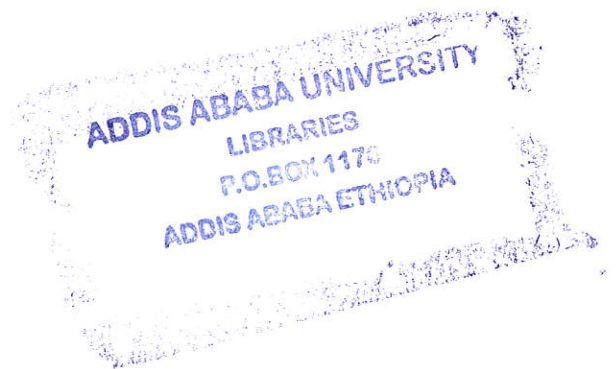


**SURVEY STUDY ON THE PRACTICES OF PLANNED
CHANGE IN EDUCATION AT LOCAL LEVEL IN WEST
GOJJAM ADMINISTRATIVE ZONE**

BY

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**SURVEY STUDY ON THE PRACTICES OF PLANNED CHANGE
IN EDUCATION AT LOCAL LEVEL IN WEST GOJJAM
ADMINISTRATIVE ZONE**

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By

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ACRONYMS

AREB	Amhara Regional Education Bureau
ARTVET	Amahara Regional Technical / Vocational Education and Training
CSC	Clustering School Center
ESDP	Education Sector Development Program
GRE	Gross Enrollment Rate
FDRE	Federal Democratic Republic of Ethiopia
MOE	Ministry of Education
MPTA	Member of Parent Teachers Association
ETP	Education and Training Policy
REB	Regional Education Bureau
TTC	Teacher Training College
TTI	Teacher Training Institution
WEO	Woreda Education Office
WEO H/E	Woreda Education Office Heads/ Experts

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ABSTRACT

The purpose of this study is to examine the practice of planned change in education at the local level. To meet the objectives of the study, relevant literatures, documents, reports, periodicals had been treated. Descriptive method of study was employed. Questionnaires, interviews and observation were used as instruments for collecting information. Teachers, principals, Woreda education offices heads and experts and members of parent teacher association were the source of data. An interview with two of higher officials, the head and deputy, at regional education bureau was also conducted.

The collected information was systematically arranged and analyzed. Percentage and numbers are used as tools for the reason that they make it easy to understand the findings and recommendations for most teachers, principals and political leaders who working at local levels.

The study revealed that the critical problems of low student enrollment rate, sex and geographical disparity, the absence of competent and motivated teachers and educational leaders, the shortage of teaching materials and facilities ,and unconducive school environment were the major internal causes that demand schools and Woreda Education Offices to bring about planned change. On top of that WEO and schools introduced change so as to implement plans that were developed for change by the government at various levels; local regional and national levels.

Woreda Education Offices and schools have introduced planned change in organizing multi grade school, clustering small schools and alternative schools so as to create better opportunity for access to education and to improve the utilization of the existing resources. Besides, organizational structure of WEO was changed and new guidelines and strategies were produced to improve and strengthen school-based management.

The non collaborative school culture, constant turnover of chief educational leaders and their lack of competency, inappropriate leadership style at both the district and school level were factors that affect the processing of change in education negatively.

Above all inadequate educational resources (human, material and finance), inconsistency of plans, poor school community relation, lack of power to make decision at school level were also being the strong restraining factors.

Educational leaders at WEO and schools and teachers attempted to overcome some of these restraining factors. However, the effect was not as such satisfactory as the dynamism of school environment required.

Therefore, the writer recommended that training related with planned change in education in particular and change management in general has to be provided for school teachers and educational leaders. More than other things due attention should be given to improve the capacity of teachers and principals as well as to motivate them. The shortage of teachers also made teachers to carry out more than expected load. As a result they don't have time to think and develop new ideas. Therefore, using high ranked students and knowledgeable persons from the community as tutors, peer instruction, self taught and distance program should be introduced. Moreover, schools have to make endeavor to create network / linkage/ with other sectors and volunteers to get technical and material support. Besides, Schools need to organize and strengthen research committee and pedagogical center, have to conduct experience sharing in order to induce teachers with new ideas and way of doing things. Furthermore, School based management has to be strengthened. Parents have to be given chance to involve in school administration. The high turn over of the educational leaders has to be minimized and should be given job security.

CHAPTER ONE

Statement of the Problem and Its Approach

1.1 Background of the study

Throughout the history of modern education in Ethiopia, several changes were introduced. The most recent change in the educational system has been carried out since 1994; after the fall of the Derge regime and replaced by the Transitional Government of Ethiopia.

The previous educational system was highly centralized and had long bureaucratic chain. It was unresponsive to the needs of the lower level of education service. In other words, as Ayalew (2000: 69) points out that the system was inefficient in terms of addressing the problem of education in the country

Therefore, designing a change to improve the educational system was imperative. Thus, the New Education and Training Policy (NETP) was declared in April 1994. (Ayalew, 2000:61). The policy focuses on four major areas of reforms. (*MOE, 1994: 4*):

- *Expanding equitable access to primary and vocational education to meet the demands of the country and the economy*
- *Restructuring the education system*
- *Changing the curriculum to increase the relevance of education to communities,*
- *Improving the quality of education throughout the system.*

To attain the above outline of changes, as it has been stated in Education Sector Strategy (1994:16) it is intended to restructure educational organization and administration in accordance with the devolution of power from the central government to the lower level that is being implemented. The assumption is that, the administration of elementary and secondary education and training would be decentralized in line with

the ongoing regionalized process, and would be linked with the community to address local needs and requirements.

Thus, decentralization has been made on the educational system; as a result more power has been devolved from the center and region to woreda and schools. Based on this political shift, new guideline for education leadership, organization, community participation and finance has been prepared by Federal as well as Regional government. Basic assumptions of the guideline are to increase access, to keep quality and improve efficiency of education in the region.

Another paradigm shift in the system was transforming leadership of education from government to society. This is hoping that the school community i.e. principal, teachers, students and parents will play a significant role for the improvement of schools. In fact, introducing such changes bring a significant improvement in quantitative aspects. The following data, from the Amhara Education Sector Development Program I and II, shows the fact.

**Table 1: Quantitative Educational Changes at primary school
(1993/4-2000/01)**

Indicators	Year							
	1993/4	1994/5	1995/6	1996/7	1997/8	1998/9	1999/2000	2000/1
Enrollment	421258	559617	707741	911264	1062653	1274646	1507124	174732
GER	16%	21.2%	25.9%	28%	33.8%	39.6%	46.5%	50.9%
Male	Not defined	Not defined	Not defined	30.2%	34.4%	43.2%	49.9%	54.3%
Female				25.7%	30.1%	36%	43%	47.4%
Teachers	19695	20828	21980	22673	22829	23199	24336	26051
Schools	2471	2513	2581	2683	2737	2807	2877	2916

Therefore, since the issuance of the policy, it is true that significant improvement has been achieved on the increase in the participation rate, the number of teachers and schools.

Despite these quantitative improvements were made; the dynamism of changes in outside of school environment is so fastest pace, the education system couldn't satisfy the individual and organization's needs. The quality and relevance of education at all levels of the system, the issue of equity and access for education and similar others are still big challenges to the educational leaders. In other words, the pace of development change in education has not matched with the increased environmental turbulence such as population growth and technological development.

Moreover, the competencies of the existing educational institutions are not yet well strengthened to introduce change. The head teachers are not as such competent enough to provide intellectual and moral support to teachers. On the teachers side too, they are not equipped with appropriate professional skill, knowledge and attitude to carry out new method of teaching, prepare appropriate teaching aids and conduct experiment in the available laboratories and action researches. Parents, on the other hand, although they could have wide experience from their daily practices and can give some important opinions and suggestions, they could not get a chance to play an important role in school administration.

In general, educational leaders, teachers and parents are not as such involving in educational change process to make the existing education system more efficient and effective. Schools simply attempt to do what they are told to do. There is little effort to introduce new ideas related to the particular needs of the context. It is essential to note

here that Change may likely bring the expected results if it is derived from the implementers.

Regarding this, Snowden and Richard (1998:122) state:

Although the federal and state governments can make an important contribution to school reform by publicizing the need for improvement by providing financial and technical assistance to schools that would like to change, most attempt to change the schools indicates that significant and lasting school improvement can seldom be prescribed, mandated or directed by agencies individuals outside the school.

As Amhara Regional Education Bureau (AREB) has reported in its annual report of 2000, in order to improve the capacity of teachers and to relieve the shortage of teachers and school facilities some efforts are being made to introduce change in education such as school clustering, alternative basic education, and multi-grade school.

However, introducing continual planned change in education, particularly at local level is not widely observed. Therefore, this study is conducted to find out that why educational institutions, i.e., WEOs and schools, don't have adequate practices of planned change /innovation in education. It is also intended to examine factors that restraining as well as facilitating in introducing and implementing planned change and the extent of how the introduced changes were effectively implemented.

1.2 Statement of the Problem

The Federal Government of Ethiopia, the Amhara National Regional Government and other concerned bodies are trying to improve the education sector by making many efforts. As Amhara Regional Education Bureau's annual report of 2000, the region has made considerable changes in improving the problem of inaccessibility, irrelevancy, inequality and inequity. As a result, the participation rate has been improved; primary

school enrollment in Amhara Region, for instance, raised from 16% in 1993/94 to 57% in 2002/03. The quality of teaching force is being improved with the increased number of in-service trainees. And yet, the establishment of new teacher training colleges, the number of schools, and the size of the government budget allocated to education has been improved.

However, as it is indicated in AREB's Educational Statistics Annual Abstract for 2002/03, the participation rate still remains low (57%) as compared to the national average rate, (64 %), for the same year. Particularly, in the case of the rural areas and the peripheries there are still several problems, which needed change for improvement. The participation of girls (i.e. 47.4%) remains low and the quality of education has been still questionable, as reflected by the existing low quality of teachers, large class sizes, amount of resources committed, and lack of good and adequate teaching materials.

The disparity between zones, urban and rural areas, boys and girls seem to be getting wider rather than narrower. For instance, the disparity between urban Gross Enrollment Rate (i.e.103.1%) to Rural (i.e 44.3%) in the region was 59% in 2000/01. In addition, the rate of educational wastage (dropouts, repetition) does not show trends of reduction. For example, the repetition rate, i.e 10.7%, in 1996/97 increased to 11.8% in 2000/01, and the dropout rate, i.e 9.6%, in 1996/97 was almost similar to the 2000/01 i.e 9.2%.

Thus, to reach the school age children; particularly to girls, to improve the quality of education and to reduce cost of education and time of schooling and other problems, there is a need to bring more change in the existing educational system than that the country had made before.

The importance of change in education, as Fullan (1991: 16) states "In theory the purpose of educational change presumably is to help schools accomplish their goals more effectively by replacing some structure, program and / or practices with better ones." However, in our educational system changes are rarely conducted at the local level. The lower level of educational leaders, teachers, parents and other relevant stakeholders are hardly involved in introducing planned change and innovation to tackle these particular problems.

Thus, it is essential to examine the extent of practices in processing planned change in education at local levels and how successful are the educational institutions in improving the existing education system. Moreover, realizing the capacity of the existing educational institutions for responding to the inevitable changes that occur from the internal and external environment is worth doing. Eventually, it is very important to examine the existing problems in the practice of introducing planned change in education at local level.

The main purpose of this study, therefore, is to examine the following basic questions.

- 1 What are the factors affecting the initiation of planned change and innovation at local levels?
- 2 To what extent is the practice of developing innovation in education carried out at local level?
- 3 What are the factors affecting implementation and sustainability of planned change in education?
- 4 What measures were taken to address implementation and sustainability issues?

1.3 Significance of the study

Ethiopian education system has several problems that need to be addressed. Regarding this, MOE (1999:1-3) states that although the current enrollment of children has been increased, more new schools are opened, and many new teachers are employed, the education system has still lots of problems. Enrollment ratios remain low, rural areas and girls are not well served, the quality of education is low (i.e. inadequate teacher training and poor curricula, inadequate facilities, shortage of books), the system is inefficient, funding is inadequate and capacity for planning and management is weak. Therefore, to change the situation and to improve the educational provision, it is indispensable to involve in planned change.

Educational leaders are now more concerned with how they can best respond to the ongoing changes (political, cultural, social or economical) in the country in general, and to their specific localities in particular.

This study, therefore, will help educational leaders to recognize the problem and then to devise means for improvement. The study also helps teachers to be aware about the need of change in educational activities and then to introduce new ideas and ways of doing things for the improvement of education. It could also help policy makers to design policy and strategies that facilitate planned change/innovation in education. The study may also help those who are interested to conduct further study on the issue.

1.4 Delimitation of the study

The study is delimited in the practices of planned change at the school (primary and secondary) and woreda education offices, in West Gojjam administrative zone, Amhara region. Schools and woreda educational offices are selected because these are the actual

Another limitation was inaccessibility to reference materials. As the writer is distance learner, adequate reading materials were not easily available in the region where well organized libraries do not exist. This impedes the writer to read more related literature and relevant materials. Moreover, as far as the writer's knowledge is concerned the study on the issue of planned change in education at local level is not much done by the local situation. This also makes the study more challenging than that of the expected.

1.6 Organization of the study

The study contains four chapters .The first chapter deals with introduction of the study. The background of the study, statement of the problem, significance, delimitation of the study and research design and Methodology, are stated in this chapter. The second chapter is about the review of related literature. Chapter three is presentation, analysis and discussion of data. The collected data are systematically arranged and tabulated in this part of the study. Finally, in chapter four, the summary of findings, and conclusion are included. At the end of the study the possible solutions are recommended for the identified problems in the same chapter.

1.8 Research Design and Methodology

1.8.1 Research Method and Data Analysis

The method used for the study was descriptive survey study. Thus, pertinent information relating to the introducing of change in education was collected from wide area and from different groups of respondents through questionnaires.

The data that obtained from the collected questionnaires were tallied, tabulated and changed to number and percentages. Apart questionnaire, much useful information was collected through interviews. Then, the data were systematically arranged and organized as per the intended basic questions. Qualitative and quantitative types of data analysis were applied in the study

1.8.2 Source of Data

The objective of the study is to examine the practice of planned change in education at local level. To meet the intended objective, it requires collecting the necessary information from the place where changes are expected.

Most planned changes in education are implemented at local levels; at school and/or district levels. Therefore, teachers from primary and secondary schools, educational leaders from woreda education offices and parents from parent teacher associations were mainly the source of data for the study.

Moreover, documents related with change in educational provision, such as reports, periodicals, abstracts have also been treated to equip the study with reliable information. A lot of valuable information had been collected from the three years educational plan of the region that helped the writer to understand what the region intended to change within the next three years.

Furthermore, interviews were conducted with the two of higher educational officials, the head and deputy, at regional level so as to incorporate relevant information with regarding to the practices of educational change in the region.

1.8.3. Sample Size and Sampling Technique

For the study of the problem, it is difficult to address the whole population at national as well as regional level. Hence, population has to be limited to an appropriate and manageable size and scope. So, the study was delimited to West Gojjam Administrative Zone Amhara Region. Within the Zone, there were eleven Woredas. Six of the eleven Woredas, 6(54.5%) namely: Bahir Dar Zuria, Mecha, Yilimana Densa, Burie, Jabitehinan and Denbecha were to be included in the study by selecting them in non-probability sampling particularly purposive sampling technique was employed. This is so for these woredas are easily accessible and large number of school and teachers exist in these woredas than the remaining ones.

There are about 340 primary and 8 secondary schools within the Zone as it is reported in ARED of 2003 annual reports. Of the total schools 30 (8.8%) primary and 3(37.5%) secondary schools were selected by purposeful sampling technique in order to keep the balance between the rural and urban and to include the easily accessible schools. Accordingly 13 schools were selected from the accessible rural areas while the remaining 17 were from the town-schools.

There are about 3535 primary and 207 secondary school teachers and 240 principals within the Zone. Of this total number of teachers, 176 (5.5%) primary and 24(11.6%) secondary school teachers, with the total of 200 (5.3%) teachers and 40 (16.6%) principals were taken as a sample by selecting them in a simple random sampling from

the sample rural and urban schools. Besides these within the zone, there are 44 Woreda Education Heads and Experts (11 heads of the offices and 33 head of desks), and 1308(6 in each school) members of Parent Teacher Associations (PTA). Of these all 24(54.3%) of woreda education heads/ experts are selected by availability sampling while 48(3.7%) members of PTA are taken by a simple random sampling technique.

The three secondary schools with 18 teachers (6 for each) were selected from Mecha, Jabitehenan and Denbecha by the availability sampling technique. The following table shows the sampling procedures.

Table 2 Distribution of samples

No	Types of sample	T/pop.. within the zone	selected samples	
			no	%
1	Woreda	11	6	54.5
2	school type			
	primary	340	30	8.8
	secondary	8	3	37.5
3	teachers	3742	200	5.3
	primary school teachers	3535	176	5.5
	secondary school teachers	207	24	11.6
4	schools' location			
	urban	not identified	13	
	rural	not identified	17	
5	school principals	240	40	16.6
6	WEO H/E	44	24	54.3
7	MPTA	1308	48	3.7

1.8.4 Instruments of Data collection

Questionnaires, interviews and observation were the instruments of data collection for the study. Before questionnaires were prepared, relevant documents were treated. So, attempts were made to have the basic knowledge of planned change. Having done all these, appropriate size and types of questionnaire were constructed for teachers, principals, Woreda education heads /experts and Member of Parent Teacher Association.

The questionnaires were classified in almost all types of closed and a few open ended questions to make easy for the respondents in replying answers as well as for the writer in tabulating and analyzing data. Each questionnaire has five parts. The first part deals with the characteristics of respondents, while other four parts are prepared based on the four basic questions of the study.

Table 3, Distribution and collection of questionnaires

No	Type of questionnaire	total distributed	Returned questionnaires	
			no	%
1	questionnaire one (For WEO H/E)	24	21	87.5
2	questionnaire two (For teachers)	200	189	94.5
3	questionnaire two (For Principals)	40	38	95
4	questionnaire three (For MPTA)	48	43	89.5

As shown in table one above, 200 for teachers, 40 for the principals, 24 for Woreda Education Heads/ Experts and 48 for the Members of Teacher Parent Associations were prepared and distributed. Of the distributed copies of questionnaires 189 (94.5%), 38 (95%); 21(87.5. %), and 43(89.5%) teachers, principals, Woreda education heads/ experts, and Members of Teacher Parent Associations have responded respectively while 11(5.5%); 3(12.5%); 2(5%) and 5(10.5%) questionnaires were not given due response

Apart from this interviews were conducted with the two higher officials at the regional education bureau. Interviews were conducted in structured procedures to save time as well as to collect more relevant information. Therefore, nine questions were prepared and being addressed to the interviewees. Valuable information was collected from the officials and it has been included in the study.

Observation was also used to collect data. Through observation of the necessary documents (the three-year plan of the region) useful information were collected. Furthermore, since the writer was one of the practitioners at local level there was an opportunity to observe and realize what the schools and woreda educational offices do with regard to educational change.

1.8.5 Pre test of the Instrument

The draft questionnaires were tried out (tested) in one woreda, Bahir Dar, at two schools with ten teachers, two principal two woreda educational experts and five-teacher and parents association. After receiving the necessary feedback, revision was made.

For instance from the personal data there was ambiguity of question on types of work and position about the respondents, then corrective measures were taken. From part two, in table two item 11 needed modification. So it was modified after the test. Besides, from part four the same types of questions were prepared to all types of respondents. However, after the pilot test, some questions were not answered because the questions were not relevant to all groups of respondents. Thus, some adjustment was made and there was an attempt to design appropriate type of question for each type of respondent.

