An Application of ADKAR Change Model for the Change Management Competencies of School Heads in Pakistan

Almas kiani∗ & Manzoor Hussain Shah∗∗

Abstract

The study is aimed at applying ADKAR change model for the analysis of change management competency profile of school heads in Pakistan. This model can successfully measure the change management competencies of an “Individual” within an organization. Exploratory factor analysis (EFA) was performed to develop a scale. Then, CMC profile of school heads was prepared. Stratified Random sampling technique was adopted to sample school heads in the eight districts of the Punjab. An identification of CM challenges faced by these heads was made. Five hypotheses were tested. It was concluded that the change management competency (CMC) profile of school heads in the northern Punjab was better than the central and southern Punjab, Pakistan. Finally, a ‘Change Management Competency-Building Framework’ (CMCB) was recommended for the training of school heads.

Keywords: ADKAR, Change Management, Competencies, School heads

Introduction

The concept of change is as old as the birth of this universe which passed through number of changes, called ‘evolution’. Generally Change means “something which is not permanent”. A change can be expected, sudden, non adaptive or it can be welcomed and planned. Change is a way of life today. The changes to be controlled lie within the control of the organization. Therefore, management of such changes certainly requires a range of managerial competencies. Sharma (2007), Kalra (2008) in his research highlighted the some key managerial competencies of school principals for the school effectiveness program.

Byars & Rue (2005) have generated a series of multiple managerial skills in a very precise manner and they considered these skills as the key element of management process. Many researchers have referred to the head of a school as a ‘Unit of Change’ in a school management process. In this regard, Havelock (1995) highlighted the role of the head as a Change Agent by referring a head as Solution Giver, Catalyst, and Process helper. Anderson (2003) described the School’s Heads as a change agent playing several leadership and managerial roles.

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On the basis of multi-competency roles of a Head of school, the Head can be categorised as a “Mentor”. Noreen (2003) concluded in her research study that change managerial competencies of heads of schools are directly related to the school effectiveness.

Prosci (2004), a leading provider in change management tools, presented a number of change management models or theories. ADKAR change model is one of them. The ADKAR model consists of five elements that define the basic building blocks for successful change. The five-fold constructs are Awareness, Desire, Knowledge, Ability and Reinforcement i.e. ADKAR. The applications of ADKAR provided a strong rationale for this study.

Theoretical framework of the study
The framework of the study was based on the theoretical underpinnings of ADKAR change model. This model was originally developed by Prosci, in 2004, a head of change management Learning Center in USA. Later on, Hiatt in 2006 wrote a book on this model.

This framework is also comprised of five study hypotheses in order to test statistically, the contribution of all outcome factors in the overall change management competencies of the heads of the Secondary Schools.

Hypotheses
Following five alternative hypotheses were developed in this study:

H1: Awareness of the change process contributes significantly in the change management competencies of Heads of schools.
H2: Desire for the change contributes significantly in management competencies of Heads of schools.

H3: Knowledge of the change process contributes significantly in the change management competencies of Heads of schools.

H4: Abilities of the change management process contributes significantly in the management competencies of Heads of schools.

H5: Reinforcement of the change process contributes significantly in the change management competencies of Heads of schools.

These five hypotheses were developed, to test a statistical mean contributory role of each outcome competency factor.

Rationale of applying ADKAR model
The rationale of applying this model included: first, there was no formal change management training framework for school heads was available in Pakistan. Secondly, the ADKAR change model itself holding a strong rationale. The essence of this model was that it can successfully measure the change management competencies of an “Individual” that lead the change within an organization. The target group was the ‘heads of government Secondary Schools.

The following applications of ADKAR model were proved supportive in establishing the credibility of this study:

- A learning and coaching tool for managers and administrators during a change management process.
- A tool for assessing the change management competencies of a head.
- A planning tool for change and to assess the willingness of planners for developing new plans.
- This model can be used as a ‘checklist’ to evaluate any plan.
- The goals or outcomes defined by ADKAR are sequential and cumulative. Hiatt (2006)

Statement of the problem
A competent managerial head of school is one of the most crucial components of a school system. This study aimed to explore the perceptions of school heads about their change management competencies in order to prepare their competency profile based on ADKAR change and finally, to identify the challenges of managing change directly faced by them. A scale was developed, in order to assess ‘Change Management Competencies (CMC) of school heads on five competency factors (Awareness, Desire, Knowledge, Ability &
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Reinforcement) On the basis of profiles and the challenges a ‘Change Management Competency-Building” framework was recommended for the training of school heads.

