከቀድሞ ተቋማዊ ለውጥ ትምህርት የመውሰድ ባህል ዳብሯል					
8	በተቋሙ ውስጥ የሚታይ የአደጋ መከላከያ ዘዴ ተዘርግቷል					
9	ሂደት ውስጥ ያለመተማመን ስሜት ቀንሷል					
10	የሚሆን አከባቢያዊ ሁኔታ ተለይቷል					

11	የብቃትና ኃላፊነት መመዘኛዎች ተለይተዋል					
12	ለተቋማዊ ለውጥ የመተማመን መንፈስ ጎልብቷል					
13	ለተቋማዊ ለውጥ ሙያዊ የማማከር ሥርዓት ተዘርግቷል					
	4.2 በተቋማዊ ለውጥ ውስጥ የሚታዩ ውድቀቶች					
1	በተቋሙ የለውጥ ተግባራት ተቃውሞ አለ					
2	ወቅቱን ያላገናዘቡ ግትር መዘኛዎች በተቋሙ ውስጥ ዳብረዋል					
3	የለውጥ ተግባራት ጊዜያዊ/የአጭር ጊዜ ተደርገው ይታያሉ					
4	የቅርብ መሪዎች በትንንሽ ውጤቶች ይረካሉ					
5	የለውጥ ፈፃሚ ሠራተኞች በደራሽና ባልታቀዱ ተግባራት ይወጠራሉ					

እባክዎትን ከላይ ያልተካተቱ ስኬቶችን እና ውድቀቶችን ይጻፉ:-----

ስለተሳትፎዎ እና ድጋፍዎ ደግሜ ክልብ አመሰግናለሁ!!!