CHAPTER TWO

Review of the Related Literature

2.1 The Concept of Planned Change and Its Need for Education

The modern world is a world of rapid change. External events are always happening to individuals and organizations. One way or the other, as Fullan, (1998:135) points out “new policies, new technologies, changes in personnel, demographic shift, political interest groups inevitably influence upon the status quo”. The economic and social environment is so dynamic that without the change that would be adaptive to the changed environment, organizations will be unable to survive in the environment. (Chandan, 1996: 390).

Therefore, introducing change in a given system is mandatory. We don't have the choice of avoiding change just because it is messy. Even in most stable organization change is necessary just to keep the level of given stability. Status quo for any organization is never conducive to growth and without growth success is limited. For continuous growth and success, organization must and develop to meet and adopt changes that are brought about by the very dynamics of the environment. (Ahuja,1986: 864).

At the out set we need to remind ourselves that development is a process of change. (Lewin ,1991:16). Change can be planned or unplanned. The latter just happens in the natural course of events. Planned change, on the other hand, is the result of consciously designed preparation to reach a desired goal or organizational state. The planned change originates in a decision to make a deliberate effort to improve the

system and to obtain the help of outside agent in making this improvement. Based on this assumption,

---as recent surveys of some major organizations around the world have shown that all successful organizations are continuously interacting with the environment and making necessary changes in their structural design or philosophy or policies or strategies as the need to be. (Chandan ,1996:390).

In education too, people are seldom satisfied with the status quo. Whatever change occurs in social organization, it demands change in the function of education. As a result several educational changes have been proposed to help schools to accomplish their goals more efficiently and effectively. (Goble and Tames, 1977 :33)

Schools are established to play major role in developing educated persons who acquire and understand truth, beauty and justice. Moreover, schools are expected not only to maintain the existing value and standards but also to be dynamic, reflecting that the world around us is constantly changing. However, at this stage, schools across the world face imposed and unprecedented change than ever before. They are uncertain about what they have to do, feel worried about their ability to cope. (Newton and Tony, 1992:1).

Therefore, if education is to improve and to be sensitive to change in society, and if schools are to become responsible to renew individuals, institutions and societies at large that they must be purposefully engaged in the planned change and they have to develop process and techniques to facilitate effective change.

In general, the rationale for change in education seems to be based on the following premises:

- *even if the status quo is not necessary bad, there is usually room for improvement*
- *while all change does not necessarily lead to improvement, improvement is not likely to occur without change*

In recent years schools have been bombarded with proposals, research findings, and mandates for change. For example, schools have been told that they need to increase student time on task, provide career ladders for teachers, enhance their organizational culture, improve students' basic skills, increase parental involvement, improve personal evaluation, tighten curriculum standards, develop partnerships with business and so on. Many of these pressures for change emanate from various national goals of public education. (Snowden, and Richard, 1998:121).

As Fullan (1991:28) further states that innovation in education get generated through a mixture of political and educational motives. Educational reform is very much a political process.

In general, innovations in education are to be introduced more by pressure from outside the school than generated from within, much later than desirable and lagging rather than leading, and as show off to win praise for certain individuals than to improve educational performance. Whether locally or centrally the ultimate conclusion for the learning organization in dynamically complex environment is that change forces come upon us from outside the school in surprising and unplanned ways. Thus, the capacity, to live in a state of continuous imbalance is essential. (Ibid)

2.3 Planned Change at various components in Education

Educational institution like all other organizations requires constant monitoring to identify areas for potential improvement. Change in education can be introduced to different components of the system. Many writers have put the change areas in different words. Noel (in Ayalew, 2000:5) for instance stated that "By innovation we mean any

change in one component of the system ... with the intention of promoting improvement".

Accordingly, education as any other system contains four dynamically interactive subsystems: tasks to be performed, structures of the organization, technology utilized to perform the task, and the human social subsystem. Changes can be introduced in one or more of these subsystems to increase the success of the entire system. Since various elements of an organization are all parts of an interdependent system, a change in any single target often leads to change in others.

Thus, change agents must identify the level at which their effort will be directed. Efforts can be made to change individuals, groups, and entire organization. Each represent a different level or unit of change. Besides, change agents focus on targets to alter in attempting to close performance gaps and reach desired objectives. These targets of change include, people, technology, jobs, and workflow, organizational structure and processes, culture, and management.

Other writers, Ginsurg, Walls, and Millar (in Seyoum, 1996: 11) have also identified in a very specific ways. As they mentioned it that the process of instruction, educational structure, educational measurements, teachers' education, educational technology, educational management, finance are targets of change in education. Thus, in order to enhance the effectiveness of the educational system, it requires the introduction of planned change in one of the above components.

In short, change in educational system can be introduced in one or more of every aspect in the system or it can be made on the entire system. In other words, a significant

change in one of the subsystem will result in the same adaptation on the part of other. Some selected areas of change in education are further discussed as follows.

2.3.1 Change on Strategies for Some Educational Activities

The ultimate goal of planned change is to improve outcomes through an alteration of practices. This is basic to every program of social and economic betterment of which a country in need. (Aggarwal, 1996:81). Similarly, the major purpose of education is to bring about change in the knowledge, skills, attitude, and values of the people as a whole. However, the process of change is complex, with many different types of change possible. Thus there is a need to develop a number of different strategies to be used for implementing these changes.

Several examples are noted in Ayalew (2000:60). The establishment of schools closer to local communities, for instance, is the strategy to address the problem of geographic dispersion of schools works against easy access. In addition increasing the national allocation for teachers or alternatively developing new means for recruiting teachers can help to minimize problems in the supply of teachers to serve children. Moreover rising affluence improve access; conversely, lowering the cost to parents may also have a positive impact on access.

The same writer further stated that for promoting female education, different strategies could be employed. Hiring of female teachers, lowering the cost to parents, developing relevant curriculum, and increasing community participation are some of important strategies to be employed.

For removing barriers of space, distance, and costs for access, strategies, like providing more space by building more schools, using double shifts, using community building

(church, mosque, etc), using existing space efficiently and /or equitably and providing distance education may help to avoid the space problems. To reduce distance barrier for educational access, on the other hand, building more schools near the home, educating at home, using boarding facilities, providing transportation, and similar other changes can be made so as to alleviate the problem. Providing free education, free textbooks and uniforms, , ensuring access to higher institution, making training relevant to employment or increases in productivity are some of useful activities to be made to address the cost problems.

Insufficient and overburdened teachers as well as inappropriate and undesirable education have negative effect in the provision of access. To reduce, particularly the former barrier, strategies like recruit more teachers, teach more students with the same number of or fewer teachers, provide incentives to teachers, provide training locally, place teachers near home, double shifts, self- taught, programmed curricula, peer instruction, distance education are some important ones. For the latter one, to undesirable education, improvement can be made by adjusting curriculum, building or renovate facilities, recruit different teachers and developing alternatives to community and parental education can be some strategies to be carried out.

Some of other reasons for low participation are associated with school attendance. School attendance prevents children from attending family chores such as preparation of meals, planting and harvesting etc. Besides, the curriculum requires that student enter school at specific age, attend school every day, continue attending without interruption, and complete a whole year etc. To improve the participation rate a sort of change must be introduced in these situations. It is possible introducing different ways to address

such problems like, permitting family to attend class, set up day-car centers near school or at work place, schedule school classes in morning or afternoon. Furthermore, developing non-graded, unit based curricula, allow children to enter school and progress at their own pace, introduce a system of automatic promotion and eliminate exams in early grades can also help to increase participation.

2.3.2 Change on Educational Materials

The component of educational materials includes teaching aids, equipment, books, school facilities, building, curriculum, educational technology etc. Replace or modifies existing educational materials with a more modern ones or introducing a new way of doing work on such materials can be seen as another change target in educational system.

As it is pointed out in various literatures, improving educational materials make education more effective and efficient. Bishop (1995:81) for instance indicated that the use of short, simple inexpensive self instructional modules of booklets and self learning kits in place of text books helps for saving considerably in costs, allowing students to proceed at their own pace.

Moreover, according to Ibid, innovations such as mass transmission techniques (radio and Television) although they may have some disadvantages, they are important means to secure the same or better education for more children with no increase in time or costs in some conditions. It is especially useful for those in the less privileged area where the population is sparsely distributed over a large number of widely scattered villages and qualified teachers are inadequate.

Another changing area associated with teaching material is school building. According to Ayalew (2000:83) in less developed countries one of the most important constraints to access is the lack of school building. The simple way of solution for such problem may be built new schools. However, due to financial and human resource problem, particular for the poor countries, it is not easy to be achieved. Therefore, many members of the communities' homes in developing countries are not closer to the school. In such condition, parents have concerns for both the physical and moral safety of their children. The problem is most serious for primary grades and in rural areas where students are widely scattered, the number of children attending schools are few and when there is far home- school distance.

To address such problems, pedagogical responses are suggested. For example, by extending the size of entering continuing classes in widely scattered population, children might be admitted in every second year. Or boarding schools might be constructed so those children from a greater distance can attend. Moreover, establishing small school that is children of several grades setting in common classroom is the most common approach.

Thus, if students learn as much as in less expensive school building as they do in more expensive building, then less expensive schools should be built. Minimize resources can be used to expand access, or to improve quality. Moreover, establishing a group on cluster of smaller schools may be an important new thing to coordinate activities and sometimes even to draw on a central learning resource center for their common needs.

2.3.4 Changes on the Structure of the Education System.

Structure refers to the arrangement of subsystems in the organization. Such as a power of decision making in controlling, planning and directing of activities. Educational institutions are organized on many levels, from the individual classroom under the management of a single teacher, to a group of classrooms under the guidance of the principal. Within each level of educational endeavor, there exists the possibility of improvement to practices and their resultant outcomes. An individual teacher at a classroom level may investigate a new assessment process of benefit to the members of the class; the librarian may be adopt a different procedure in the school library to achieve a more efficient service for the whole school. District offices may organize a network for the sharing of expensive equipment for members of schools,

According to Fullan (1991:7) the label of restructuring takes many forms. Devolution of decision making power or introducing school based management, enhancing roles for teachers in instruction and decision making, restructured timetable, radical reorganization of different levels of the system and new role in leadership arrangements are some of the possibilities to be made in educational structure.

As the writer further stated, policy setting, responsibility and accountability associated with selecting instructional materials, developing discipline school codes, deciding how to use school time, selecting extra curricular activities in the school and how students will be placed in classes can be shifted from the central levels to school level.

Shifting school-based management, therefore, results in devolution of power for allocation of resources and staff employment from central and regional governments' agencies to

individuals local and /or at school level. In other words, if the local schools can have power to inspect schools, to grade teachers, to provide materials and to carry out maintenance and repairs, then it is possible to develop better condition to bring change in school so as to improve the learning teaching process. Moreover, introducing school based management enables school to increase their creativity, to meet their local needs and enable them to be flexible in their way of doing which all are the essential elements to introduce constructive change. (Carter,1995:63).

2.3.5 The Role of Human Subsystem in Educational Change

The human subsystem in education consists teachers, administrators, consultants, communities, students, guidance officeres etc. The role of human subsystem, fire a person and replace him or her with some new, or change of knowledge, skill, attitude, or behavior are some example of change targets on human subsystem. What their roles are and how their roles are changed in the process of educational change is treated as follows.

2.3.5.1 Teachers In The Process Of Change

The success of educational planned change depends on what teachers and other school personnel do and think. Educational provision become effective when the quality people are recruited trained and motivated. (Fullan ,1991:87)

More than other thing, teachers are the very important human subsystem in education. Teachers are the front lines to introduce new things as well as to implement the proposed planned change of the sector. To strength the point as Goble and Tames (1977:35) stated that

The role of teachers no longer is seen as the transmitter of what is already Orthodox, the purveyor of materials previously prepared in terms of established ideas, the obedient actor in context that is not of his making, but prophet, initiator, creator of curriculum, designer of the learning context, engaged in a sustained and deliberate effort to modify the tastes of his students (child or adult) and so by influencing their acceptance or rejection of message embodied, in taboo and methodology, to accelerate change in the central stock of the ideas of the society.

However, several problems encountered to get adequate and motivated qualified teachers. Thus, it needs to search new ways of doing to provide schools with the adequate and qualified teachers. Ayalew (2000:93) forward three possible solutions. One of the important approaches is to seek substitutes for the teachers. According to him, the most substitutes for a trained teacher is an educated individual who has adequate subject knowledge but no formal training in teaching. Such person can play a significant role as a teacher in the school if the trained teachers are not easy to get. A second option is altering the teaching approaches so as to rely on students' tutors. Advanced students, with appropriate guidance can perform many useful teaching tasks. They are particularly important in conducting drills, supervising extra curricular and in class work activities, grading papers, etc. A third option is to alter the teaching routine through developing new instructional materials that require less teacher time. Where schools effectively employ such techniques for example radio and television, student-teacher ratios can remain quite high with no sacrifice in student achievement or retention.

Another major obstacle to provide schooling is lack of willingness of teachers to work in remote areas. Some of the reasons are the lack of housing, motivation, and poor administration service in school as well as in the district for teachers. To encounter such

problems as, Ibid, suggested school might be build including with the modest housing for the teachers or alternatively constructing responsible local families for security purpose particularly for females. Moreover, providing incentive career ladder of teachers and properly handling and supporting of teachers could help to retain teachers in remote areas.

In general, as Tersea Tatto (in Ayalew, 2000; 97-99) if teachers are going to be induced to work effectively in remote area, there are four different levels of teachers concerned that need to be addressed. First, appropriate mechanisms have to be developed to keep equal if not higher than the rural teachers' socio-economic status with the teacher in the center. For example, an extra allowance for high cost of living in rural /remote areas, improves efficiency in the system of salary payment to rural/remote areas, encourage the community to provide complementary salary and benefits are some useful measures to be employed.

Second, there must be adequate organizational support to attract and induce rural teachers. An important action, such as establishing teacher net works to offer support to teachers and schools and to make difficult/ remote school condition more attractive, formulating supportive strategies (school cluster or teacher cohorts etc,) would allow them to perform their work appropriately.

Third, in order to encourage teachers' to work in rural and remote area, they should have get chances for their professional development. They need special knowledge, skills and attitudes in associate with that the place they are expected to work. This is possible if an affirmative action, such as providing incentive for locally trained teachers

to return to their local areas, designing mechanisms at the national and local levels for principals and experienced teachers to train as instructional leaders /supervisors. Moreover, Providing on the job training to teachers and teachers aids, recruit qualified teacher educator for teacher training in rural areas and hire local aids to support local and non-local teachers in the school can motivate teachers at rural areas.

Finally, teachers need to feel that their personal needs for safety, health and living situation will be appropriately addressed. More specifically securing safe and functional housing, subsidize home for non-local teachers, paying moving costs to rural areas and providing job opportunities for spouses help to address teachers' personal concerns.

In short the role of teachers in the process of planned change is so important, it has to be given due attention for being adequately available in both their number and quality at school. Not only their existence but unless teachers are motivated to wards their profession as well as in their working place, the introduced planned change would hardly success. Therefore, it is essential to introduce some facilitating factors such as salary increment, establishment of career ladder, a required competency exam for prospective teachers so as to have adequate and qualified teachers in the system.

2.3.5.2 Schools' Principals and Their Role in Educational Change

Schools' principals are also other important persons in the process of planned change in education. The principal is the middle of the relationship between teachers and external ideas and people. The degree of implementation of the innovation is different in

different schools because of the action and concerned of the principals. (Fullan ,1991:144)

Thus, because of closeness to the classroom situation and opportunity to alter work place conditions probably the most powerful potential source of help or hindrance to bring change in the school is the school principal

2.3.5.3 The Role of District Administrators and Other Stakeholders

The local administrators have a great role in setting expectation and tone of pattern in the process of change in education within the local district. They are the critic source of initiating specific innovation. District staff is the ones that are expected to introduce new district programs. (Fullan, 1991:191)

Fullan (1991:191) further clarifies the point as district administrators from other things allow for certain redefinition and adaptation of the innovation, provide materials, in service training, a one to one technical help, and opportunity for peer instruction. Moreover, they determine the potential appropriateness of the particular innovation for addressing the needs clarifies goals and provide supports. In short district administrators main tasks are to build the capacity of the districted office and the schools to handle any and all innovations.

Besides to the above human subsystem, others like consultants, parents and the communities are also play an important role in the introducing and implementing planned change. For instance consultant either from internal or external of the school has an impact in the process of change. Internal consultant may help in arranging

funding and other support from the district or other sources. Moreover, it is useful inspecting the new practices, in identifying the needs of students and individual schools in their district, in planning how to continue and institutionalize the new practices, and assisting in evaluating of the process of change. (Ibid, 1991:217). External consultant increases the effectiveness of the internal facilitators by constructing on selection criteria and pre and post job skills and experience training.

Parents and the communities can also contribute a lot. The closer the parents and the community to education of the child are, the greater the impact on child development and educational achievement. There is no question that family background and home situation make a difference. Students from more privileged families do better at school. Communities can also either put pressure on district administrators to do some thing about a problem or oppose specific innovation that have been adopted. Community, if they are ignored, can bring and end to innovations adept without their informed consent. (Ibid ,1991:244)

So far many components of education system have been discussed in related to change. Some elements are object to be changed, shaped, redefined, or modified. Some others are role players in change processing being either initiators or implementers. Now, it seems dispensable to go through how change is processed. This is the topic to be discussed in the next part.

2.4 The Process of Change in Education

The process of change includes three phases; initiation, implementation and institutionalizes. (Fullan, 1998:29). Each of these stages is discussed as follows.

2.4.1 The Process of Initiation in Educational Change

“Initiation is the first and an important stage in the process of change that aims to identify the need for change, deciding to embark the process and leading up to and including the decision to proceed with implementation.” (Fullan, 1991: 48)

According to Hopkins (1994:37) the key activities in the initiation phase are; the decision to begin the innovation and a review of the current state of education in a given school. To make decision for change, it requires assessing the situation as well as the new idea. As Snowden and Richard (1998:125) wrote that "the administrators include with relevant others should attempt to develop or evaluate and select from various alternatives a new approach or system to replace or modify the current program or practice".

Therefore among other things an effective administrator has to engage in need assessment and providing objective information about the strength and weakness of the various educational programs and activities. Furthermore, the administrator will need to evaluate carefully the strength and limitation of each proposed change before seeking its adaptation in school or school districts. An assessment will be essential for identifying and validating the need for change. After the necessary assessment of the existing

condition of the organization is conducted, decision will be made on the need for change.

There are a number of factors associated with initiation that will influence whether the change gets started. According to Ibid, issues such as: the existence of innovation and access of it, pressure from within and without the school's, availability of resource and consultant support, and the existence of quality school's internal conditions are important things to bring new idea in education. In addition, as Matthew (in Hopkins, 1994:37) stated that the factors such as, the relevancy of innovation to local need, the clarity and the approach to change, and the advocate to innovation, need to be taken into consideration before decision is made to change.

After the need assessing and evaluating of the situation and decision for change is made, then, the next thing is the creation of awareness. In other words, to be more successful in most proposed change, it will be important for the change agent to develop understanding, commitment, and possibly new skills on the part of those individuals or groups who will be affected by a given innovation at the stage of initiation. For instance at school, the students, parents, school board, administrator's, supervisors and the member of departments have to be clear about the proposed change.

It is essential to note here that the acceptance and effectiveness of the proposed innovation may be enhanced or impeded by the attitudes and action of other individuals and groups associated with the school district. Not only the internal organization but the external environment is also a major motive for change. Thus, at the initiation phase,

due attention should be also given that the new procedures and new activities should be supported by environmental connection as well.

As Fullan (1998: 61) states that “the creation of awareness at initiation stage can be affected due to the absence of adequate and quality advocacy from the central administration as well as the low support from the community”. Therefore, if such conditions are found, initiation for a change will not be facilitated and developed. Moreover, for a planned change to be acceptable and diffused, it should be initiated and introduced at the right time and in the right form.