Objectives of the study
This study involved following three objective:

i). To apply ADKAR change model for the development of change management competency profile of school heads in Pakistan.

ii). To identify different on-ground change management challenges faced by the heads of schools.

iii). To generate an appropriate framework of change management competencies for the training of school heads in the light of their ADKAR profiles.

Significance of the study
This is the first study regarding the application of ADKAR in Punjab. Change management competency scale for planners and managers can be used to identify gaps in change management process and for the training of the employees. Inculcate the culture of “team work” in the government schools of Punjab. The five outcome competency factors will enable the educational planners, policy makers, the heads of the schools, to anticipate incoming barriers towards planning and implementing plans. CMC profiles can be used for capacity building of the heads by Directorate of Staff Development (DSD), Lahore and others. Scale (CMC) can be used for authentic assessment by the top management organizations. Assist relevant beneficiaries for understanding the concept of change management. Discourse analysis played a vital role in generalization. Both qualitative and quantitative data was generated inferential findings, thus enlarging the scope of applicability and replicability.

Literature Review

The ADKAR change model
This model formulation process was completed in almost ten years and this model was experimentally tested with business, government agencies and local communities. The ADKAR model was first printed by Prosci in 1998. In 2006, for the first time, Prosci brought this ADKAR model in the form of text in the book of Jeff Hiatt on ADKAR.
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Figure.2: The ADKAR Change Competency Model

The ADKAR Model

A Awareness of the need for change
D Desire to support and participate in the change
K Knowledge of how to change
A Ability to launch required skills and behaviors
R Reinforcement to sustain the change

Source: (Hiatt, 2006)

The five outcome competency factors of ADKAR model are shown in Figure 2.

In the province of Punjab and elsewhere in Pakistan, different studies both quantitative and qualitative revealed that a school head is facing a wide range of challenges which occur in many forms. These challenges can be categorized as ‘problems’, ‘tensions’, or ‘dilemmas’. Such challenges generally refer as ‘barrier points’ towards meeting the challenges of change as an individual and cannot be solved permanently but, may be resolved temporarily. Therefore, this calls for more inquiry from researchers, to investigate the role of head as an “individual”, especially in secondary schools, that how the heads of these schools address the challenges they encounter. Shafa (2010).

Literature witnessed following key universal challenges faced by the school in a developing country like Pakistan.

This ability or competency of identifying such challenges as “barriers to change” demands a transformational role of a head which can only be achieved successfully by understanding the philosophy of school culture. Stolp & Smith (1995). Fullan (2010) viewed a school head being part of both school culture and climate as: “The key to the speed of the quality change is embedded in the power of the principal helping to lead organization and system transformation”.

With regard to school change “there has been strong adoption and implementation, but not strong institutionalization.” Here, the role of school heads as a single unit of change seems demanding in order to institutionalize a series of developmental changes in school. Fullan’s work is based on research and practice which focuses on school reforms. He always described the school heads as a vision builder. In Pakistan, there is no formal accountability system in secondary school managerial system, ranging from top to bottom and from bottom to top. Khaki & Safdar (2010).

In this study too, all heads of the Punjab also demanded for a formal accountability system from top to bottom in the Government
Secondary Schools. The Government of Pakistan has not yet made educational leadership qualification mandatory for the school principals or heads. Hence, schools are being managed by unqualified school heads, and they have not yet reached the level required to perform as competent change agents.

In fact, school heads are generally appointed on the basis of seniority and by direct appointment at grade 17 through public service commission. By seniority what is meant is not experience in the area of headship, but years of teaching experience. Thus, when they appointed as a head, they had to learn the tricks of the trade through trial and error and hands-on experience, without any professional content knowledge. Obviously such kind of factors hinders a school head from playing a catalytic role of a change agent in a school developmental plan.

Shafa (2010) briefly studied the nature and intensity of challenges a government secondary school principal is facing in Pakistan. These challenges range from the most basic needs of the internal school world to the hostile pressures of the external world. The insight gained from this study endorse the fact that in spite of the complex and recurring school improvement challenges, a secondary school heads can make a difference in their school as a change manger.

In this study, these five levers of change management were also identified as one of the key CM challenges faced by the heads of secondary schools of Punjab. Therefore, it can be concluded that the recommended training framework: “Change Management Competency-Building”, along with these five levers, may able to pull this load of challenges faced by the heads.