2.4.2 Change Initiators

Changes emanate from various sources and pressures as it is already discussed in the previous discussion. In the particularity of initiation however, as to Chandan (1994:396) noted initiation for change can be brought from four types of change agents. The first types of change agents are those who are from outside the control of the system, what he called are out side pressures. These initiators put pressures from the external environment and they are involving to bring change in the entire organization. For example the most predictable initial pressure for change comes from the community.

The role of the community in the initiation process however, is not straightforward. In some cases major demographic changes create turbulence in the environment, which may lead to initiation of change. In some other time most communities don't actively participate in change decisions about any educational program. In another situation when there is more highly educated communities, they can put great pressure on their

schools to adapt high quality educational changes. They also can react strongly and effectively against proposed changes that they don't like. (Fullan ,1991:88)

Other types of initiators are the initiators from the central management. The organizational change may initiated from the top management who may be convinced about its necessity and may direct the structural, strategic technological changes that would be beneficial to the organization and its members. Change can be also initiated from the internal organization development. Through time, the organizations adopt a new ways of doing. Such types of change would be grown slowly within the organization itself. Individuals are also playing an important role as initiators. Particularly, those who have prior knowledge experience and practice for about anew ideas and thinking can introduce a sort of change in the given organization.

2.4.3 The Process of Implementation in Educational Change

Implementation is the phase of attempted use of the innovation. It is the stage of the process of change, which has received the most attention. As Hills (1992:174) planned change implies the development of new ideas which are disseminated and utilized. It is searching for new ideas, tries, and adapts the ideas to solve the problem. Thus, implementation is a critical for the simple reason that it is the means of accomplishing desired objects. In other words it is a process of putting into practice ideas, programs, or set of activities and structures new to people attempting or expected to change. (Fullan,1991 :65)

In short, the key activities occurring during implementation are the carrying out of action plan, the developing and sustaining of commitment and the checking of progress and the over coming of problems. (Hopkins, 1994:37).

2.4.4 Steps In The Process Of Implementation

To accomplish the major activities in the implementation of change efficiently and effectively, it requires steps to be followed. According to Chandan (1994 :395) the following general steps can be taken to implement such change .The first action is developing new goals and objectives. The initiators with collaborative to the implementers as well as beneficiaries have to identify and agree on what new outlines they wish to achieve. This can be a modification of previous goals due to the internal, and external environmental change or it may be a new set of goal and objectives.

The second step is selecting an agent for change. It must be decided and identified who will follow the process of implementation. Although, selecting the change agent is the must to be done, it is equally important to remind that every person in the given organization should act as a change agent to make the change more successful. In other words, change would be very important to leave the experts. (Fullan,1998: 39).

The next step is diagnosing the problem. As Ibid (1998:25) problems are inevitable, but the good news is that you cannot learn or be successful without them. Problems are necessary for learning, and changing is also learning. Thus, it is important to gather all pertinent data regarding the area or the problem where the change is needed. This data should be critically analyzed to pin point the key issues; and then, the solutions can be focused on those key issues.

Selecting methodology is the fourth step. This step is necessary because of that resistance to change is natural. It is very important to chart out a methodology for change, which would be correct and acceptable to all. Developing a plan is the next step. It involves putting together a plan as to what is to be done. As Ivancevich (1999:579), stated that 'researcher has shown that planned change is more likely to bring about performance improvement than unplanned change'. Planned change is accordingly looked into a process of improving the way in which an organization functions in response to its developmental needs.

The following step is developing strategy for implementation of the plan. In this stage the change agent must decide on the 'when', 'where', and 'how' of the plan is carried out . It includes the right timing of putting the plan to work, how the plan will be communicated to workers in order to have the least resistance and how the implementation will be monitored.

Then, the implementation of the plan is followed. Once the right time and the right channels of communication have been established, then the plan will be put into action. As it is discussed earlier implementation of the plan is a central point in the process of change. It is at this stage that the individual adopts the innovation and implements it fully. Its purpose and what activities are carried out in the process of implementation have been already identified in the earlier discussions. However, it is important to give due attention that some sort of announcement or a brief sessions in form of seminar has to be made so as to gain acceptance of all the members and specially those who are going to be directly affected by the change.

Finally, receiving and evaluating feedback has to be made after the change is being implemented. Evaluation consists of comparing actual results to the set goals. Feedback will confirm if these goals are being met so that if there is any deviation between the goals and the actual performance outcomes, then corrective measures can be taken.

To sum up, during the process of implementation of change there are some points that need to be recognized. The one thing is that implementation of change in an organization takes place slowly or rapidly. This is due to the nature of objectives, desire for continued cooperation among the staff, availability of sufficient resources, managerial temperament, cultural norms, the experience of success in change, and costs involved in terms of disruption and side effects.

Another important point to be aware is that

changes for the better are to be desired, but change can also be disruptive and wasteful of resources. It may be far more important at any given point in school to be doing a good job with familiar, well tested instructional practices that have stood the test of time than innovations always disrupt people's working lives to some extent.

(Huberman, 1984:280).

Thus, the successful implementation requires a careful, sometimes alternating attention to both horns of its dilemma. Moreover, implementation is a variable and if the change is a potentially good one, success (such as improved student learning or increased skills on the part of teachers) will depend on the degree and quality of change in actual practice.

2.4.5 The Continuation /Institutionalization of Change

One of the important questions about any process of change is whether or not the change that has been accomplished will remain stable and permanent characteristics of

the system. Institutionalization is therefore a stage to make change as regular and part of the activities in the given system.

According to Hopkins (1994: 35) "Institutionalization is the phase when innovation and change stop being regarded as some thing new and become part of the organization's usual ways of doing things". Thus, it is an extension of the implementation phase in that the new program is sustained for a certain time in the future.

At the institutionalized stage as suggested that the following major activities are carried out

- *Working to wards embedding the change with in the school's structure its organization and resources*
- *the elimination of competing or contradictory practices*
- *establishing strong and purposeful links to other change efforts*
- *create a better condition for widespread use in the school and local area*

To accomplish the above-mentioned tasks and to establish a ground for sustainable improvement in education, it requires serious restructure of the school and the district educational offices and their interrelationship. Moreover, it is expected redefined the role of governance, principals, teachers, parents and students. It also demands design of atmosphere to work and learn.

Moreover, as Little (in Fullan, 1991:56) indicates in order to promote a continuous school improvement among other things teachers should be provided with continuous training about teaching practice , how instructional plan is prepared, and teaching materials are evaluated.

Moreover, changes may have positive contribution for institutionalization of change when they are spread to neighboring systems, or to subparts of the client system,. In

other words, if a change spread to several neighboring organizations, there is a strong likelihood that the innovation will be esteemed and retained.

Similarly, if a teacher who has adopted new teaching method finds that others on the teaching staff have copied her/ his , she /he will probably feel that this confirms the wisdom of her/his change and will be encouraged to continue her/his new practices. (Ibid)

However, there are conditions that affect the institutionalization of a given change negatively. For instance, as a matter of fact, although schools can be highly innovative for a short period of time, they cannot stay in innovation for a long period of time without the district action to established the condition for continuous and a long term implementation. Besides, schools cannot always redesign themselves. Therefore, a continuous support from the local administration is essential for a continuous improvement.

Lippitt and others (1958:140), also remind us that “change which has been produced by pain staking and costly; tends to disappear after the change effort ceases. And then, the system that wanted to change slips back instead into its old days”. Snowden and Richard (1998:133) on their part have also pointed out that when some individuals who are responsible for implementing the innovation suddenly leave the organization in some reasons, it is likely that the introduced change to be failed.

Thus, even if the change is implemented at the initial stage, some innovations still encounter problems for their sustainable. Unless mechanisms are designed to reduce the

above stated problems and other similar constraints, the introduced change will be destructive rather than constructive.

To sum up, institutionalization is an important stage of change. The designed change will bring impact on the given institution if it is only carried out continuously. As Snowden and Richard (1998:134) ascertain that “fortunately most of circumstance described in this section can be avoided, or at least reduced if the change agent or administrator anticipates them and takes corrective action before the problem become major”.

2.5 Factors Affecting the Process of Change in Education

Although in the earlier discussion some factors were raised and tried to show their impact in each specific stage in the process of change, there are other general factors that affect the processing of change, which need further elaboration. As Fullan (1991: 67) wrote that factors can be grouped into three broad sets; factors those associated with the nature of the innovation, local condition and external environment.

2.5.1 Factors Associated With The Nature Of Change

Factors those related to the nature of the innovation such as the clarity of goals and means of the new program, the difficulty and extent of change required of the individuals responsible, and the possibility of practicality etc., have impact in the process of change implementation.

As Hillson (1965:179) confirmed that the scope of intended change and the fitness between the organization needs and the new program have also impact on the process of planned change.

In other words, implementation will be more effective when it is relatively focused on specific needs. Lack of clarity diffuse goals and unspecified means of implementation on the other hand, represents major problems at the implementation stage.. It is essential to remind that people do not learn or accomplish complex change by being told or shown what to do. Understanding and institutionalization of planned change needs time and wide practices. Thus, when individuals, groups, or organizations need to bring a change in the system, the intended change should be examined with regarding to its need, clarity complexity, practicality, skill required and extent of alteration in beliefs, the require strategies and materials.

2.5.2 Factors Related to Local Factors

Local factors are factors more associated with the role of personnel in the system and their level of skill, knowledge and attitude toward the new ideas. Concerning local factors, Fullan (1991:73) pointed out that how district administrators, principals, teachers, and the community at large behave and act to the change is the major factors those affect the implementation of planned change. Milbrey (in Carter, 1998: 3) also suggested that changes to be successfully implemented, there must be 'will' and 'capacity' in both the local administrators and implementers

Furthermore, the effectiveness of teachers associated with their experience of change has also impact to make change sustainable. In other words, the more the teachers or

others in the district have had negative experience with previous implementation attempts in the district or elsewhere, the more unresponsive they will be about the next change presented regardless of the merit of the new idea or program.

In general the role of teachers and principals is the most likely to be in a position to shape the organizational conditions necessary for success. Moreover, the district administrators and communities support of the school are correlated position with better achievement.

As Ahuja (1986:876) suggested that effective administrators or change leaders can develop devices to reduce resistance and then to make change successful. The followings are the means for reducing the possible resistance, which administrators or any other change agents often carry out;

- *try persuasion to secure change*
- *change the environment in a way which makes is easy for the individual to change his point of view*
- *provide sufficient time for mental change to take place*
- *change should be introduced slowly and gradually*
- *create a social climate which favors the new habits*
- *provide a measure of effectiveness*
- *treat people with dignity.*

Encourage the implementers to participate in decision making, supporting and rewarding the implementers, developing plan for implementation of innovation and taking coercion measures if it is necessary are also an important means. (Ayalew, 2000:72-73) .

2.5.3 Factors Related To External Environment

According to Fullan (1991: 78) the external factors are the factors that influence implementation places of the school or school district in the context of the broader society. Schools are possibly unique among other types of organizations. Stakeholders are not only those within the physical boundaries of school, nor those beyond the school charged with its administration. Parents and social organizations are also greatly concerned with activities within the school. Tertiary institutions have expectations of school leavers as do employer groups and social welfare organizations. Wider society is similarly concerned with educational structure and procedures. Each of these stakeholders has perceptions, which form barriers to the implementation of innovation and resultant change that occur.

The relationship of the school to various outside agencies has also impact in the implementation of the intended change. For instance, the priorities of the government to education, the interest and commitment of the political forces, the nature of the government bureaucracies have great impact for the implementation of educational change. Moreover the formulation of new legislation, new policies and new programs, other than educational sector has also a significant influence on educational change.

Likewise, Carter (1995:23) stated that the practices of devolution of decision making have required developing new approach of educational administration. Such changes in structures have also impact in the process of educational change. In other words, by taking the management of individual schools away from the central and putting in the hands of local (to the teachers, and school principals as well as to the community), it is possible to make schools become more responsive, flexible and accountable to the

communities the served which are the good ground for implementation of change .However, it is also essential to note here that a sort of assistance is dispensable from the higher to local level. The lack of support and incompetence of school district administrators are positively associated with fail of introducing change.

2.5.4 Restraining Factors

In general, in every situation of involving change, there is certain restraining, as well as facilitating factors. The restraining forces make condition difficult to introduce and implement planned change. (Snowden and Richard, 1998:129)

For instance, Levine and Eubank (in Fullan 1991:201) have identified the following restraining factors

- *inadequate time, training and technical assistance*
- *difficulties of stimulating consideration and adaptation of inconvenient changes*
- *constraint on relevant individual participation in decision making*
- *Reluctance of administrators at all levels to give up traditional prerogative.*

Furthermore, Little (in Ibid) suggested that collaborative work cultures in schools take a long time to develop, yet it can disappear overnight when a few key people leave the school. Besides, if there is constant conflict and turn over of chief administrators, the innovation will be difficult to be implemented as it is intended.

Another major restraining factor that occurs during the introducing and implementation of a given new idea or program is the resistance on it. Thus, the administrator needs to be aware that resistance to change may be based on many things. The bureaucratic structure of the school, the lack of incentive, the nature of the proposed change, teacher and community norms, lack of awareness, a difference opinion, a lack of skill and

knowledge, and fear of unknown are some of the major restraining. (Snowden and Richard, 1998:129-130)

According to the same writer resistance to change is a complex phenomenon, so it requires administrator to spend considerable amount of time in diagnosing its sources and causes before drawing any conclusion about how it might best be reduced. Instead of view the expression of resistance as a warning sign, some administrators in some cases try to react defensively, which is the worst thing for change.

2.5.5 Facilitating Factors

The facilitating factors are making the situation easier to introduce and fully implementation of a particular innovation. (Snowden and Richard, 1998:129). The highest school's capacity for change, such as institutional competence of the members, their skills, knowledge, contacts and experience they can draw upon are necessary to support and sustained the intended change. (Bowe and Stephen, 1992:117). Furthermore, planned change can be implemented in a better result, if the head of educational offices and the senior teachers use appropriate form of leadership style.

To sum up, so far it is tried to make clear concerning the concept of change in education. Attempting is also made to identify the components of change areas in educational system. The process of change and factors that affect the process are also treated. Having understood all these, the practice of educational changes in the Ethiopian context is now to be seen in the following part.

2.6 The Historical Review of Educational Change in Ethiopia

Under this major topic the practices of educational change in Ethiopian Education System since the beginning of modern education will be discussed. To make the discussion convenient, the topic is divided in two sub topics; the development of education (1908-1994) and the practices of planned change since 1994.

2.6.1 The Development of Education System (1908- 1994)

Despite its long history, church education contributed little in political, social and economical development of the country. Thus, modern education had been started to change the existed situation. Modern education was introduced at the turn of the twentieth century and it officially commenced in 1908 with the opening of Menelik II School in Addis Ababa. (Ayalew, 2000:8).

It's relevancy and appropriateness was however questioned even at that early stage when it was not firmly established. The curriculum consisted mostly of languages, the teachers were non-native, the medium of instruction was French and the content of most of the subjects dealt only with distant lands and people. (Ibid:14)

Since then, several changes have been made in the education system to curve the situation. Errest Work made the first attempt in 1920s. Errenst Work had identified some problems and forwarded the possible solution. However, non-of his plans were implemented and little improvement were made in the years before the Italian invasion in 1935. (Ibid).

During the occupation period (1936-1941) the Italians destroyed the Ethiopian educational system. The Italian government had attempted to establish its own

educational system to produce loyal servants. The education of children was limited to only four years and academic type of education. (Ibid ,2000:17).

Although the infant educational system of Ethiopia had been destroyed during the occupation period, the occupation had some unintended favorable effects on the later development of the system. As a result of occupation, people particularly the exiles, had recognized the value of modern education, the need for modern education had been increased and the resistance had been reduced. So that some writers tend to call the period as a “ turning point for modern education in Ethiopia ”(Ibid)

When the country was liberated in 1941,

there were virtually no schools, no teachers and no educational materials. On the other hand, there was acute shortage of educated personnel who could man the government offices. Thus, the main emphasis in educational change at this stage was the creation of an educational system that could provide for small corps of clerical, technical and administrative personnel to run the government machinery. To meet this need, the Ministry of Education (MOE) was reestablished in 1942 and schools started functioning with teachers from Britain or British colonies and protectorates, and materials donated or imported from the same country. (Ibid ,2000:34)

Within a decade, considerable changes had been made; schools were expanded, higher level education was introduced, board of education was established in each region, educational tax was declared, and private and voluntary organizations were opened. Therefore, the urgent requirements for semi professional people were at least partially met.

Following that, “Ethiopia signed the point four programs of technical assistance with USA on June 16, 1951”. (Desta in Ayalew ,2000:32). Accordingly, as per the direction of the American experts who replaced the British advisors, the MOE was reorganized,

the structure was changed and the textbooks started being shipped from the United States.

The adaptation of a series of five-year plans was the major change which aimed at ‘ controlled expansion in the sphere of education. The emphasis was in producing limited personnel to meet the manpower needs of the country. The end of the first five years plan that coincided with the UNESCO conference of African states for the development of education held in Addis Ababa in may 1961, however, showed that the access for education in Ethiopia was too low as it compared to most other countries. (Ibid)

From then on wards, some piecemeal approaches such as an attempt to change the grade structure, which was introduced in 1963/64 and a notable step that had been taken in 1963; to make Amharic the medium of instruction at the primary school level were made., However, these piece meal changes did not address the root causes of the problems of education in the country. (Seyoum , 1996:5). Thus, there were the wide spread expressions of dissatisfaction, which were expressed by students, parents and teachers and like throughout the late 1960s. (Ayalew 2000:34).

To address the problem, a comprehensive study of the education sector was initiated in October 1971. This study, which came to be known as the Education Sector Review. (ESR). Although it was one of the boldest attempts at educational reform taken by the old regime, it couldn't bring better condition as a result of the outbreak of the 1974 revolution. (Seyoum, 1996:8)

During the military regime too, attempts were made to bring change in the educational system. The earlier objective of education, under controlled expansion was replaced

with the proclamation, which was issued on December 20th, 1974. The proclamation confirmed that 'under banner of education for all, emphasis shall be given that citizens will have the right to free fundamental education. PMAC (in Ayalew ,2000:44).

Changes were also made in the area of educational management, which brought private schools to be transferred to public ownership. Moreover, the administration and control of public schools was given to the people. Furthermore, changes for addressing basic education vigorous national campaign was launched in 1979 against illiteracy. National language as a medium of instruction in the campaign was introduced. The expansions of formal schools above all were the great drastic change in this time. (Seyoum, 996:8).

However, as Tekeste (1990:12) remind us its impact on national development was under question. The reason is that education was not equally accessible to all regions at all levels, and the quality of education was deteriorated due to uncontrolled expansion of schools, without a dequate supply of basic educational resource such as textbooks, and qualified teachers.

It was obvious, therefore that there was a need for change. As result in 1983, project known as the Evaluation Research on the General Education System of Ethiopia (ERGESE) had been developed. However, "since the government had already launched its ten-year national perspective plan (1984-1994) by 1984, the project was quietly shelved". (Seyoum, 1996:10)

The ten year plan was designed, to promote polytechnic education, make the curriculum relevant, intensify the education on illiteracy, strengthen Amharic as the medium of instruction at primary level, improve teacher education, and upgrade the teaching profession and to provide education to the physically and mentally handicapped.

Though an attempt had begun to implement some aspects of these objectives, by 1991 with the collapse of the regime, the ten year plan came to a grinding halt. (Ibid).

2.6.2 The Practices of Educational Planned Change in Ethiopia

(post 1994)

It is possible to understand that considerable attempts were made to bring change for improvement in education before the introduction of the new Education and Training Policy. But, most educational problems remained as severe problems in the system so far. Habtamu (2001: 6-7) has indicated the following were/are major problems which were/are observed for a long time

- *low education participation, rate in general*
- *disparity between regions, sex, and rural Vs urban was high*
- *the quality of teachers in terms of training and motivation was low*
- *the curriculum at various levels were not relevant to the condition of Ethiopia*
- *the rate of educational wastage as expressed by dropout and repetition ratio was too high*
- *the budget allocation to education was small and the large share of it was for salaries and recurrent expenditure*
- *the participation of parents, teachers, and the community at large in policy making and educational affairs is very much limited.*
- *Local languages were not used for instructional*
- *Textbooks, teaching materials and various school facilities were inadequate.*

To alleviate these and other problems, the present government issued the Education and Training Policy and Strategy in 1994. (FDRGE, 1994:7). The major reforms outlined in the policy include.

- *decentralized management of the system*
- *a new educational structure that among other things includes primary education from 6 to 8 years.*
- *Development of a new curriculum*
- *The use of local language , as a medium of instruction*
- *The development of new teacher career structure*
- *Elimination of fees for grades 1-10 and development of cost sharing for grade 11-12 and higher education. (Ayalew, 2000:63).*

The introduction of decentralized management of the system as one of the change areas of the NETP, it affects the devolution of powers to the region and sub administrative

levels. Accordingly, only some major responsibilities, such as setting policy, strategies and standards, managing higher educational institution, developing curriculum and preparing textbooks and teaching materials for secondary schools and post secondary institution, training teachers for secondary schools and handling all external relation pertinent to the education sectors etc., are retained in the MOE,

Many others, however, have pushed down to the region and sub administrative levels. The responsibilities such as preparing plans and programs for their own region based on the national educational policy, supervising the system to make sure that the national standards are met, constructing and running primary and secondary schools are pushed down to the region. Apart from this, developing curriculum and preparing textbooks and teaching materials for the primary level, recruiting and training primary and secondary school teachers, administering teachers, performance evaluation and promotion scheme are some of the major ones that are devaluated to the region (Ibid)

Moreover, currently, most of the above stated responsibilities are further pushed down to the woreda level. Except, setting strategies, polices and programs associated to the region, the rest of others such as building and organizing primary and general secondary schools, deploying teachers for these levels of schools (hiring, transfer, promotion and firing), conducting performance evaluation and in-service training, designing strategies for increasing educational finance and addressing primary education for all as well as developing new program etc. are now pushed down to the woreda. (AREB, 2002:14-21) Thus, the regions and the woredas are now more empowered than they were before 1991. They have many authorities to deal with educational problems at the primary and

secondary levels .It is possible to conclude that this arrangement will be a good ground to introduce a sort of change in education system at all level particularly at the local level. (AREB, 2002:14-21)

The curriculum was another change area. Because the previous curriculum was criticized for its lake of relevancy and clarity, defined objective and having too much concentration on theoretical with little connection to every day life, the new ETP set objectives to alleviate the alleged shortcomings. (TGE, 1994:8) .

So much efforts are being made to meet this objective. All the necessary elements of the curriculum were to be included in the new one. The preparation, tryout and implementation of textbooks are conducted. However, several problems were observed in the process; the shortage of the curriculum experts, inadequate time for try out and implementation, and the shortage of the prepared materials were some of the problems, which affect the change negatively

The ETP has also brought change in regard to teachers. According to Tekeste (1996:83) having recognized the role of teachers, the new policy recommended several changes to be carried out. Pre and in-service training, improvements of teacher's salary, establishing teachers career ladder etc are some of the targets to change. Based on currently various in service training are being conducted with different mechanisms such as distance, summer, school based training and so on.

Another new input of the ETP is the recognition of financial constraints. (Ibid). The government has made clear that its commitment will be to primary education and training up to the first cycle of secondary education (up to grade ten). Thus, it

envisaged that elimination of fee for grade 1-10 and development of cost sharing for grade 11-12 and higher education. So schools are required to device a means to enhance their income so as to provide quality education.

From the forgoing discussions, it is tried to show the historical development of education in Ethiopia. It is possible to understand that several efforts were made to bring change in education system. As most of other countries experience, educational change in Ethiopia have been driven with external pressure as well as political motive. Besides, disasters have been the major cause for introducing change. As a result several attempts were introduced in the past years had failed.

Moreover, for along time schools were governed through centralized approach and the education system was unresponsive. Thus, the practices of introducing planned change to change those bad situation particulars at local level were little.

Currently, the country has introduced the Education and Training Policy. There is an assumption that the existing situation is better than the past education system to bring continuous change for improvement of education, particularly at local level (at school and woreda level in this case). Thus, whether this assumption is performed accordingly or not, will be seen from the study of the actual practices. However, before starting the study from the actual practices, the three years strategic plan of the AREB will be analyzed so as to get ideas regarding what the region intends to achieve and what it plans for change.

2.7 The Current Practice and Prospect of Planned Educational Change in Amhara Region

Amhara Regional Education Bureau (AREB) has been legally established under the proclamation No 4/ 1988E.C. The Education Bureau includes 11 'zones', which are further divided in to 114 woredas educational offices. It consists of 3010 primary and 85 general secondary schools. There are also 25 preparatory schools and 21 technical vocational training centers. Besides, there are three Teacher Training Centers, and one Teacher's college. About 31,122 teachers are assigned at these different levels of schools. AREB(2000 :3).

The Education Bureau conducts different education programs; primary, secondary, and special education, as well as primary school's teacher training is the major ones. Strategic plans have been developed for a certain period of time to make successful change within these programs, and then to achieve the objectives of the education policy. Currently, the Second Educational Sector Development Program (ESDP) has been designed for three years (2003/4-2004/5) and it is now being implemented.

As it is stated in the ESDP II, , the plan includes several new ideas and new way of doing things to address the problems of access, equity, quality and efficiency in the education sector; with the long-term objective of achieving universal primary education by 2015. However, Construction schools, teachers training and improving educational materials utilization are the points that are discussed here below.

27.1 Construction of Schools

The region has intended to improve access through constructing, furnishing, equipping, rehabilitating, maintaining and expanding of education facilities, Accordingly, there is

an intention to construct about 481 new primary schools to open access for about 96200 children. Moreover, according to the plan, 220 existing 1-6 grade level schools will be up graded to the full cycle primary school to give access for 87600 children. Furthermore, in urban areas where there is high congestion, 2024 section will be supposed to expand and then to allow for another 101200 children to get education.

Moreover, the region confirms that the new approach, which is different from the earlier strategic plans, will be introduced in constructed and upgraded schools. Accordingly, priority will be given in densely populated areas where there is a demand for access to schooling. Besides, the region has planned to bring change in the criteria of school construction and up grading as well as its standards to maintain efficiency in terms of resource utilization. As a result, proximity to the villages where people live, availability of water, a adequate space for play ground and other extra-curricular activities will be major criteria to be considered in sit selection and the number of feeder schools and enrolment are to be important factors in upgrading primary schools.

Regarding standards of school, the region has planned to set different school designs based on climate, soil type and construction materials.. In some rural areas, 'chika' construction will be taken as a means to reduce the cost of construction as well.

To bring change in construction of secondary schools too, the plan focus is constructing 10 new secondary schools, maintaining the standard of secondary education, expansion of 814 classrooms in the over crowded schools and strengthening the 24 preparatory schools will be the major activities. The newly selected schools sit would be close to

feeder primary schools. Priority will be given for under served woredas with high enrollment.

2.7.2 Teacher Training

Training and deployment of teachers in the primary schools is another change areas within the period of the ESDP II, 2003/4--2004/5. Providing teacher training via different mechanism is one of the means to expand access, improve quality, relevance and the equity of education. Based on this assumption, the REB plans to improve the supply and the quality of teachers. Most of the teachers in the region are unqualified or under qualified. At present about 3.4%, 66.3% & 58.6% of the first cycle primary, and second cycle, and secondary school teachers are under qualified respectively.

Moreover, most of the head teachers in most schools are elected and appointed for certain time. Moreover there is continuous mobility of head teachers. These all have revealed that most head teachers lack administration and management skills. Those who stayed in the school leaderships are not updated with the changing education leadership styles. Hence, upgrading and refreshing leadership role of head teachers will be taken as a matter of urgency as it is stated in the documents.

For this purpose, as indicated in the document a continuous large scale in service teacher training program will be emphasized. According to AREB, cluster resource centers (CRC's) are believed to be pedagogical centers as alternatives to share teaching experiences among teachers and a mechanism for continuous professional development. Thus, the region has intended to expand and reorganized the CRS's in the region. Through such arrangements, the region confirms to give due attention on school based training for continuous professional development of teachers, particular for females.

According to the plan, School based cluster system will be organized for primary and secondary education programs.

In short, instructional development and capacity development will be strengthening through in-serves program that is being delivered through school clusters.

2.7.3 Improving Educational Materials

Improving the ways and means of provision for textbooks, instructional materials and other school facilities is seen as one of the important strategies to increase access and quality of education in the region. Accordingly, as it is stated in the document of the program different textbooks will be printed and distributed to schools, so that the student book shall be 1:1. According to the plan, such change will improve the quality of education at all levels.

The improvement of the existing curriculum and the instructional materials, particularly for primary education will be given due attention during the plan period. The regional bureau believes that the worth of curriculum is a dynamic process; it requires continuous change and improvement with the changing world. Thus, as the plan of the region, all the curriculum materials implemented in the region will be reviewed and improved. In addition, to improve education at all levels, primary and secondary, the region has planned to put maximum efforts in school based curriculum development and provision of continuous professional support of teachers via school clusters. By doing this, teachers have a discussion on the curriculum materials and then have reached upon a consensus on how to implement the curriculum at school level.

service training program, improving the teaching materials and teaching approach are the major change areas. The practicality of this plan has already started since the beginning time of the strategy, 2003/4.

In the next part, attempts will be made to discuss how this plan is implemented and what new changes are introduced at the local levels from the practices of educational provision in the region. Moreover, what factors are there to facilitate or to restrain the introduction of change will be identified.

CHAPTER THREE

Presentation, Analysis and Discussion of Data

This part of the study deals with presentation, analysis and interpretation of the data that are gathered through questionnaires and Interview. Questionnaires and interview were designed to address the following four basic questions.

- 1 What are the factors affecting the initiation of planned change at local levels?
- 2 To what extent is the practice of developing planned change in education carried out at local level?
- 3 What are the factors affecting the implementation and sustainability of planned change in education?
- 4 What measures were taken to address implementation and sustainability issues?

Analysis and interpretation of data, therefore, was conducted in terms of the above leading questions. To make the discussion convenient, the data were systematically arranged and organized under five subparts. The first part, focuses on the characteristic of the respondents: their sex, age, educational background and the length of their service year. The second one deals with the extent of educational institutions (schools and woreda education offices) practice in introducing new ideas and ways of doing (the initiation of planned change) to improve the provided education. The third is about how the proposed change is preformed and the factors that affect the process of planned change. The last part is the measures that were taken by the change agents or the educational leaders to reduce the barriers that highly affect the implementation of change. Accordingly, the collected data are analyzed, interpreted and discussed as follows:

3.1 The Characteristics of Respondents

Table 4 ,Characteristics of Respondents

No	Items	Teachers		principals		WEO H/E		MPTA	
		No	%	No	%	No	%	No	%
1	Sex								
	male	133	70.4	30	79	20	95.2	26	60.5
	female	51	27	6	15.8	1	4.8	15	34.9
	no response	5	2.6	2	5.2			2	4.6
	total	189	100	38	100	21	100	43	100
2	Age								
	under 20								
	20--29	38	20.1	8	21			10	23.3
	30--39	68	36	15	39.5	10	47.7	10	23.3
	40 and above	78	41.3	15	39.5	11	52.3	23	53.4
	No response	5	2.6						
Total	189	100	38	100	21	100	43	100	
3	Education qualification								
	M.A/ M.SC								
	B.A/ B.SC	18	9.5	5	13.2	6	28.6	5	11.6
	Diploma	57	30.2	12	31.6	13	61.9	15	34.9
	certificate or TTI	109	57.7	21	55.2	2	9.5	20	46.5
	Others							3	7
No response	5	2.6							
total	189	100	38	100	21	100	43	100	
4	Service Years on current Position								
	1--5	55	29.1	11	28.9	9	42.9	43	100
	6--10	23	12.2	4	10.5	6	28.6		
	11--15	34	18	11	28.9	2	9.5		
	15 and above	75	39.7	12	31.6	3	14.2		
	No response	2	1			1	4.8		
total	189	100	38	100	21	100	43	100	
5	Total years of Service								
	1--5	22	11.6	1	2.6				
	6--10	29	15.3	6	15.8	4	19		
	11--15	16	8.5	7	18.4	3	14.3		
	15 and above	116	61.4	23	60.5	14	66.7		
	No response	6	3.2	1	2.6				
total	189	100	38	100	21	100			

Table 4 indicates that most respondents of the teachers 133(70.4%), principals 30(79%), Woreda Education Office Heads/ Experts (WEO H/E) 20(95.2%) and the

Member of Parent Teachers Association (MPTA) 26 (60.5%) were males. This shows the real reflection of the actual situation of the existing education system. The number of female teachers and school directors was less than that of males. The fact signifies that the participation of females in teaching as well as in administration has been lower than males.

Regarding the respondents' age, most of the teachers 78(41.3%), principals 15(39.5%), WEO H/E 11(52.3%), and MPTA 23(53.4%) were above forty. The evidence reveals that most respondents have long year experiences. Thus, the experienced teachers and administrators may have saying about change in education, and this undoubtedly, will make the study fruitful.

Concerning the academic qualification, most the teachers 109(57.7%), principals 21(55.2%) and MPTA 20 (46.5%) had certificates of teacher training institution, while WEO H/E 13 (61.9%) had diploma in various field of studies. Others who are 18(9.5%) of teachers, 5 (13.2%) principals, 6 (28.6%) WEO H/E and 5(11.6%) MPTA had first degree. Only 3 (7%) of MPTA said that they had below certificate level. Because most of the respondents 176 (88%) were from primary schools, the majority of respondents educational qualification were at certificate level from the teacher training institutions.

The service years of most teachers and principals in their present position were above 15 years. As a result their total service years was being more than 15. Nine (42.9%) of WEO H/E and the whole of MPTA 43(100%) have served below 5 years in their present position. It is possible to understand that those teachers and principals have

better experiences than WEO H/E. Admittedly; the education leaders' technical support is unsatisfactory.

To draw conclusions from the above facts, respondents have adequate educational background and service years. On top of that, the members of parent teachers association have the knowledge of educational activities. Thus, such characteristic of respondents may help to collect relevant information about the practice of educational change.

3.2 ANALYSIS AND INTERPRETATION OF THE DATA

3.2.1 The Practices of Initiation for Planned Change in Education

Initiation is the first stage in introducing planned change. According to Fullan (1991:46), "Initiation is the part of change, that extends from deciding to embark the process and leading up to and including the decision to provide with implementation".

Therefore, initiation begins at the decision made to change the circumstance, and to bring the betterment in school. To strengthen the point Hopkins (1993:3) also has stated that "the key activities at the initiation phase are the decision to begin the innovation and review of the current state of education".

The new idea for betterment of educational provision emanates from the internal and/ or external environment of the school. The following data analysis and interpretation shows the current situation of the extent of practice in initiating for change in the existing education system of the area under study.

Table 5, The Magnitude of Problems Related with Access for Education?

No	Item	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Problem of low participation rate.								
	most critical	19	10.1	4	10.5			8	18.6
	critical	37	19.6	13	34.2	11	52.3	9	21
	not much critical	89	47.1	15	39.5	9	42.9	14	32.6
	it is not a problem	38	20.1	3	7.9	1	4.8	7	16.3
	No response	6	3.23	3	7.9			5	11.6
	Total	189	100	38	100	21	100	43	100
2	Geographical disparity								
	most critical	24	12.7	2	5.3	2	9.5	5	11.6
	critical	45	23.8	5	13.2			4	9.3
	not much critical	65	34.4	17	44.7	9	42.9	19	44.2
	it is not a problem	44	23.3	9	23.7	9	42.9	10	23.3
	No response	11	5.8	5	13.2	1	4.8	5	11.6
	Total	189	100	38	100	21	100	43	100
3	disparity of sex /boys and girls/								
	most critical	11	5.8	4	10.5	4	19	4	9.3
	critical	31	16.4	5	13.2	6	28.6	7	16.3
	not much critical	67	35.4	13	34.2	6	28.6	7	16.3
	it is not a problem	75	39.9	15	39.5	4	19	23	53.5
	No response	5	2.6	1	2.6	1	4.8	2	4.7
	Total	189	100	38	100	21	100	43	100
4	School –home distance								
	most critical	85	45	18	47.4	9	42.9	21	48.8
	critical	57	30	11	28.9	7	33.3	9	20.9
	not much critical	28	14.8	2	5.3	4	19	8	18.6
	it is not a problem	7	3.7	1	2.6			1	2.5
	No response	12	6.3	6	15.8	1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100

As indicated in table 5, most teachers 89(47.1%), principals 15(39.5%) and MPTA 14 (32.6%) suggested that low students' participation was not as such critical problem in their areas. However, 11 (52.3%) of WEO H/E had a different view, and they consider it as critical problem.

Furthermore, the large majority of the respondents ascertained that there was no geographical as well as sex disparity. The writer, however, tried to go through the

annual reports of the Amhara Regional Education Bureau. As it is reported in 2003 annual report of the AREB, the Gross Participation Rate of the study of urban area was about 166%, while in the rural area is 48.3% and the total Gross Participation Rate was 57%. The gender disparity in urban areas is 0.85 whereas in rural areas it is 0.73, and the general gender disparity is 0.29. This shows that there are a large number of boys and girls still out of school, particularly in rural areas. There is still geographical and gender disparity. Thus, although the respondents didn't see the low participation rate and the disparity as problems, the fact discloses, these were serious problems that need to be changed.

Item 4 in table 5, was forwarded to obtain information on the extent of school-home distance was barrier for the improvement of students enrollment rate. Almost above 70% of teachers, principals, WEO H/E and MPTA confirmed that it was restraining.

Table 6, Problems Associate with Educational Resources

NO	Items	Teachers		Principals		WEO H/E		MPTA	
		No	%	No	%	NO	%	NO	%
1	shortage of teachers								
	most critical	67	35.5	8	21.1	2	9.5	10	23
	critical	53	28	14	36.8	8	38.1	13	30.
	not much critical	44	23.3	8	21.1	10	47.6	9	20.9
	it is not a problem	23	12.3	8	21.1		0	6	14
	No response	2	1			1	1	5	1
	Total	189	100	38	100	21	96	43	89
2	High cost of education								
	most critical	30	15.9	3	7.9	2	9.5	7	16.3
	critical	36	19.0	4	10.5	7	33.3	7	16.3
	not much critical	60	31.7	14	36.8	7	33.3	16	37.2
	it is not a problem	57	30.2	15	39.5	4	19.0	11	25.6
	No response	6	3.2	2	5.3	1	4.8	2	4.7
	Total	189	100	38	100	21	100	43	100
3	Inadequate space at school								
	most critical	64	33.9	10	26.3	5	23.8	22	51.2
	critical	51	27.0	9	23.7	5	23.8	9	21.0
	not much critical	34	18.0	9	23.7	1	4.8	4	9.3
	it is not a problem	36	19.0	9	23.7	10	47.7	4	9.3
	No response	4	2.1	1	2.63			4	9.3
	Total	189	100	38	100	21	100	43	100
4	Inadequate teaching materials								
	most critical	89	47.1	13	34.2	9	42.9	15	34.9
	critical	55	29.1	11	28.9	6	28.6	14	32.6
	not much critical	27	14.3	7	18.4	6	28.6	5	11.6
	it is not a problem	16	8.5	6	15.8			4	9.3
	No response	2	1.1	1	2.6			5	11.6
	Total	189	100	38	100	21	100	43	100

Table 6 shows that respondents were asked their opinion to what extent educational resources were provided to education. As the large majority of the respondents confirmed that the shortage of teachers and teaching materials were the most serious problems. The majority of teachers 60 (31.7%), WEO H/E 7(33.3%) and MPTA 16(37.2%), however, suggested that the cost of education in their working area was not

as such a serious problem. On top of that, the highest number of principals 15(39.5%) assured that the cost of education was not a notable problem to the learners.