Method

Participants
Sample of interest in this study were school heads (N=304) of eight districts of the Punjab, one of the largest province of Pakistan. Literacy was the main indicator to sample these districts of the Punjab. Stratified sampling technique was adopted for the selection of school heads in government secondary and higher secondary schools (n=38 from each district) of sampled districts. Both male and female school heads were included in this sample. Questionnaires were codified carefully by striking out ambiguous and contradictory responses.

Change Management Competency Scale (CMCS)
This measure has been based on ADKAR, change model developed by Hiatt (2006). In the present investigation, “change management competency” has been referred to as an individual’s potential to compete a change effectively. The scale, would therefore measure the differences
among individuals against Change Management Competency Scale (CMCS) and finally these differences were recorded as an individual change management competency profile of each school head. It was originally consisted of five major outcome and 22 sub-competency factors. Therefore, it was decided to perform, an Exploratory Factor Analysis (EFA) on this CMC scale, in order to set the psychometric properties (Construct Validity) of this scale within the context of Pakistan culture. An Oblimin or Oblique rotation method was used as all factors were theoretically correlated. In the process of performing EFA, 203 heads was sampled, the sample adequacy was fairly sufficient for performing EFA successfully. These 203 heads were sampled in the two districts, one with high (Attock) and the other (Okara) with low literacy rate in Punjab. After EFA, the scale was modified and finally, the output of EFA results revealed that the factors with eigen values larger than 1 were retained which was accounted for about 70-80% of the total variance. Finally, overall a successful reduction of both factors and items were taken place, twenty two factors were reduced to 16 factors and 59 items were reduced to 54 items. The part-1 of this CMC scale was finally consisted of five outcome competency factors, 16 sub-competency factors. (Figure: 2).

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**Figure 3: Final CMC Competency Factors after Factor Analysis**

<table>
<thead>
<tr>
<th>ADKAR elements</th>
<th>Data Driven Competency Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of the need for change</td>
<td>1. Current Situational Analysis</td>
</tr>
<tr>
<td>2. A Person’s Managerial Style</td>
<td></td>
</tr>
<tr>
<td>3. Credibility of Information</td>
<td></td>
</tr>
<tr>
<td>Desire to support and participate in the change</td>
<td>4. Supporting Desire through Stakeholders</td>
</tr>
<tr>
<td>5. A Person’s Motivational Level</td>
<td></td>
</tr>
<tr>
<td>6. Facing Challenges to Support Desire to Change</td>
<td></td>
</tr>
<tr>
<td>Knowledge of how to change</td>
<td>7. Persons’ current knowledge</td>
</tr>
<tr>
<td>8. Facilitating Change</td>
<td></td>
</tr>
<tr>
<td>9. Equipping Change with latest Strategies</td>
<td></td>
</tr>
<tr>
<td>Ability to implement required skills and behaviors</td>
<td>10. Combating Change Psychologically</td>
</tr>
<tr>
<td>11. Practicing Change Intellectually</td>
<td></td>
</tr>
<tr>
<td>12. Behavioral Change Initiatives</td>
<td></td>
</tr>
<tr>
<td>13. Coaching Change Actively</td>
<td></td>
</tr>
<tr>
<td>Reinforcement to sustain the change</td>
<td>14. Maintaining Momentum of a Change Process</td>
</tr>
<tr>
<td>15. Accountability of Participants of a Change Process</td>
<td></td>
</tr>
<tr>
<td>16. Reinforcement of a Change Process</td>
<td></td>
</tr>
</tbody>
</table>
The response format of change management competency scale (CMCS) was decided to be a Likert Scale 5-point scale (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = D, Strongly Disagree = 1). In order to specify clear ratings, the response format was reduced to 3-points (Agree = 3, Undecided = 2, Disagree = 1) from 5-points on Likert scale. The scores on the scale were computed as 54 as minimum score whereas 270 as maximum score. Reliability coefficients for 16 sub-competency factors on five main competency factors were computed as: On Awareness factor was the Cronbach Alpha was computed as (.692, .501, .525), on Desire factor (.734, .707, .520), on Knowledge factor (.694, .679, .675), on Ability factor (.723, .576, .503, .560) and on Reinforcement factor (.797, .595, .641). Thus the CMC scale has satisfactory internal consistency to use in the present study. The CMC scale was administered to school heads, to explore their perceptions for the development of change management competency profile of these heads. After getting complete information, the whole data was fed, cleaned and codified to run future analysis and find out results.