Inadequate space at school was a critical problem as most respondents said .It is true that most schools in the study area have large classes. As the writer observes, it is common to see one class to have more than 100 students. Such large size affects the quality of education negatively. The new education and training policy noted that education up to the end of general secondary education would be free. However, many students face problem. As the writer observes in some schools, particularly urban schools almost locked their door to accept new comers. As a result some fortune boys and girls may go to private schools, but the poor remain out of school. Therefore, there is a need to search means in order to give chance for at least basic education for all school age children.

To summarize, the above analysis clearly shows the acute shortage of teachers, inadequate teaching materials and insufficiency of school place are serious problems that need to be solved.

Table 7 Problems Related with School Management

NO	Items	Teachers		Principals		WEO H/E		MPTA	
		No	%	No	%	NO	%	NO	%
1	Lack of strong school and community relation								
	most critical	71	37.6	12	31.6	4	19	21	48.8
	critical	46	24.3	12	31.6	12	57.1	7	16.3
	not much critical	48	25.4	11	28.9	4	19	7	16.3
	it is not a problem	24	12.7	3	7.9			4	9.3
	No response					1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100
2	inflexible school time table								
	most critical	28	14.8	6	15.8	1	4.8	9	21
	critical	33	17.5	7	18.4	3	14.3	4	9.3
	not much critical	65	34.4	8	21	10	47.7	11	25.6
	it is not a problem	60	31.8	14	36.8	6	28.6	12	27.9
	No response	3	1.6	3	7.9	1	4.8	7	16.3
	Total	189	100	38	100	21	100	43	100
3	Un conducive school environment especially for girls								
	most critical	62	32.8	4	10.5	4	19	15	34.9
	critical	46	24.3	14	36.8	9	42.9	7	16.3
	not much critical	40	21.2	10	26.3	6	28.6	10	23.3
	it is not a problem	31	16.4	10	26.3	2	9.5	6	14
	No response	10	5.3					5	11.6
	Total	189	100	38	99.9	21	100	43	100
4	low standard of school facilities								
	most critical	82	43.4	13	34.2	4	19	18	41.9
	critical	51	27	13	34.2	7	33.3	8	18.6
	not much critical	32	16.9	8	21	10	47.7	8	18.6
	it is not a problem	21	11	4	10.5			5	11.6
	No response	3	1.6					4	9.3
	Total	189	100	38	100	21	100	43	100

Questions in table 7 focus to measure the extent of some educational problems related to the school environment. Item one was asked to what extent the school–community relation was strong. Above 60% of the respondents assured that the school community relation was not as such strong enough to facilitate the teaching learning process at school. Thus, schools were not in a position to get adequate support from the community.

Item 2 was about the school timetable, whether the fixed school timetable was the problem of student to attain schooling regularly. More than half of the teachers, principals, WEO H/E and MPTA responded that this was not so much critical problems.

Regarding the school environment, majority of the teachers 108 (57.1%), WEO H/E 13(61.9%), and MPTA 22(50.2%) claimed that it was unfavorable especially for girls. But 20(52.6%) the school principals didn't agree on it. The majority 70.4% of teachers, of principals 68.4%, of WEO H/E 52.3% and of MPTA 60.5% suggested that their educational institutions were equipped with below standard facilities. So, they claim that unfavorable school environment and the low level of school standard were critical and/or the most critical problems in their schools.

As shown on the three tables above, data analysis and interpretation was attempted to identify critical and the most critical problem of the schools. Accordingly, it is possible to conclude that there are some critical problems that demand a sort of change in education. Inadequate teaching materials, low standard of the school, shortage of teachers, lack of strong school and community relation, inadequate space at school and school-home distance are some of the critical problems that force school to introduce change in their ways. In fact, the factors that press schools to bring change are different in nature and vary in number.

Table 8, Views on the Need for Introduction of Change

NO	Items	Teachers		Principals		WEO H/E		MPTA	
		No	%	No	%	No	%	NO	%
1	Reasons for introducing change								
	1.1 other schools do change	5	2.3			1	2.9	1	1.5
	1.2 the higher authorities told us to bring change	36	16.4	4	8.7	2	5.9	4	6.2
	1.3 we have resource to do change	6	2.7	2	4.3	1	2.9	4	6.2
	1.4 we have problems that need solution	117	53.4	29	63	17	50	31	48
	1.5 new policy and strategies are developed by the government	51	23.3	11	23.9	13	38.2	25	39
	1.6 No response	4	1.8						
	Total	219	100	46	100	34	100	65	100
2	High population growth rate demand for access to education								
	strongly agree	71	37.6	16	42	2	9.5	16	37
	agree	62	32.8	8	21	16	76.2	9	21
	disagree	32	16.9	9	23.7	3	14.3	10	23
	strongly disagree	19	10	5	13.2			4	9.3
	No response	5	2.6					4	9.3
	Total	189	100	38	100	21	100	43	100
3	community's pressure for quality education								
	strongly agree	35	18.5	5	13.2			8	19
	agree	32	16.9	12	31.6	3	14.3	6	14
	disagree	66	34.9	8	21	9	42.9	8	19
	strongly disagree	53	28	11	28.9	9	42.9	16	37
	No response	3	1.6	2	5.2			5	12
	Total	189	100	38	100	21	100	43	100
4	resistance to the proposed change								
	strongly agree	26	13.8	6	15.8			12	28
	agree	24	12.7	9	23.6	2	9.5	6	14
	disagree	59	31.2	10	26.3	8	38.1	18	42
	strongly disagree	78	41.3	12	31.6	11	52.3	4	93
	No response	2	1	1	2.6			3	7
	Total	189	100	38	100	21	100	43	100
5	Existence of low community pressure								
	strongly agree	48	25.4	8	21	6	28.6	18	42
	agree	63	33.3	7	18.4	4	19	6	14
	disagree	43	22.8	13	34.2	7	33.3	8	19
	strongly disagree	34	18	7	18.4	4	19	8	19
	No response	1	0.5	3	7.9			3	7
	Total	189	100	38	100	21	100	43	100

Respondents were asked why schools needed to introduce change and how the community exerted on school to bring improvement in education. Most teachers

117(53.4%), principals 29(63%), WEO H/E 17(50%) and MPTA 31 (47.7%) pointed out that they needed for change in education in order to give solution for their educational problem. Others, 51(23.3%) teachers, 11(23.9%) principals, 13(18.2%) WEO H/E and 25(38.5%) MPTA said that they introduced change in education, because the governments (local or national) have developed new policies, and strategies. So, the coming up of such change on the school forced to bring change.

Regarding the pressure by the community, most teachers 133(70.4%), Principals 24(63%) WEO H/E 18(85.7%) and MPTA 25(58.2%) claimed that the population growth rate was the major force to improve access in schools. However, the demand of the community for improving quality education or to reject the unwanted change, was rarely happened as the majority of teachers 111(58.7%) and MPTA 24(55.9) confirmed. But 20(52.6%) principals and 11 (57.3%) WEO H/E didn't agree on this. Because, principals and WEO H/E have a better opportunity to see the school community relationship, their suggestion could be the fact of the actual situation. . In most cases, if the communities are educated, it is obvious that their pressures will be strong. However, although most members of the community are not educated and don't put high pressure, they could have a certain demand for the improvement. Thus, it seems unfair to conclude that there is less community pressure for the improvement of the existing education system. Whatever the factors are there, to solve the problems and for the benefit of their existence, schools should have brought change. They have to design means and ways to respond for the external pressures as well.

Table 9, Process of Decision Making for Change

No	Weather or not:-	Teachers		principals		WEO H/E		MPTA	
		No	%	No	%	No	%	No	%
1	Assessment and diagnosis were made								
	yes	109	57.7	26	68.4	9	42.9	17	39.5
	no	62	32.8	9	23.7	10	47.7	8	18.6
	N/R	18	9.5	3	7.9	2	9.5	18	41.9
	Total	189	100	38	100	21	100	43	100
2	there was high participation								
	yes	126	66.6	31	81.6	17	81	28	65.1
	no	43	22.8	4	10.5	2	9.5	7	16.3
	N/R	20	10.6	3	7.9	2	9.5	8	18.6
	Total	189	100	38	100	21	100	43	100
3	Agreement was reached by most participants								
	yes	134	70.9	26	68.5	16	76.2	30	69.8
	no	42	22.2	8	21	3	14.3	5	11.6
	N/R	13	6.9	4	10.5	2	9.5	8	18.6
	Total	189	100	38	100	21	100	43	100
4	Awareness was created								
	yes	132	69.8	27	71	19	90.5	28	65.1
	no	44	23.3	8	21			7	16.3
	N/R	13	6.9	3	7.9	2	9.5	8	18.6
	Total	189	100	38	100	21	100	43	100

As discussed above among other activities decision making is carried out at the initiation phase in the process of planned change. Therefore, table 9, includes questions with regard to how the decision to alter the situation was made at the school level and at the woreda education offices. Assessment and diagnoses were conducted to identify the problem 109 (57.7%) teachers and 26(68.4%) principals pointed out. However, the majority of WEO H/E 10(47.7%) and MPTA 26 (60.5%) didn't maintain this. As most (above 50%) of all types of respondents confirmed that school community and other stakeholders were participating in the process of decision making and they reached the decision with agreement. Similar size of respondents further suggested that attempts were also made to raise the awareness of the implementers and beneficiaries.

It shows that the decision formulation seems conducted in appropriate way. This may be useful to facilitate the implementation and sustainability of change.

3.2.2 The Practices of Implementing Change in Education

Implementation is the second stage in the process of change. Educational change at school level means an alteration in the learning-teaching conditions (or related factors) internal to the school. Besides, such changes mean alteration in school structure, school procedures, or school climate.

Implementation of the proposed change is the most complex and difficult to achieve. In the school context, this may be even more difficult than in any other organizations. The implementation of change is not linear and must progress through various stage over time, with commitment from stakeholders that is achieved through shared decision making, common vision, collaboration and the establishment of support structures. Moreover, to bring effective change, the change has to be conducted in appropriate way, which means the efforts have to be directed in the right track. Why, when, where and how the action takes place and who are the responsible and what is expected of from the implementers and beneficiaries have to be known. Thus, establishing properly designed plan is that a crucial activity in the process of implementation of planned change. Apart from this, to bring constructive change, the proposed change / plan/ has to be exhaustively evaluated its goals and means; whether it is attainable, and relevant to the needs of the school, community, parent. In other words, it is essential to assess the objective of the change before it is begun to be implemented.

The success of planned change is associated with positive relation / attitude/ of the stakeholders, collaboration of staff and adequate resource in human, material and

financial aspect. On top of this, change agents, school administrators and educational experts in the school context, are expected to play active role in reducing resistance, checking of the progress and overcoming problems, improving teachers' and other personnel's knowledge, skill, commitment and motivation through training and other relevant means

In general, to bring a successful change in education, it requires constant monitoring to identify areas for potential improvement. And then it requires developing appropriate designed plan and different strategies. Attempts have been made to investigate how such activities and other related ones are practiced.

Table 10 Views Regarding Plans for Change

NO	Items	Teachers		Principals		WEO H/E		MPAT	
		NO	%	NO	%	NO	%	NO	%
1	familiar with the three years Strategic plan of AREB								
	yes	81	42.9	22	57.9	20	95.2	26	60.5
	no	102	54	16	42.1	1	4.8	1	2.3
	No response	6	3.1	38	100	21	100	16	37.2
	Total	189	100					43	100
2	your office develops strategic plan for change								
	yes	151	79.9	32	84.2			34	79.1
	no	36	19	5	13.2			4	9.3
	No response	2	1.1	1	2.6			5	11.6
	Total	189	100	38	100	=	=	43	100
3	the relation of plans (regional, Woreda and school)								
	almost the same	17	9	9	23.7	13	61.9	5	11.6
	some what the same	68	36	19	50	7	33.3	18	41.9
	don't have relation	13	6.9	1	2.6				
	I don't know	75	39.7	5	13.2	1	4.8	10	23.3
	NO response	16	8.4	4	10.5			10	23.3
Total	189	100	38	100	21	100	43	100	

As discussed in chapter two, AREB has a plan for change. The Woreda Education Offices are expected to prepare their plan accordingly. It is also assumed that there must be relation among different plans to bring the holistic change in the region. Respondents were asked whether they were familiar with the strategic plan of the Amhara Regional

Education Bureau (AREB), whether Schools and Woreda Education Offices' (WEO) developed their own plans and how they observed the relation of these plans.

The majority 21(57.9%) of principals, 20(95.2%) of WEO H/E and 26(60.5%) of the MPTA ascertained that they had awareness of it. However, most teachers 102(54%) were not familiar with the plan of AREB. Regarding to school's and Woreda 's Education offices, the majority of the teachers 151(79.1%), principals 32(84.2%) and MPTA 34(79.1%) disclosed that they have developed their own plan for change.

Concerning the awareness of change and the relation between regional and local plans, teachers as they have already said that they didn't recognize the region's plan. But, others, 19(50%) of principals, 13(61.9%) of WEO H/E as well as 18 (41.9%) of MPTA, pointed out that the plans had some relation and almost both aimed at similar change areas; i.e, improving access, equity, quality and relevance of education.

From the above-mentioned fact, it is possible to understand that most of the implementers of the plan, i.e. teachers do not know the proposed change of AREB. This may affect the success of the proposed change negatively. Had teachers recognized it and if awareness had been created, the proposed change would have brought better results. Above all, resistance would be reduced and the implementation and sustainability of the proposed change would have been achieved at a better rate.

Table 11 Responses on Nature of Plan for Change

NO	The plan:-	Teachers		principals		WEO H/E		MPTA	
		N0	%	No	%	No	%	No	%
1	includes clear goals and means								
	yes	139	73.5	29	76	19	90.5	24	55.8
	no	36	19	5	13	1	4.8	4	9.3
	N/R	14	7.5	4	11	1	4.8	15	34.9
	Total	189	100	38	100	21	100	43	100
2	targets the major problems								
	yes	128	67.7	27	71	18	85.7	23	53.5
	no	56	29.6	7	16	2	9.5	5	11.6
	N/R	5	2.7	5	13	1	4.8	15	34.9
	Total	189	100	39	100	21	100	43	100
3	is attainable								
	yes	127	67.2	29	76	18	85.7	24	55.8
	no	46	24.3	4	11	3	14.3	14	32.6
	N/R	16	8.5	5	13			5	11.6
	Total	189	100	38	100	21	100	43	100
4	is Supported by the political leaders								
	yes	128	67.2	28	74	14	66.7	23	53.5
	no	48	25.4	6	16	6	28.6	5	11.6
	N/R	13	6.9	4	11	1	4.8	15	34.9
	Total	189	100	38	100	21	100	43	100
5	is accepted by the community								
	yes	136	72	30	79	17	81	20	46.5
	no	43	22.8	3	7.9	4	19	7	16.3
	N/R	10	5.2	5	13			16	37.2
	Total	189	100	38	100	21	100	43	100
6	Initiation was coming from within the school								
	yes	130	68.8	22	58	14	66.7	28	65.1
	no	46	24.3	12	32	5	23.8	6	14
	N/R	13	6.9	4	11	2	9.5	9	21
	Total	189	100	38	100	21	100	43	100

Respondents were asked concerning the nature of the plans. Of the total respondents, the majority (above 50%) teachers, principals, WEO H/E and MPTA confirmed that the plan of schools and woreda education offices aimed at the major problems. It included clear, and attainable goals, as well as appropriate means. Besides, the largest 128(67.2%) teachers, 28 (74%) principals, 14 (66.7%) WEO H/E and 23 (53.5%) MPTA said the prepared plan is supported and accepted by the political leaders and the

community. Majority of the respondents also said that the initiation was coming from within the school, not imposed by the external bodies. From the respondents' suggestions, it is possible to conclude that the school's and woreda education office's plans have incorporated the main elements of plan for change.

Table 12. Attempt to Improve Supply and Cost of Educational Materials.

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	developing means to reduce educational cost								
	yes	128	67.7	30	79	16	76.1	27	62.8
	no	50	26.5	7	18.4	4	19.1	12	28
	N/R	11	5.8	1	2.6	1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100
2	organizing multi grade schools								
	yes	108	57.1	18	47.3	8	38.1	20	46.6
	no	76	40.3	18	47.3	13	61.9	18	41.9
	N/R	5	2.6	2	5.2			5	11.6
	total	189	100	38	100	21	100	43	100
3	clustering small schools to share resources for common use of resource								
	Yes	124	65.6	27	71.1	16	76.2	32	74.2
	No	56	29.6	9	23.7	4	19.1	9	21
	N/R	9	4.8	2	5.2	1	4.8	2	4.7
	total	189	100	38	100	21	100	43	100
4	Improving educational material utilization								
	Yes	80	42.3	18	47.4	12	57.1	21	48.9
	No	104	55.1	19	49.9	9	42.8	21	48.9
	N/R	5	2.6	1	2.6			1	2.5
	Total	189	100	38	100	21	100	43	100

Questions were designed and presented to the respondents so as to investigate areas in which educational change is introduced. Organizing multi grades schools; particularly to the dispersed areas was one of the new ways of introducing to use human and material resources efficiently and effectively. The majority respondents of teachers 108 (67.1%) and of MPTA 20 (46.6%) pointed out such changes were practiced in the area

of study. However, 13 (61.9%) of WEO H/E argued against it. And 18(47.3%) of principals said that there were such changes in their area and other equal number of principals however opposed it.

Clustering small schools to share resource was another new way introducing for reducing the shortage of educational materials, as the greatest respondents of teachers 124 (65.6%), principals 27(71.1%), WEO H/E 16(76.2%) and MPTA 32(74.2%) ascertained it. As some respondents further stated for open-ended question almost more than half of primary schools in their respective woreda are clustered. They share material from one to another

As the highest number of teachers 128(77.7%), WEO H/E 16(76.1%) and MPTA 27 (62.8%) suggested, changes were introduced for reducing educational cost. According to these group of people schools and woreda education offices have practiced in developing mechanisms that enable them to minimize their educational cost and shortage of educational materials such as providing free education, free textbooks and eliminating any tuition fee particularly for lower levels. However, the majority of the teachers 104(55.1%), principals 19(49.9%), and MPTA 21(48.9%) pointed out that schools and/or education offices didn't have wide practices to bring new ideas and new ways of doing things to reduce the shortage of teaching materials.

It is possible to conclude that attempts are being made to organize multi grades schools, clustering small schools, and developing alternative means to reduce educational cost. The practices of planned change for the improvement of educational resources, however, aren't observed. As it is pointed out earlier in the study area, one of the most serious problems in educational provision is the shortage of educational resource.

Unless a school consists of adequate human and material resource, their objectives will be hardly successful

Table 13 Steps Taken to Improve Shortage and quality of Teachers

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Improving teaching methodology(peer instruction for instance)								
	Yes	148	77.8	32	84.2	15	71.4	34	79.1
	No	35	18.5	4	10.5	5	23.8	5	11.6
	No response	7	3.7	2	5.3	1	4.8	4	9.3
	total	189	100	38	100	21	100	43	100
2	Assigning students and some members of the community as tutors ,								
	Yes	62	32.8	14	36.8	4	19.1	16	37.2
	No	122	64.5	23	60.5	16	76.1	22	51.2
	No response	5	2.6	1	2.6	1	4.8	5	11.6
	Total	189	100	38	100	21	100	43	100
3	Improving teachers' skills and knowledge								
	Yes	80	42.3	18	47.4	12	57.1	21	48.9
	No	104	55.1	19	49.9	9	42.8	21	48.9
	No response	5	2.6	1	2.6			1	2.5
	Total	189	100	38	100	21	100	43	100
4	Developing mechanisms to encourage and motivate teachers and educational leaders								
	Yes	39	20.5	14	36.8	5	23.5	12	28
	No	142	75.2	22	57.9	16	76.2	26	60.4
	No response	8	4.2	2	5.3			5	11.6
	Total	189	100	38	100	21	100	43	100

Table 13, indicates the subsequent questions in the practice of introducing change to improve education. All the above four questions focus on change concerning the improvement of teachers. Respondents were asked whether schools putting efforts to reduce the shortage of teachers. As the greatest number of teachers 122(64.5%) and principals 23(60.5%) confirmed, that schools were not using students and some knowledgeable person from the community as tutors, and there was also little experience in peer instruction, self taught, distance education etc. The 16(75.2 %) of WEO H/E and 22(51.2%) of MPTA also supported the above opinion.

Improving teachers' skills and knowledge was also rarely being processed as the majority teachers 104(55.1%), and half of 19(49.9%) principals clearly indicated. However, more than half of 12 (57.1%) WEO H/E and 21 (48.9%) MPTA, on the other hand, believed that improving teachers' skill and knowledge was conducted in haphazard ways. Moreover, the majority 142(75.2%) of teachers, 22 (57.9%) of principals, 16 (76.2%) of WEO H/E and 26 (60.4%) of MPTA also claimed that there was little efforts to bring mechanisms that motivate and encourage teachers and educational leaders.

Item 4 in table 13, was designed to collect information whether new things were developed in improving the methodology of teaching. Accordingly the majority 147(77.8%) of teachers, 32 (84.2%) principals, 15 (71.4%) WEO H/E and 34 (79.1%) MPTA confirmed that there was some sort of change for the improvement of teaching methodology.

To come to the conclusion, although the shortage of teachers was the most critical problems in most schools, there was little effort to change the situation. In other words, educational institutions were rarely introducing new ways of minimizing the burden of the problem. It is essential to note here that if teachers' skills and knowledge was improved, it was possible to teach more students with the same or fewer teachers. The majority of the respondents suggested that there were no adequate practices to assign students and knowledgeable person from the community. Besides, there was no constant practice in improving teachers' skills and knowledge so as to increase student teacher ratio. Above all, the existing teachers at work are not motivated as teachers and principals themselves have confirmed it.

Table 14 Attempts Made To Improve Student Enrollment

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	strengthen school based management								
	yes	132	69.9	32	84.2	14	66.7	35	81.4
	no	49	25.9	4	10.6	7	33.4	5	11.6
	N/R	8	4.2	2	5.3			3	7
	Total	189	100	38	100	21	100	43	100
2	introduce flexible time of schooling								
	yes	120	63.5	19	50	15	71.5	22	51.2
	no	64	33.9	17	44.7	5	23.8	17	39.5
	N/R	5	2.6	2	5.3	1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100
3	opening alternative schools in some dispersed areas								
	yes	124	65.6	32	84.1	15	71.5	36	84.1
	no	56	29.6	4	10.5	5	23.8	5	11.6
	N/R	9	4.8	2	5.3	1	4.8	2	4.6
	total	189	100	38	100	21	100	43	100

Questions regarding whether schools and offices develop strategies to increase student participation rate were addressed to the sample of respondents. According to the highest number of teachers 132(69.9%), principals 32(84%), WEO H/E 14 (66.7%) and MPTA 35(81.4%) there is an attempt to improve school based management system. Moreover, flexible time of schooling, (shift schedule school classes in morning or afternoon), introducing automatic promotion (elimination exams in early grades) etc were introduced as 120(63.5%) teachers, 19(50%) principal, 15(71.5%) WEO H/E and 22(51.2%) of MPTA responded and some respondents further pointed out in the open ended questions..

Small schools /alternative schools / were also constructed in dispersed area to shorten home-school distance for the learners, as most teachers 124(65.6%), principals 32(84.1%), WEO H/E 15(71.5%) and MPTA 36(84.1%) made it clear.

It is possible to conclude that the improvement of the school based management, introduction of flexible time for schools, and construction of small schools to the inaccessible areas are some strategies that are employed to improve student enrollment in the area of the study.

3.2.3 The factors that affect the process of change

An effective educational change in any educational organization is not an easy task. At each level of educational organization there are dynamics in operation, which may resist the proposed change. The school culture, the perceptions of stakeholders, lack of holistic approach, the absence of follow up or support and even the process of change itself are all present barriers to achieving effective change in education.

Moreover, the nature of change, i.e the clarity and appropriateness of goals and means, the characteristics of human subsystem (knowledge, skill and attitude) is also factors that have impact on the success of change. In addition, the local factors which are related to administrators, principals and the community at large behave and act to change are other conditions for succeeding the proposed change.

Thus, the process of change that facilitates or restraints depends on the particularity of the existing condition. In most cases when such condition is positively associated with the introduced change, it is likely to bring better success for change. Conversely, if such factors are negatively associated with the expected ones, then the process of change may face restraining and it is likely to fail.

To investigate how things are going with regard to this and some other factors, information was collected through questionnaires and interviews. The evidences show the following facts.

Table 15 Views on Factors relating to school administration

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Non collaborative working culture in school								
	Most serious	78	41.3	8	21	3	14.3	16	37.2
	serious	41	21.7	16	42.1	6	28.6	11	25.6
	not much serious	39	20.6	5	13.2	8	38.1	9	21
	has no impact	31	16.4	7	18.4	2	9.5	7	16.3
	No response			2	5.2	2	9.5		
	Total	189	100	38	100	21	100	43	100
2	constant turnover of educational leaders								
	Most serious	84	44.4	16	42.1	7	33.3	23	53.5
	serious	44	23.3	10	26.3	11	52.3	4	9.3
	not much serious	32	16.9	8	21	2	9.5	7	16.3
	has no impact	25	13.2	4	10.5	1	4.8	8	18.6
	No response	4	2.1					1	2.3
	Total	189	100	38	100	21	100	43	100
3	Lack of participatory approach in decision making								
	Most serious	112	59.3	27	71	7	33.3	18	41.9
	serious	36	19	2	5.2	5	23.8	4	9.3
	not much serious	26	13.8	4	10.5	8	38.1	15	34.9
	has no impact	12	6.3	3	7.9			1	2.5
	No response	3	1.6	2	5.2	1	4.8	5	11.6
	Total	189	100	38	100	21	100	43	100
4	Inappropriate leadership style of administrators								
	Most serious	41	21.7	5	13.2	4	19	18	41.9
	serious	89	47.1	17	44.7	6	28.6	11	25.6
	not much serious	38	20.1	9	23.7	11	52.3	9	21
	has no impact	21	11.1	7	18.4			5	11.6
	No response	-	-		-	-	-	-	-
	Total	189	100	38	100	21	100	43	100
5	Lack of adequate resource								
	Most serious	131	69.8	25	65.8	9	42.9	24	55.8
	serious	28	14.8	8	21	11	52.3	8	18.6
	not much serious	22	11.6	4	10.5			4	9.3
	has no impact	4	2.1	1	2.6	1	4.8	5	11.6
	No response	4	2.1					2	4.6
	Total	189	100	38	100	21	100	43	100

Planned change in education is a process to bring better results. However, as it is discussed above there are several factors that affect the achievement of the intended change. In table 15, respondents were asked how factors that are associated with school

administration affect to introduce and implement change in education. As most teachers 119(73%), MPTA 27(62.8%) and principals 24 (43.1%) claimed non-collaborative school culture was the serious and/or most serious problem. However, the majority of WEO H/E 10(47.6%) didn't consider this as a serious problem.

Furthermore, the majority of the teachers 128 (67.7%), principals 26(68.4%), WEO H/E 18 (85.6%) and MPTA 27 (62.8%) suggested that the constant turn-over of the chief educational leaders at both the district and school levels were the serious and most serious problems to bring up new ideas and to implement the proposed planned change.

According to 112 (59.1%) of teachers, 27(71%) of principals and 18 (41.9%) of MPTA respondents, lack of participatory approach in decision making of change was the other most serious problem. But, the majority of WEO H/E 8(38.1%) didn't support this. But a few 11(52.3%) of the WEO H/E samples, the majority of the teachers 130(68.8%) , Principals 22(57.9%) and 29(67.5%) MPTA believed that inappropriate leadership style of administrators was a serious and the most serious problem in the process of change in education in their working area. Regarding the problem of inadequate resource, the greatest samples of teachers 131(69.8%), principals 25(65.8%) and MPTA 24(55.8%) assured that it was the most serious problem. Woreda education heads/experts 11(52.3%) also support the above fact by suggesting as it is a serious problem.

To conclude, non-collaborative working culture, constant turn over of administrators, inappropriate leadership style, the absence of participatory approach, and inadequate educational resources were serious and the most serious problem that affect the practices of the process of planned change.

Table 16 Factors Relating to the Nature of Changes

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Changes introduced were challenging and costly								
	Most serious	96	50.8	11	28.9	3	14.2	19	44.2
	serious	48	25.4	10	26.3	10	47.7	11	25.6
	not much serious	32	16.9	10	26.3	7	33.3	5	11.6
	has no impact	8	4.2	7	18.4			3	7
	No response	5	2.6			1	4.8	5	11.6
	Total	189	100	38	100	21	100	43	100
2	Changes introduced are not relevant to the need of school								
	Most serious	98	51.9	8	21	7	33.3	19	44.2
	serious	51	27	15	39.5	10	47.7	11	25.6
	not much serious	24	12.7	10	26.3	4	19	4	9.3
	has no impact	8	4.2	5	13.2			5	11.6
	No response	8	4.2					4	9.5
	Total	189	100	38	100	21	100	43	100
3	Changes introduced were not timely								
	Most serious	101	53.4	17	44.7	8	38.1	23	53.4
	serious	36	19	9	23.6	7	33.3	6	14
	not much serious	37	19.6	10	26.3	2	9.5	8	18.6
	has no impact	11	5.8	1	2.6	4	19	4	9.3
	No response	4	2.1	1	2.6			2	4.6
	Total	189	100	38	100	21	100	43	100
4	change introduced lacked clarity of goals and means								
	Most serious	76	40.2	12	31.6	10	47.7	19	44.2
	serious	61	32.3	9	23.7	5	23.8	9	21
	not much serious	28	14.8	9	23.7	6	28.6	9	21
	has no impact	14	7.4	5	13.2			3	7
	No response	10	5.2	3	7.9			3	7
	Total	189	100	38	100	21	100	43	100
5	changes introduced were super imposed								
	Most serious	124	65.6	21	55.2	9	42.9	29	67.4
	serious	39	20.6	8	21	7	33.3	9	21
	not much serious	18	9.5	5	13.2	4	19	3	7
	has no impact	6	3.2	4	10.5	1	4.8	2	4.6
	No response	2	1.1						
	Total	189	100	38	100	21	100	43	100

As shown table 16, respondents were asked to what extent factors, which are related to the nature of change did affect the initiation and implementation of change. And 144(76.2%) teachers, 21(55.2%) principals, 13 (61.9%) WEO H/E and 30(69.8%)

MPTA suggested that the introduction of changes in the way of pain staking and costly to the beneficiaries and implementers were a hindrance as well as the most serious problem. Regarding the relevance of change, the majority of teachers 98(51.9%) and 19(44.2%) of MPTA considered it as the most serious problems. The largest sample of the principals 23(60.5%) and WEO H/E 17(81%) on their part recognized it as a serious and/or most serious problem. The greatest respondents of all types of the samples 101(53.4%) teachers, 17(44.7%) principals, 8(38.1%) WEO H/E and 23(53.4%) MPTA viewed that mostly new ideas and ways of doing things were not introduced at the right time and in the right form. Thus, they consider it as the most serious problem. Unclear goals and inappropriate means that were used to implement change and the imposition of new ideas and doing things (change) were the most serious problems as the majority of respondents suggested on item 4 and 5 in the above table clearly show. However, regarding this point, the respondents in the previous question suggested as the existing plan for change included clear goals and appropriate means which is the contradicted view to this opinion.

The analysis shows that changes that have been introduced to bring improvement in education contain several factors that affect the success of change from its very nature. The proposed changes, new ideas and ways of doing things, were pain staking and costly to the beneficiaries and implementers.

Table 17, Factors Relating to the Local Factors

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Problem of school with outside organizations								
	Most serious	81	42.9	12	31.6	5	23.8	16	37.2
	serious	49	25.9	11	28.9	3	14.2	10	23.3
	not much serious	44	23.3	11	28.9	12	57.1	12	27.9
	has no impact	7	3.7	1	2.6				
	No response	8	4.2	3	7.9	1	4.8	5	11.6
	Total	189	100	38	100	21	100	43	100
2	Lack of school appropriate arrangement								
	Most serious	72	38.1	13	34.2	7	33.3	21	48.8
	serious	50	26.5	9	23.6	11	52.3	9	21
	not much serious	46	24.3	11	28.9	3	14.2	5	11.6
	has no impact	17	9	5	13.2			5	11.6
	No response	4	2.1					3	7
	Total	189	100	38	100	21	100	43	100
3	Unconduciveness of working atmosphere								
	Most serious	74	39.2	19	50	11	52.3	17	39.5
	serious	72	38.1	13	34.2	8	38.1	21	48.8
	not much serious	31	16.4	2	5.3	2	9.5	3	7
	has no impact	10	5.3	4	10.5				
	No response	2	1					2	2.6
	Total	189	100	38	100	21	100	43	100
4	Weakness of school based management								
	Most serious	89	47.1	12	31.6	7	33.3	24	55.8
	serious	44	23.3	13	34.2	10	47.7	7	16.3
	not much serious	22	11.6	10	26.3	3	14.3	6	14
	has no impact			3	7.9			4	9.3
	No response					1	4.8	2	4.6
	Total	189	100	38	100	21	100	43	100
5	Lack of support from educational leaders								
	Most serious	78	41.3	9	23.7	3	14.3	13	30.2
	serious	52	27.5	14	36.8	9	42.9	19	44.2
	not much serious	37	19.6	8	21	6	28.6	7	16.3
	has no impact	19	10	6	15.8	1	4.8	4	9.3
	No response	3	1.6	1	2.6	1	4.8		
	Total	189	100	38	100	21	100	43	100
6	Low level of skill and knowledge of teachers								
	Most serious	126	66.7	21	55.3	16	76.2	28	58.3
	serious	39	20.6	14	36.8	3	14.3	10	20.8
	not much serious	8	4.2	3	7.9			2	4.1
	has no impact	16	8.5			2	9.5	3	6.2
	Total	189	100	38	100	21	100	43	100

The local factors as pointed out earlier are the necessary conditions for the success or the failure of the planned change. Questions associated with this were forwarded to the respondents in order to evaluate the seriousness of the problems mentioned above. Concerning the relationship of school to other organization, except the WEO H/E 12(57.1%); most of other respondents, 81(42.9%) of teachers, 12(31.6%) of principals, and 16(37.2%) of MPTA believed that it was not as such strong enough. So they considered it as the most serious problems.

According to the largest respondents of teachers 122(64.6%), principals 22(57.8%), 18(85.6%) WEO H/E and 30(69.8%) MPTA schools were not appropriately arranged. In other words, schools didn't have the power to make decision on change. Also research and study committee as well as school pedagogical centers were not organized as such in a proper way to conduct studies on their problems and to provide ideas for the necessary improvements

Difficulties and unconducive atmosphere were also the other most serious problems to adapt planned change as most teachers 146(77.3%), principals 32 (84.2%), WEO H/E 19 (90.5%) and MPTA 38(88.3%) disclosed the reality. As a result, the schools usually face difficulties to introduce new ideas and new ways of doing things. Moreover, most of the teachers 133(70.4%), principals 25 (65.8%), WEO H/E 17 (81%) and MPTA 31(72.1%) claimed that the school based management was not firmly established to introduce new ideas and programs and/or to facilitate the implementation of change at school.

Item 5 was asked to obtain information about the availability of support from the leaders. The majority of teachers 130(68.8 %) said it was the most serious while 52

(27.5%) teachers viewed it as a serious problem. Moreover, 14(36.8%) principals 9(42.9%) WEO H/E and 19(44.2%) MPTA agreed with teachers.

The second item was about the capacity of the teachers and educational leaders to generate new ideas and ways of doing things. The greatest respondents, 126(66.7%) teachers, 21(55.3%) principals, 16(76.2%) WEO H/E and 28(65.1%) MPTA confirmed that the low level of skill and knowledge of teachers and educational administrators was the most serious problem. As a result, as they further stated for the open-ended questions, practices were hardly observed to bring new ideas and new ways of doing things. The majority of teachers from the remaining samples of teachers 39(20.6%), principals, 14(36.8%) WEO H/, 3 (14.3%) and MPTA 10(23.3%) also assured that this was a serious problem if not the most serious. This suggestion of course supports the above ideas, because the higher officials and educational leaders didn't constantly give support to the teachers and principals.

3.2.4 Measures Taken to Improve the Situation

Change in education, like in other activities is mandatory. One way or the other, changes come from internal and external environment and demand educational institutions to introduce planned change for their existence and development.

Development comes through a change in thinking, ideas and doing activities. To bring change in turn, it necessarily requires having competent educational institution, skilled and knowledgeable teachers and educational administrators with positive attitude for

improvement. Besides, to bring new ideas and program it is essential to have adequate technical and material support to teachers and administrators. A school's creativity is its capacity to adopt, adapt, generates or rejects change.

If schools have the required number of teachers as per the standard qualification, teaching materials and other resources, they will be in a position to bring new ideas within them. On top of that if external environment is conducive, then it is most likely to facilitate the initiation and implementation of change. But, the school should be a primary force and source for educational change.

No matter how the internal and external pressure for changes necessitates schools to introduce a sort of change, there would be unforeseen problems that affect the implementation of change. Therefore, the process of change needs to evaluate within certain time intervals to take corrective measures and to overcome the problems. How the practice of initiation and implementation of change being performed and what measures were taken to solve the problem is presented here under as, it is one of the basic questions to be answered in the study.

Table 18 Measures Taken to Facilitate Planned Change

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1	Monitoring progress to overcome problems								
	Most serious	59	31.2	13	34.2	2	9.5	7	16
	serious	77	40.7	15	39.5	7	33.3	17	40
	not much serious	43	22.8	6	15.8	11	52.3	11	26
	has no impact	8	4.2	2	5.3			3	7
	No response	1	0.5	2	5.3	1	4.8	5	12
	Total	189	100	38	100	21	100	43	100
2	reducing resistance to change through persuasion, participation, rewarding etc								
	Most serious	20	10.6	6	15.8	3	14.2	5	12
	serious	39	20.6	10	26.3	17	81	15	35
	not much serious	115	60.5	7	18.4			16	13
	has no impact	8	4.2	15	39.5	1	4.8	4	9.3
	No response	7	3.7					3	7
	Total	189	100	38	100	21	100	43	100
3	creating collaboration among staff members								
	Most serious	32	16.9	13	34.2	8	38.1	13	30
	serious	113	59.8	10	26.3	12	57.1	16	37
	not much serious	40	21.2	8	21			8	19
	has no impact	4	2.6	7	18.4			2	4.6
	No response					1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100

In table 18 indicates that, respondents were asked what measures were taken to facilitate the process of initiation and implementation of changes. According to the majority of teachers 136 (71.9%), principals 28(73.7%) and (MPTA) 24 (55.9 %) administrators / change agents were involving in checking the progress of change implementation and overcoming of problems. More than half of 11(52.3%) Woreda Education Office Heads /Experts (WEO H/E) however, didn't agree on this view. According to these group of respondents, administrators are not actively conducting in checking the progress and overcoming problems encountered.