Results and Analysis
Both Descriptive and inferential statistics for variables were computed followed by the reliability coefficients of all competency factors of CMC scale. To analyze the CMC profile of heads, the simple frequency, means and standard deviations (SD) were used. Further, the relationship between five outcome and sixteen sub-competency factors was supported by testing five alternative Ha hypotheses, with the statistical input of Pearson Correlation ‘r’ was used. Analysis of Variance (one-way ANOVA) was used to give region-wise mean competency differences of all heads of northern, central and southern Punjab were given. Histograms were used to display the mean score of competency challenges of change management, faced by heads in a school.

Part-A: Change management competency profile of heads on five outcome competency factors
A comprehensive quantitative framework of composite change management competencies of all heads of government secondary school of Punjab is given in the following tables.

Table 1: Region-wise scores of Awareness & its sub competency factors of change management competency profile of heads of secondary schools of Punjab

<table>
<thead>
<tr>
<th>Main &amp; Sub-Competency Factors</th>
<th>Northern Punjab N=76</th>
<th>Central Punjab N=152</th>
<th>Southern Punjab N=76</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness for the need of change</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current situational analysis</td>
<td>11.65</td>
<td>0.75</td>
<td>10.92</td>
<td>1.65</td>
<td>11.07</td>
<td>1.32</td>
<td>7.03**</td>
</tr>
<tr>
<td>Managerial style</td>
<td>7.65</td>
<td>1.58</td>
<td>7.55</td>
<td>1.56</td>
<td>7.43</td>
<td>1.43</td>
<td>0.42</td>
</tr>
<tr>
<td>Credibility of Information given by top management</td>
<td>5.36</td>
<td>0.96</td>
<td>5.21</td>
<td>1.04</td>
<td>5.26</td>
<td>1.06</td>
<td>0.54</td>
</tr>
<tr>
<td>Reinforcement of a change process</td>
<td>8.35</td>
<td>0.96</td>
<td>8.03</td>
<td>1.32</td>
<td>8.11</td>
<td>1.23</td>
<td>1.76</td>
</tr>
</tbody>
</table>

*p< .05; **p< .01; df=2

On ‘Awareness’ factor, In table 1, the calculated F-values on overall awareness is 3.70 which is greater than table value (2.99) at .05 level while calculated value of F on first sub-competency factor of awareness is 7.03, greater than table value (4.60) .01 level. This shows that there is significant mean difference on overall awareness factor.

Table. 2: Region-wise scores of Desire & its sub competency factors of change management competency profile of heads of secondary schools of Punjab

<table>
<thead>
<tr>
<th>Main &amp; Sub- Competency Factors</th>
<th>Northern Punjab Mean</th>
<th>SD</th>
<th>Central Punjab Mean</th>
<th>SD</th>
<th>Southern Punjab Mean</th>
<th>SD</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to support &amp; participate in the change process</td>
<td>33.15</td>
<td>2.49</td>
<td>32.09</td>
<td>3.36</td>
<td>30.31</td>
<td>3.85</td>
<td>14.48***</td>
</tr>
<tr>
<td>i. Supporting desire through stakeholders</td>
<td>16.92</td>
<td>1.43</td>
<td>16.23</td>
<td>1.87</td>
<td>14.94</td>
<td>2.10</td>
<td>22.90***</td>
</tr>
<tr>
<td>ii. Motivational level</td>
<td>8.56</td>
<td>0.86</td>
<td>8.07</td>
<td>1.32</td>
<td>7.85</td>
<td>1.54</td>
<td>6.20**</td>
</tr>
<tr>
<td>iii. Facing Challenges</td>
<td>7.67</td>
<td>1.53</td>
<td>7.79</td>
<td>1.39</td>
<td>7.51</td>
<td>1.61</td>
<td>0.92</td>
</tr>
</tbody>
</table>

**p< .01; ***p< .001 df=2

In table 2, on ‘Desire’ factor, the calculated values of F are greater than table value (6.91 at .001 level, 4.60 at .01 level) and reported a significant mean difference between three regions of Punjab. The heads of northern Punjab scored higher (33.15) on overall desire factor.

Table. 3: Region-wise scores of Knowledge & its sub competency factors of change management competency profile of heads of secondary schools of Punjab

<table>
<thead>
<tr>
<th>Main &amp; Sub- Competency Factors</th>
<th>Northern Punjab Mean</th>
<th>SD</th>
<th>Central Punjab Mean</th>
<th>SD</th>
<th>Southern Punjab Mean</th>
<th>SD</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of how to change</td>
<td>27.64</td>
<td>2.67</td>
<td>25.36</td>
<td>4.31</td>
<td>25.61</td>
<td>2.99</td>
<td>10.43***</td>
</tr>
<tr>
<td>i. Current knowledge</td>
<td>10.96</td>
<td>1.50</td>
<td>10.23</td>
<td>1.75</td>
<td>10.27</td>
<td>1.53</td>
<td>5.36**</td>
</tr>
<tr>
<td>ii. Facilitating change</td>
<td>8.22</td>
<td>1.20</td>
<td>7.65</td>
<td>1.58</td>
<td>7.52</td>
<td>1.36</td>
<td>5.33**</td>
</tr>
<tr>
<td>iii. Equipping change</td>
<td>8.67</td>
<td>0.77</td>
<td>7.63</td>
<td>1.77</td>
<td>7.82</td>
<td>1.41</td>
<td>12.56***</td>
</tr>
</tbody>
</table>

**p< .01; ***p< .001 df=2

In table 3, on ‘Knowledge’ factor, the comparative analysis of change management competencies of heads of secondary schools in three
regions of Punjab revealed that the calculated value of F on overall knowledge competency scale is 10.43, greater than table value (6.91) at .001 level. This indicates that there is a significant mean difference between the CM competencies of heads of the Punjab on overall Knowledge factor.

Table 4: Region-wise Scores of Ability & its Sub-Competency factors of Change Management Competency Profile of Heads of Secondary Schools of Punjab

<table>
<thead>
<tr>
<th>Main &amp; Sub-Competency Factors</th>
<th>Northern Punjab N=76</th>
<th>Central Punjab N=152</th>
<th>Southern Punjab N=76</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to implement required skills &amp; behaviors</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>i. Combating change psychologically</td>
<td>11.22</td>
<td>1.28</td>
<td>9.81</td>
<td>2.23</td>
</tr>
<tr>
<td>ii. Practicing change intellectually</td>
<td>11.10</td>
<td>1.36</td>
<td>10.09</td>
<td>2.23</td>
</tr>
<tr>
<td>iii. Behavioural change initiatives</td>
<td>8.43</td>
<td>0.94</td>
<td>7.42</td>
<td>1.72</td>
</tr>
<tr>
<td>iv. Coaching change actively</td>
<td>6.61</td>
<td>0.71</td>
<td>4.96</td>
<td>1.29</td>
</tr>
</tbody>
</table>

In table 4, on ‘Ability’ factor, the heads of northern Punjab scored higher (36.38) on Ability competency factor, as compare to the heads of central and southern Punjab. This is because, the calculated value of F on overall Ability factor is 17.07, higher than table value (6.91 at .001 level).

Table 5: Region-wise scores of Reinforcement & its sub competency factors of change management competency profile of heads of secondary schools of Punjab

<table>
<thead>
<tr>
<th>Main &amp; Sub-Competency Factors</th>
<th>Northern Punjab N=76</th>
<th>Central Punjab N=152</th>
<th>Southern Punjab N=76</th>
<th>F-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcement to sustain a change</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>i. Maintaining momentum of change</td>
<td>10.98</td>
<td>1.44</td>
<td>10.69</td>
<td>1.52</td>
</tr>
<tr>
<td>ii. Accountability of participants</td>
<td>8.38</td>
<td>1.07</td>
<td>7.99</td>
<td>1.28</td>
</tr>
<tr>
<td>iii. Reinforcement of a change process</td>
<td>8.35</td>
<td>0.96</td>
<td>8.03</td>
<td>1.32</td>
</tr>
</tbody>
</table>

On ‘Reinforcement’ factor in table 5, indicates that the calculated value of F on overall reinforcement competency factor is 3.51, greater than table value (2.99 at .05 level). Same result is reported on second sub-competency factor of reinforcement competency factor. This indicates that there is a significant mean difference between the CM competencies of heads of the Punjab on overall Reinforcement factor.
**Hypotheses testing**

Five hypotheses were tested in this part of analysis. This study made a claim to see the collaborative role of each main competency factors, towards the enhancement of the composite change management competencies of heads of government secondary schools in Punjab.

Table 6 shows the calculated value of $F$ on total score of Change management competency (CMC) scale is 14.02 which is greater than table value 6.91 at .001 level. This proves that there is a significant mean difference between the CM competencies of heads of the Punjab on overall CMC scale.