Item 2 was based on the question how change agents are performing to reduce resistance. Seventeen (81%) WEO H/E and half of MPTA maintained that change

agents / administrators were working to reduce resistance. However, 123 (64.7%) teachers and 22 (57.9) principals didn't support this point. Respondents were also asked their opinion whether some sort of measures were taken possibly to eliminate or to reduce the unnecessary competition and contradictory activities. The majority of teachers 103 (54.5%), principals 29(76.2%), WEO H/E 15(71.3%) and MPTA 24 (55.9%) believed that change agents in their working areas have attempted to eliminate unnecessary competition and contradictory practices. But a fair number of teachers 86(45.5%) and MPTA 13 (30.3%) disagreed on the response above. There is no doubt that collaborative staff is a prerequisite for introducing and implementing change. The majority from all types of sample respondents believed that measures were being taken to create collaboration among staff members.

From the above analyses, it can be concluded that some measures have been taken to facilitate the process of initiation and implementation of change in education. However, measures were not satisfactory as many teachers have still doubts.

Table 19, Types of Measures Taken to Facilitate Planned Change

No	Items	Teachers		Principals		WEO H/E		MPTA	
		NO	%	No	%	No	%	No	%
1.	providing technical and material support to teachers								
	yes	68	36	23	60.6	17	81	28	65
	No	113	59.8	14	36.8	4	19	13	30
	N/R	8	4.2	1	2.6			2	4.7
	Total	189	100	38	100	21	100	43	100
2.	Providing incentive for those who are working in remote/rural area								
	yes	42	22.2	10	26.3	14	66.6	39	91
	No	141	74.6	26	68.4	6	28.6	2	4.6
	No response	6	3.2	2	5.3	1	4.8	2	4.6
	Total	189	100	38	100	21	100	43	100
3.	improving skill ,commitment, motivation and of beliefs implementers/teachers and experts								
	strongly agree	23	12.2	9	23.7	1	4.8	7	16
	agree	52	27.5	9	23.7	10	47.7	18	42
	disagree	81	42.6	11	28.9	5	23.8	11	26
	strongly disagree	33	17.5	8	21	4	19	4	9.3
	No response			1	2.6	1	4.8	3	7
Total	189	100	38	100	21	100	43	100	
4.	providing a continuous training for refreshing teachers and other personnel								
	strongly agree	28	14.8	7	18.4	2	9.5	5	12
	agree	61	32.3	18	47.4	15	71.4	15	35
	disagree	95	50.3	10	26.3	2	9.5	14	33
	strongly disagree	5	2.6	3	7.9	1	4.8	5	12
	No response					1	4.8	4	9.3
	Total	189	100	38	100	21	100	43	100

Table 19 presents what measures were taken by change agents to solve some problems. Of the total respondents, 23(60.6%) principals, 17(81%) WEO H/E and 28(65.1%) MPTA claimed that technical and material support were being provided to teachers. However, about 113(59.8%) teachers feel that supporting of technical and material was not constantly provided to them.

From the same table, Item 2 was asked to the respondents whether there was a means of incentive, motivation or commitment to encourage implementers. Most of the teachers

141(76.6%) and 26(68.4%) principals pointed out that there was no such a designed mechanism to make teachers to be interested in working in the hardship areas /rural and remote areas/, but, other respondents, 14(66.6%) WEO H/E and 39(90.7%) MPTA believed that incentives were being provided to change the situation.

As far as improving the skill and knowledge of practitioners is concerned, the majority of the teachers 114(60.1%) and almost half of the principals 19(49.9%) were not satisfied with the support of change agents or administrators for improving skills and knowledge of teachers. However, 11(52.2%) WEO H/E and 25(58.2%) MPTA argued that attempts were being made to promote teachers' skills and knowledge

Although WEO H/E and MPTA claimed for the existence of well-established mechanism to motivate or to update implementers; teachers didn't agree on that issue. This shows that teachers were not provided with a sort of incentive and/or training. Therefore, this affected those teachers and principals and discouraged to their profession and working areas.

CHAPTER FOUR

Summary, Conclusion and Recommendations

The purpose of the study is to investigate the practices of processing planned change in education in West Gojjam Administrative Zone. To meet this objective, the related literatures and relevant documents have been treated; to have basic knowledge of planned change in general and in education in particular.

Above all, questionnaires were prepared, distributed and collected from the practitioners; i.e. teachers, principals, Woreda Education Office Heads/Experts (WEO H/E) and Member of Parent Teacher Association (MPTA). On top of this, interviews were conducted with two of higher officials at the Regional Education Bureau (REB). Valuable information has been obtained from both questionnaires and interviews. The collected information is analyzed and interpreted.

In this part of the study, then, major findings of the study are summarized and then, conclusions are made based on the basic questions. Finally, the possible solutions are recommended to the study.

4.1 Summary of the major findings

4.1.1 Major factors for introducing change in the area of the study

4.1.1.1 Most respondents i.e teachers, principals, Woreda Education Offices Heads/Experts,(WEO H/E) and Member of Parent Teacher Association (MPTA)

claimed that low students' participation rate , sex and geographical disparity as well as educational costs were not critical problems.

However, it is reported in the AREB annual report of 2003 as the participation rate in the area of study is 57%, the gender disparity is 0.29, and geographical disparity looks as urban 166%, and Rural 48%. Moreover, interviewees confirmed that enrollment is being low and the existing system has been inefficient; which is characterized by high drop outs and repetition rate. This shows that the low participation rate of school age children and the inefficient education system are some of the educational problems that demand change in the region.

4.1.1.2 The respondents of all types suggested that incompetent and unmotivated teachers and educational leaders, the shortage of teaching materials and lack of adequate space in schools are the most serious problems that blow schools to bring change in their ways of doing. Moreover, uncondusive school environment, especially for girls, low standard of school facilities and inappropriate and misuse utilization of it as well as weak school and community relation are other critical problems. Interviewees also strengthen the point. According to the information obtained from them, the scarcity of resources (trained teachers, finance and materials), the low capacity of school's and woreda education office's management (to develop as well as to implement plans), and the low community participation associated with these activities were serious problems.

4.1.1.3 Furthermore, as the majority of the samples pointed out, schools and woreda education offices introduce change to solve some critical problems in the system. Besides some say that they introduced a sort of change because the higher authorities told them to do so, and/or new policies and strategies are being developed by the government at various levels; local, regional and national levels.

4.1.1.4 Schools and Woreda education offices introduce change based on the designed plan for change in the region. Most WEO H/E, principals and MPTA are familiar with the Amhara Regional Education Bureau's proposed change for the coming three years. Most of the teachers, however, are not.

4.1.2 The Formation of Plans for Change

4.1.2.1 According to the majority of the respondents, woreda education offices and schools develop plan to bring about change for the improvement of education at their local levels.

4.1.2.2 Most respondents also suggest that assessing and diagnosing the current /existing situation was conducted. So, major problems were identified and then decision for introducing change was made in Participatory approach.

4.1.2.3 Woreda education offices' heads/ experts believe that the regional and local education plans have almost similar goals: to improve access, equity, inequality and irrelevancy.

4.1.2.4 Schools and Woreda Education Office's plans have clear and attainable goals. The plan also indicates the appropriate ways and means to meet the identified major problems (goals). Besides, as most respondents mentioned that the concerned individuals, groups and political and educational leaders local accept the plan.

4.1.3 Change targets in education system in the areas of the study

4.1.3.1 As the greatest respondents of teachers, principals, WEO H/E and MPTA disclosed, WEO and Schools have a target at some subsystems (human, materials and strategies) to bring improvement in the system. Accordingly, new ways of school arrangements like multi grade school and clustering small schools are being established for the purpose of designing mechanisms to share resource one to another. In addition, various strategies have been developed to reduce educational cost, and attempts were also made to improve the proper utilization of materials.

Moreover, responses from interviewees showed that, changes were introduced in the areas of the TTI curriculum and modes of delivery of education and training. Besides, different packages of training for school principals were used, Training institutions were expanded and new ones were established. And the TTIs were upgraded to the TTCs. Distance education is also being used as another means of training to upgrade primary school teachers to a diploma level, organizational structure of the REB, Zone and WEO was also changed. Moreover new guidelines

were produced, and different strategies associated with the change used above were introduced.

4.1.3.2 The majority of respondents argue that efforts are hardly carried out to improve the shortage of teachers. Strategies like assigning high ranked students and some knowledgeable person and/ or introducing peer instruction is rarely employed. Moreover, attempts to improve teachers ' skills and knowledge, to introduce ways to motivate and encourage teachers and educational leaders are not practiced as per the problem is pertaining.

4.1.3.3 Most respondents confirmed that attempts are being made to improve the strength of school based management, introduce flexible time of schooling and to construct small schools / alternative schools /in some dispersed areas.

4.1.4 The factors that affect the process of planned change

4.1.4.1 The majority of respondents mentioned that non collaborative school culture, constant turnover of chief administrators, the incompetence of educational leaders (under qualified, unskilled), inappropriate leadership style at both the district and school level are the serious and most serious problems in the process of planned change. However, WEO H/Es don't agree with this view.

4.1.4.2 As most of the respondents suggested that inadequate educational resource (human, materials and financial) is also a serious problem to introduce as well as to implement change in education.

4.1.4.3 Respondents claimed that new ideas and ways of doing things are being introduced in costly manner. Moreover, they indicated that changes are not introduced at the right time and in the right form. There is also inconsistency of plans.

4.1.4.4 Most teachers, principals and member of parent teacher association (MPTA) stated that the relationship of the schools to other similar organization is not strong, although, WEO H/E argue against it and said that there is continuous interaction of school to one another.

4.1.4.5 Other responses from respondents indicated that the schools are not arranged in appropriate ways. In other words, schools don't have sufficient power to make decision on new ways of doing things. There is no well-established research and study committee and pedagogical centers in most schools. On top of that, they suggested that school environment is not conducive to bring about change in the existing educational system. Furthermore, school based management is not well established.

4.1.4.6 Most teachers and school principals feel that technical and material support is not provided to them. The schools as well as the Woreda

education leaders don't have the capacity (skill and knowledge) to produce new ideas and/or to bring new ways of doing things, and to provide technical assistance to teachers.

With regard to the factors, Interviewees also identified similar problems. They told that lack of trained personnel at woreda level, school leadership, inadequate budget, poor utilization of available resource (because of ignorance or because of corruption), failure to come up with workable plan of operation at REB, woreda and school level were some of the most serious problems to introduce and/ or implement planned change in education. In addition they pointed out that poor inter organizational relationship both at the region and the woreda level, high turn over of trained personnel at the woreda and the school level, and failure to capacitate the poor woreda and the school management bodies are other critical problem to processing change in education.

4.1.5 Measures Taken to Facilitate the Implementation of the Change Introduced

4.1.5.1. Most responses from the respondents with the exception of WEO H/E clearly showed that change agents and education leaders involve in checking the progress and to overcome the problems of change in education.

4.1.5.2. Most responses of WEO H/E and MPTA confirmed that change agents /administrators/ attempt to reduce resistance by using various means of

reducing the barriers to change. Teachers and principals however don't support this opinion. As to them, mechanisms that can reduce resistance such as improving rate of participation, establishing smooth communication and providing rewards or punishment are not practiced in their working areas. Respondents, particularly principals and WEO H/E believe that educational leaders have put maximum efforts to avoid the unnecessary competition and contradiction practices.

4.1.5.3.According to the majority of the principals, WEO H/E and MPTA technical and materials support have been provided with to build the capacity of schools and education offices. However, teachers don't agree with this. Teachers claim that school principals, WEO H/E are not competent enough to give training and other means to upgrade teachers' skills and knowledge.

4.1.5.4.Teachers and principals ascertained that measures associated with motivating factors are rarely employed in their surrounding areas. Many respondents give their opinion to the open ended questions that currently the two years salary increment and teachers career structure is being interrupted for unknown reason. This makes them to be discouraged to work in the system in general and remote /rural areas in particular.

4.1.5.5.Except teachers others believe that efforts have been made to improve school-community relation and conducting experience sharing with neighboring school to acquire teachers' and principals' new ways of doing things. However, teachers denied this opinion. Teachers are the

front liners in educational activities they need training, experience sharing and continuous interaction to the parents. This is not being happened as they disclosed it in their responses.

4.2 Conclusion

From the above summary of the study the following conclusion are made.

4.2.1 The major factors that were said to be the cause of introducing new ideas and ways of doing things in the area of the study were ;inadequate teaching materials; scarcity, unmotivated, incompetence of teachers and educational leaders; weak school based management ;lack of adequate space at school , weak school community relation and community participation ;low enrollment ;problem of inequity (rural areas and girls are not well served); the low quality of education ,and the inefficient system ; high dropout and repetition rate. Apart from this, there was a strong community pressure for access as a result of the high population growth rate. The new policies and strategies have been developed and pushed down from the local, regional and national governments to the school. This is another external pressure that demand schools to introduce planned change.

Therefore, these all internal and external factors pressure WEOs and schools to bring about planned change. Unless WEOs and schools introduce new ways of doing things, they might not accomplish their resiponsible. Thus, in order to improve the internal situation of the

education system and to response the changes that occurred in the external environment, educational institutions have to practice in developing and implementing planned changes.

4.2.2. The Amhara National Regional Education Bureau has proposed the three- year planned change. Accordingly, the woreda education offices and schools prepared plan for change in their respective working areas. The plans were designed in appropriate way. Teachers, other school personnel, as well as the members of parent teacher associations participated in identifying problems, setting objectives and selecting means. Awareness was also created on both the implementers and the beneficiaries' side.

Thus, it is possible to conclude that attempts of introducing planned change in such a way will help to facilitate the implementation of the proposed change in better pace in West Gojjam administrative zone.

4.2.3. The major change areas in the given education system at the local levels were:-

4.2.3.1 There are attempts for the improvement of teaching materials through the means of organizing multi grade schools, clustering small schools, improving the efficiency and effective utilization of the available teaching materials. Besides, practices are being carried out to reduce educational cost to parents, like providing children with free education and free textbooks. This might have increased participation rate.

4.2.3.2 There was little effort to improve the shortage of teachers. As a result the low student participation rate and disparity were being the serious problems. Assigning high academic ranked students to the lower grade , peer instruction and using some knowledgeable person from the community as a tutor ,self taught, and distance education are rarely practiced. This might negatively affect the educational provision.

4.2.3.3 The practices of improving teachers' skill and knowledge and developing mechanisms to motivate and encourage teachers and educational leaders were not that much satisfactory. Therefore, teachers might not have knowledge to bring new ideas and positive attitude towards doing new things.

4.2.3.4 Attempts were being made to strengthen and improve the school's efficiency, to establish school-based management, to introduce flexible time of learning (shift system). On top of that small schools in some dispersed areas were being constructed to shorten the distance of home school of the learner although its effects to improve the situation is unsatisfactory

4.2.4 Factors that affect the process of planned changes are many in number and types. Educational leaders at the woreda education offices and schools are inefficient to establish collaborative working culture in school. Besides, there is frequent turn over of chief administrators at both district and school level. Above all, incompetent district educational

leaders and experts and unmotivated teachers aren't proficient to introduce new ideas and ways of doing things to improve the education system. Moreover, educational leaders don't use appropriate leadership style to increase teachers' and other educational personnel's efficiency and effectiveness. The proposed changes in most cases are introduced in costly manner. Planned changes are also being affected due to some local factors. Firstly, school based management is not firmly established. Secondly, there is lack of constant support from educational and political leaders, the relationship of school to other organization (schools and others) is poor. Schools are not appropriately arranged (absence of power to make decision and in efficient research and study committee and pedagogical centers). Last but not least is lack of adequate resource, uncondusive working atmosphere and difficulties to adapt planned change. As a result, attempts of introducing planned change have not been satisfactory.

4.2.5 To reduce the barriers of initiation and implementation of planned change some measures were being taken. The progresses were occasionally checked and attempts were made to overcome the problems in the implementation of change. Research and study committee and pedagogical centers were reorganized. Efforts were made to improve the working atmosphere and to create the collaborative staff. Short term orientations and training were offered, working manual were prepared, workable theories and practices were introduced, condusive

environments were created to conduct experience sharing and supply educational materials. All these change possibly will create good condition to the practice of planned change in education.

- 4.2.6 Change agent's /educational leaders/ are, however hardly involved in supplying technical and material support to teachers and principals, Provision of incentive to motivate and develop commitment of teachers and experts in general and for those who are working in remote /rural areas in particular, improving skill and knowledge of teachers' principals and woreda education expert, encouraging community participation in decision making and in supporting schools, conducting adequate experience sharing, improving school based management, establishing strong and purposeful links to other organization to learn and disseminate innovation to others. Such measures may help to facilitate the implementation and sustainability of the introduced change.

4.3. Recommendations

- 4.3.1. It is essential to design and conduct a kind of training aimed at training of teachers on how effective planned change is processed. Deferent delivery modes should be used for this purpose. Course has to bedesigned and given to the would be teachers and the teachers in association with change and innovation in formal teacher training institutions (pre service training) and in service training program (summer and distance program). Above all, conducting school-based training will be more efficient and effective to build the capacity of

teachers and educational leaders on how planned change is processed. Therefore, school based training has to be strengthened. Strengthening clustering schools will be helpful to this effect. Thus, due attention has to be given for such activities.

4.3.2 Teachers are not only ignorant of developing planned change, they are also unmotivated. Teachers' career structure and the two-year salary increment has been interrupted due to unknown reason. Such factors are demotivating. Particularly to those who work at the remote and/or rural areas. Thus, material incentives and psychological and technical support have to be addressed to the practitioners. Adequate and constant organizational supports have to be provided to school and teachers. Special attention like better opportunity to upgrade their academic status, better salary increment, special knowledge, and skill needed to be given to teachers those who work at remote /rural areas.

4.3.3 Teachers are the most important elements in the education system. Schools ought to have sufficient teachers in terms of their number and level of qualification. There are different ways and means to minimize the burden of the problem as one can learn from other country's experiences. Assigning high ranked students, inviting the knowledgeable person from the community, using multi grade schools when there is less number of student (to dispersed areas), introducing peer instruction, self taught, distance education etc., are some of the mechanisms. Therefore,

woreda education office and schools have to be aware of the problem and need to devise better ways to minimize the problem.

4.3.4 Whatever changes occur outside of school environment such as political, economical, and social it demands the school to change its ways of providing education and to generate new ideas. Therefore, strong school based management is mandatory to give a response for changes. To have well firmed school based management, sufficient mandates of decision making power have to be given. Dedicated, trained (skilled and knowledgeable) teachers and administrators have to be selected and assigned. Members from teachers, students and parents have to participate in the school management and adequate materials and technical support should be given. Therefore, special attention has to be given to strengthen school-based management by local, regional, political and educational leaders.

4.3.5 Educational leaders at schools and district education offices can play a decisive role to bring effective change in the existing education system. They should involve in directing and checking the process of planned change, setting expectation and tone of pattern of change within the local schools and district offices. They should be a critic source of initiation and specific innovation. They should provide training and technical support. Above all, leaders have to create collaborative staff, participatory approach in decision making and healthy relation to the community and other external organization. To carry out all these and

the other functions of educational management, educational leaders should be skilled and trained as well as competent enough. More than that they should have knowledge and the experience of leadership styles. Moreover, they have to get security and motivation. Therefore, due attention should be given in selecting and assigning of competent school principals, head of district managers and experts at district levels. It is also essential to acquire leaders with management of education in general and in change management in particular. It is also advisable to search a means to avoid constant turnover of the educational leaders from their position. Leaders have to be given chances to stay at their position for a certain period of time. This can help them to get useful experience. They could easily understand the real problem of the system and devise a plan to tackle that particular problem.

4.3.6 New ideas and ways of doing things about planned change emanates not only from the internal school activities but also it comes from various government and non-government organizations and knowledgeable individuals. The Amhara Regional Education Bureau develops policies, strategies and plans for the improvement of education in the region. The voluntary organizations involve in providing education with the public schools. The local government also put its pressure on educational institutions to increase access and quality education. Those individuals who have the prior knowledge and experience can join the school and can put their influence. Therefore, schools and woreda education offices

have to create strong net work and strong linkage with such groups and individuals to get technical and material support on the practice of planned change in education

4.3.7 Planned change in education can be conducted at any component of the system. However, it seems difficult for schools to introduce new ways of doing things at the same time in all parts of the components even if it is essential. Therefore, in the process of decision, priority has to be given for the most serious problem. It is recommended that priority must be given to identify the key problem and to devise appropriate solution to that particular problem. Most resource (time, finance, materials and human) of the organization must be spent to that serious problem. By doing this it is possible to bring effective change in the entire working system of the school.

4.3.8 Many educational problems would have been solved, if school community relation had been strong. The establishment of strong school-community relation helps to improve the curriculum, generate additional income for education, and establish better educational management. Unfortunately, it is not in the case of the area of the study because of the above mentioned internal as well as external restraining factors. Therefore, a mechanism has to be developed to create strong school community relation. The community has to be given a chance to participate in the decision of proposed change at school,. Communities need to be introduced to the changes that are taking place at a school

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9. Service year in the woreda you are now

A/ 1-5 b/ 6-10 c/ 11-15 e/ above 15 years

10. Total service a/ 1-5 b/ 6-10 c/ 11-15 e/ above 15

11. Have you attained training about planned change in education?

a/ Yes b/ No

Part Two

The following questions are designed to get your opinion on the practices of initiation for change at school and district levels

1. Are most educational problems identified in your district?

a/ Yes b/ No

2. If your answer for question No. 1 is, yes which are the most critical problems?

By using 1= most critical 2= critical 3= not much 4= not at all

No	Items	1	2	3	4
1	low participation rate at primary level				
2	disparity of geographical location				
4	disparity of between boys and girls				
5	lake of relevance at all levels				
6	shortage of teaching materials				
7	distance of school to home				
8	inadequate space at school				
9	poor relation school and the community				
10	high cost of education				
11	Lake of quality of education				
12	Fixed school time table				
13	Poor school environment especial for girls				
14	low standard of school facilities				

3. Is there decision / plan/ to change some of the above problems?

a/ Yes b/ No

5. How much emphasis is given for the following strategies to improve education in your area?

By using 1= high 2= somewhat 3= little 4= not at all

No	Items	1	2	3	4
1	Improving teaching materials				
2	Adjusting to the child 's familial obligation				
3	Improving school attendance , introducing flexible time of learning ,arranging school time according to the interest of student				
4	Improving teaching methodology as probe solving,and student center approach				
5	Constructing small school in some dispersed areas /alternative schools/				
6	Building school with the minimum least cost				
7	Using double shift to accommodate a large number of students				
8	Clustering small schools to share resource for common use of resources				
9	Establishing boarding schools facilities				
10	Using communities building as a school				
11	Devise to reduce the costs to parents				
12	Organizing multi grade schools				
13	Employing students as tutors, peer instruction to minimize the problem of teachers				
14	Substitute teachers from the community , to reduce shortage of teachers				
15	Promoting the hiring of female teachers to increase girls participate				
16	strengthen school based management				
17	Involving in capacity building of teachers, administration				

6. From the following factors that affecting the process of change in education, which ones are the most serious in your district?

By using 1= most serious 2= serious 3= not that much serious 4 =It has no relation

No	factors	1	2	3	4
1	Low level of skill ,knowledge, and attitude of teachers and other personnel to ward change in education				
2	Reluctant of administrators at all levels to give up traditional prerogative				
3	Highly resistance to change from teachers				
4	Highly resistance to change from the community				
5	Highly resistance to change from the political leaders				
6	Highly resistance to change from the educational administrators				
7	Poor relationship of school to out side other organization				
8	Lake of participatory approach in decision for change				
9	Lake of adequate training of change				
10	Lake of school appropriate arrangement (absence of power to make decision, lake of research and study committee, and pedagogical center etc)				
11	Most changes are not introduce at the right time and in the right form				
12	Changes are usually introduced by pain staking and costly				
13	Most changes come upon us from external bodies				
14	Most changes are not relevant to our needs				
15	Lake of adequate resource				
16	Lake of support from the political leaders				
17	Lake of support from school administrators				
18	Lake of support from district educational administrators				
19	non collaborative working culture in school				
20	Constant turn over of chief administrators at both district and school levels				
21	In appropriate leadership style of administrators				
22	Unclear goals and means of the introduced change				
23	Weak school based management				
24	Inappropriate nature of innovation, unfit to the need of school and woreda educational office and complexity of change				
25	Difficulties of adoption inconvenient planned change				

Part four

Measures that were taken to address initiation, implementation and sustainability of educational change

No	Item	Yes	No
1	providing school based training etc		
2	Introduce various motivation factors such as (monetary incentives, promotion, improve statues)		
3	Strengthen research committee to improve research activities and then to bring new ways of doing, ideas		
4	Organize pedagogical center to assist teachers and principals for involving in developing new teaching methodology and teaching aids		
5	Providing special incentive for those who are working in remote /rural areas		
6	Celebrating school day ,to strength school community relation so as to identify educational problems and to develop new way of doing		
7	Improve community and school personnel participation in devising school pan		
8	Allocate sufficient budget and resource		
9	Conducting experience sharing /visiting the neighbor school and worda / so as to increase the awareness of teachers/principals		
10	providing organizational support to attract and induce teachers at rural/ remote areas		
11	Providing continuos technical and material support from WEO to schools, from REB to school		
12	Introducing appropriate and relevant leadership style to facilitate the implementation and sustainability		
13	Reducing resistance by developing appropriate mechanisms (persuasion, participation, rewards coerce measures etc.)		
14	Improving design of educational plan which consists appropriate means and goals as well as that accepted by both the implementers and beneficiaries.		
15	Conducting continuos monitoring and evaluation of the efficiency and effectiveness of the educational provision , which helps to identify their strength and weakness		

Part five

Open-ended questions

- 1 How do you see the institutional capacity of the school and district educational offices for introducing change in education?

- 2 . What have you suggestion to establish change oriented educational personnel at school and educational offices?

3. What factors are affecting the process of change in your area?

- 4 what is your suggestion about the solution of the problem?

9 Service year in the school you are now

A/ 1-5 b/ 6-10 c/ 11-15 e/ above 15 years

10. Total service a/ A/ 1-5 b/ 6-10 c/ 11-15 e/ above 15

11. Have you attained training about planned change in education?

a/ Yes b/ No

Part Two

The following questions are designed to get your opinion on the practices of initiation for change at school and district levels

1 Are most educational problems identified in your school?

a/ Yes b/

2. If your answer for question No. 1 is, yes which are the most critical problems?

By using 1= most critical 2= critical 3= not much 4= not at all

No	Items	1	2	3	4
1	low participation rate at primary level				
2	disparity of geographical location				
4	disparity of between boys and girls				
5	lack of relevance at all levels				
6	shortage of teaching materials				
7	distance of school to home				
8	inadequate space at school				
9	poor relation school and the community				
10	high cost of education				
11	Lack of quality of education				
12	Fixed school time table				
13	Poor school environment especial for girls				
14	low standard of school facilities				

3 Is there decision / plan/ to change some of the above problems in your school?

A

4 If your answer for question No .3 is yes, how the decision was made?

No	Items	yes	no
1	There was high participation of relevant individuals		
2	Assessment and diagnosis were made before reached decision		
3	Most participants were agreed upon the decision		
4	Adequate awareness was created among all the participant in the process of change		

5 The following items in the table are to evaluate about the nature of the plan that is devised at your school. What is your suggestion regarding to this?

No	Items	yes	no
1	The plan has clear goals and means		
2	It can be attainable		
3	Fit to the organization (school)needs		
4	Has benefits for both the organization and individuals		
5	It is supported by district educational offices		
6	It is accepted by community		
7	Design with out external pressures		

6 Why changes are introduced in your school?

(Please put the order of your choice from the best reason to the least)

- a/ because other schools do change
- b/ because the higher authorities told us to bring change
- c/ because we have resource to do change
- d/ because we have problem that needs solution through change
- e/ because new policy, strategies are devised from the government

7. How do you see the pressure of the community demand for educational change?
 Use 1= strongly agree 2= agree 3= disagree 4= strongly disagree

No	items	1	2	3	4
1	So, the population is increased rapidly there is strong demand for access				
2	Because most members of the community are educated the pressure to bring quality education is strong				
3	Because most members of the community are educated there is strong pressure to reject the change if they don't accept				
4	Because most of them are ignorance for educational change ,they put less pressures on the district to bring new things				
5	There is less community participation at all to bring change in education				

Part Three

The following questions are prepared to gather information regarding the practices in processing of **change implementation** in education.

1. Do you know the Regional Education Bureau's three years of strategic plan that is devised to bring change in the region?

a / Yes b/ No

2. Do you know the District Educational Office's three years strategic plan for educational change?

a / Yes b/ No

3. Did your school devise three years strategic plan for change?

a / Yes b/ No

- 4 if your answer for question No. 3 is yes how do see their relation to woreda's and regional education bureau's three years strategic plan

a/ are the same

c/no relation

b/ somewhat the same

d/ I don't have idea.

5. Administrators should play an important role for the success of change implementation. What is your argument for the effectiveness of administrators to facilitate change in your district as well as school?

Use 1= strongly agree 2= agree 3= disagree 4= strongly disagree

No	Items	1	2	3	4
1	They play active role in creating collaboration among staff				
2	They provide the necessary adequate resource				
3	They eliminate competing or contradictory practices				
4	They establish strong and purposeful links to other changes				
5	They try to spread the innovated ideas and programs to the neighbor schools and district				
6	They are involving in checking of progress and overcoming problems in the process of change				
7	They attempt to improve skill, commitment, motivation and beliefs of teachers and other personnel				
8	They reduce resistance by the means of persuasion, treat people with dignity, rewarding and creating a social climate, which favors the new habits.				
9	They are providing a continuous training for refreshing teachers and other personnel				
10	They continuously plan to evaluate and modify the plan				
11	They are working with collaborative of teachers and community				

6. How is your attitude to ward change in education?

A/ change is not necessary because it is destructive.

B/ change is necessary because without change there is no development

C/ change should be avoid because it affects the status quo of individual life

D/ because change require high cost to implement it is not necessary to bring in the school

6. From the following factors that affecting the process of change in education, which ones are the most serious in your school?

By using 1= most serious 2= serious 3= not that much serious 4 =it has no relation

No	factors	1	2	3	4
1	Low level of skill ,knowledge, and attitude of teachers and other personnel to ward change in education				
2	Reluctant of administrators at all levels to give up traditional prerogative				
3	Highly resistance to change from teachers				
4	Highly resistance to change from the community				
5	Highly resistance to change from the political leaders				
6	Highly resistance to change from the educational administrators				
7	Poor relationship of school to out side other organization				
8	Lake of participatory approach in decision for change				
9	Lake of adequate training ,skill, and knowledge of change				
10	Lake of school appropriate arrangement (absence of power to make decision, lake of research and study committee, and pedagogical center etc)				
11	Most changes are not introduce at the right time and in the right form				
12	Changes are usually introduced by pain staking and costly				
13	Most changes come upon us from external bodies				
14	Most changes are not relevant to our needs				
15	Lake of adequate resource				
16	Lake of support from the political leaders				
17	Lake of support from school administrators				
18	Lake of support from district educational administrators				
19	non collaborative working culture in school				
20	Constant turn over of chief administrators at both district and school levels				
21	In appropriate leadership style of administrators				
22	Unclear goals and means of the introduced change				
23	Weak school based management				
24	Inappropriate nature of innovation, unfit to the need of school and woreda educational office, the complexity of change				
25	Difficulties of adoption inconvenient planned change				

6 How much emphasis is given for the following strategies to improve education in your area?

By using 1= high 2= somewhat 3= little 4= not at all

No	Items	1	2	3	4
1	Improving teaching materials				
2	Adjusting to the child 's familial obligation				
3	Improving school attendance , introducing flexible time of learning ,arranging school time according to the interest of student				
4	Improving teaching methodology as problem solving, and student center approach				
5	Building additional class and maintenance of school with the minimum least cost				
6	Using double shift to accommodate a large number of students				
7	Devise to reduce the costs to parents				
8	Organizing multi grade schools				
9	Employing students as tutors, peer instruction to minimize the problem of teachers				
10	Substitute teachers, from the community , to reduce shortage of teacher				
11	strengthen school based management				
12	Involving in capacity building of teachers through in service training				
13	designing mechanisms to motivate teachers who are assigned in remote/rural areas				

Part four

Measures that were taken to address initiation, implementation and sustainability of educational change

No	Item	Yes	No
1	providing school based training etc		
2	Introduce various motivation factors such as (monetary incentives, promotion, improve statues)		
3	Strengthen research committee to improve research activities and then to bring new ways of doing, ideas		
4	Organize pedagogical center to assist teachers and principals for involving in developing new teaching methodology and teaching aids		
5	Providing special incentive for those who are working in remote /rural areas		
6	Celebrating school day ,to strength school community relation so as to identify educational problems and to develop new way of doing		
7	Improve community and school personnel participation in devising school pan		
8	Allocate sufficient budget and resource		
9	Conducting experience sharing /visiting the neighbor school and woreda / so as to increase the awareness of teachers/principals		
10	providing organizational support to attract and induce teachers at rural/ remote areas		
11	Providing continuos technical and material support from WEO to schools, from REB to school		
12	Introducing appropriate and relevant leadership style to facilitate the implementation and sustainability		
13	Reducing resistance by developing appropriate mechanisms (persuasion, participation, rewards coerce measures etc.)		
14	Improving design of educational plan, which consists appropriate means and goals as well as that, accepted by both the implementers and beneficiaries.		
15	Conducting continuos monitoring and evaluation of the efficiency and effectiveness of the educational provision , which helps to identify their strength and weakness		

Part five

Open ended questions

1. How do you see the institutional capacity of the school and district educational offices for introducing change in education?

2. What have you suggestion to establish change oriented educational personnel at school and educational offices?

3. What factors are affecting the process of change in your area?

4. What is you suggestion about the solution of the problem?

Part Two

The following questions are designed to get your opinion on the practices of initiation for change at school and district levels

1. Are most educational problems identified in your school / district?

a/ Yes b/ No

2. If your answer for question No. 1 is, yes which are the most critical problems?

By using 1= most critical 2= critical 3= not much 4= not at all

No	Items	1	2	3	4
1	low participation rate at primary level				
2	disparity of geographical location				
4	disparity of between boys and girls				
5	lake of relevance at all levels				
6	shortage of teaching materials				
7	distance of school to home				
8	inadequate space at school				
9	poor relation school and the community				
10	high cost of education				
11	Lake of quality of education				
12	Fixed school time table				
13	Poor school environment especial for girls				
14	low standard of school facilities				

3. Is their decision / plan/ made to change some of the above problems?

a/ Yes b/ No

4. If your answer for question No 3 is yes, how the decision was made?

No	Items	Yes	No
1	The initiation was coming from the school		
2	The initiation was coming from the community, woreda		
3	All the community members were informed for the change		
4	Most participants were agreed upon the decision		
5	Assessment and diagnosis were made before reached decision		
6	There was high participation of relevant individuals		
7	Adequate awareness was created among all the participant for the process of change		

5. The following items in the table below are to evaluate about the nature of the plan that is devised at your school/district. What is your suggestion regarding to this?

No	Items	Yes	No
1	The plan has clear goals and means		
2	It can be attainable		
3	Fit to the organization (district)needs		
4	Has benefits for both the organization and individuals		
5	It is supported by the political leaders		
6	It is accepted by community		
7	Design without external pressures		

6 .why changes are introduced in your school/district?

(please put the order of your choice from the best reason to the least)

a/ because other schools do change

b/ because the higher authorities told us to bring change

c/ because we have resource to do change

d/ because we have problem that needs solution through change

e/ because new policy, strategies are devised from the government

Part Three

The following questions are prepared to gather information regarding the practices in processing of **change implementation** in education.

- Administrators should play an important role for the success of change implementation. What is your argument for the effectiveness of administrators to facilitate change in your school/district?

Use 1= strongly agree 2= agree 3= disagree 4= strongly disagree

No	Items	1	2	3	4
1	They provide the necessary adequate resource				
2	They are involving in checking of progress and overcoming problems				
3	They attempt to improve skill, commitment, motivation and beliefs of the school personnel and the community				
4	They reduce resistance by the means of persuasion, treat people with dignity, rewarding and creating a social climate, which favors the new habits.				
5	They continuously plan to evaluate and modify the plan				
6	They encourage community to participate in deciding whether or not the change is important to the community				
7	They are working with the community for the change				
8	They attempt to create strong school and community relation by celebration such as, a school day, sport festivals etc				
9	They usually informed the community about the progress of the school and its problems				

- How is your attitude to ward change in education?

A/ change is not necessary because it is destructive

B/ change is necessary because without change there is no development.

C/ change should be avoid because it affect the status quo of individual life

D/ because change require high cost to implement it is not necessary to bring in the school

3. How much emphasis is given for the following strategies to improve education in your area?

By using 1= high 2= somewhat 3= little 4= not at all

No	Items	1	2	3	4
1	Improving teaching materials				
2	Adjusting to the child 's familial obligation				
3	Improving school attendance , introducing flexible time of learning ,arranging school time according to the interest of student				
5	Constructing small school in some dispersed areas /alternative schools/				
6	Building school with the minimum least cost				
7	Using double shift to accommodate a large number of students				
8	Clustering small schools to share resource for common use of resources				
9	Establishing boarding schools facilities				
10	Using communities building as a school				
11	Devise to reduce the costs to parents				
12	Organizing multigrade schools				
13	Employing students as tutors, peer instruction to minimize the problem of teachers				
14	Substitute teachers, from the community , to reduce shortage of teachers				
15	Promoting the hiring of female teachers to increase girls participate				
16	strengthen school based management				
17	Involving in capacity building of teachers ,administration				

4. From the following factors that affecting the process of change in education, which ones are the most serious in your district?

By using 1= most serious 2= serious 3= not that much serious 4 =it has no relation

No	factors	1	2	3	4
1	Reluctant of administrators at all levels to give up traditional prerogative				
2	Teachers are not interesting and have no sufficient skill ,knowledge and attitude to bring change in education				
3	Poor relationship of school to out side other organization				
4	Lake of participatory approach in decision for change				
5	Most changes are not introduce at the right time and in the right form				
6	Changes are usually introduced by pain staking and costly				
7	Most changes come upon us from external bodies				
8	Most changes are not relevant to our needs				
9	Lake of adequate resource				
10	Lake of support from the political leaders				
11	Lake of support from school administrators				
12	Lake of support from district educational administrators				
13	non collaborative working culture in school and with the community				
14	Constant turn over of chief administrators at both district and school levels				
15	In appropriate leadership style of administrators				
16	Unclear goals and means of the introduced change				
15	Weak school based management				
18	Inappropriate nature of innovation, unfit to the need of school and woreda educational office, the complexity of change				
19	Difficulties of adoption inconvenient planned change				

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**(Questionnaire Four for an interview of educational leaders
at Regional Education Bureau)**

1. What are the major educational problems in the region?
2. What is the experience of the region to change such problems?
3. What is the practice to introduce planned change in education?
4. What factors are affecting the implementation of planned change?
5. What is your opinion to the capacity of woreda educational offices and school to bring planned change at their district /school level?
6. To what extent the education administrator and teachers are ready to implement the three years strategic plan of the region?
7. How does the Regional Education Bureau support the local level education administrator to improve their professional development?
8. To what extent the Region develops new things, ideas, planned change to improve the level of education in the region?
9. What is your opinion to establish change oriented school community?