Table 7: Correlations of Change Management Competency (CMC) Scale and Five Outcome-competency Factors

In this table 7, the coefficient correlation $r$ (1-tailed test) provides evidence to accept all these five hypotheses that all five outcome competencies: Awareness, Desire, Knowledge, Ability, reinforcement were played a significant contributory role in overall change management competencies of heads of schools in Punjab. This shows that all five outcome competency factors are positively correlated to each other. The range of correlation coefficient vary from ($r = .436$ to $r = .746$, $p< .01$). The same are highly statistically significant and correlated with overall change management competency (CMC) scale based on ADKAR model. Overall results of this section supported the five alternative hypotheses of this study.
In this graph, on Awareness outcome-competency factor, the mean values of all challenges reveal that majority of the heads (2.85) reported ‘effective communication’ was one of the most significant challenges faced by heads.

On desire outcome competency factor, this simple column chart 2, it is observed that a significant number of heads (2.73) posed heads’ own motivational level, the professional competency of heads of schools (2.67), team work (2.61) as one of the key challenge to support their staff members.

In this graph, on Knowledge outcome-competency factor, the mean values of all challenges reveal that majority of the heads (2.67) reported ‘effective communication’ was one of the most significant challenges faced by heads.
In graph 3, five major challenges on knowledge outcome competency factors have been reported by heads. The mean scores of heads against each challenge reveal that ‘training and educational facilities’ (2.67) was considered as ‘instrumental’ in developing knowledge about a change related to any plan in their schools.

Graph. 4: CM Challenges on Ability Outcome-Competency Factor

The heads of secondary schools of Punjab, elicited six key challenges in fostering abilities among themselves and their staff members in demonstrating desired capabilities to implement a plan. In this graph 4, the heads of Punjab rated (2.66) ‘role of Communication skills’ as pivotal in dealing a change pragmatically.

Graph. 5: CM Challenges on Reinforcement Outcome-Competency Factor
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On ‘Reinforcement’ the mean score of heads on one of the internal challenges reveal that an establishment of a ‘formal accountability system’ (2.73) within a school system was considered necessary for effective evaluation of participants of school plan at all levels.

Discussion
A change management competency scale (CMC) was developed in order to analyze the change management competencies of heads of government secondary schools of heads of the Punjab. The rationale of developing CMC scale was to provide an empirical evidence of change management competencies of heads as an individual. In this study, a quantitative analytical framework of change management competency profile of heads of school was prepared.

Another two more significant findings were made, firstly, a region-wise comparative analysis of change management competencies of all heads reveal that the heads belong to northern part of part of Punjab were more competent in recognizing the challenges of change management as compare to the heads of central and southern Punjab. Therefore, the CMC profile of heads of northern Punjab was better than the profile of heads of central and southern Punjab. The rationale for this finding was that in the literacy rates of sampled districts of northern Punjab were higher than the sampled districts of central and southern Punjab. PSLM (2011). Secondly, some school plans funded by local and foreign agencies has been launched in this part of Punjab. SIP (School Improvement Program) Chakwal (2009), in November 2005 the Mountain Institute for Educational Development (MIED) launched a School Improvement Program in Chakwal in the Punjab in partnership with Plan Pakistan and supported by the Swedish Students Organization (SSO). It was a systematic effort aiming to enhance student achievement and strengthen the schools capacity for managing change. Moreover, Punjab is one of the biggest provinces of Pakistan, having better economic, social, cultural and educational profile as compare to other provinces of Pakistan.

The CMC scale also comprised of items, holding a change management challenges faced by heads but only some key challenges were highlighted. It was revealed that the majority of the heads reported challenges on almost all five main competency factors. All these challenges were proved as ‘barrier points’ or hurdles in the way of heads of schools for competing managerial changes. Hiatt (2006) referred these five main competencies, as one cannot move forward towards ‘Desire’ without resolving issues of ‘Awareness’ and vice versa. Therefore, in this study, reported challenges on all five outcome competency factors indicated that the heads of schools were lacking of a range of competencies regarding ‘Awareness’ for the need of change,
‘Desire’ to support and involve in change process, ‘Knowledge’ for the development of an improvement plan, ‘Ability’ to take change initiatives practically, and last ‘Reinforcing’ a plan through meeting day to day challenges.

Discourse Analysis
A body of research from all over the world reflects that the multi-tasking and shifting roles of a school head as ‘unit of change’ within a school are heavily loaded with numerous school improvement challenges. This study was undertaken to assess change management competencies of heads of secondary schools in eight districts. First of all, it was challenging to identify the desired change management competencies of heads of schools in Punjab under some strong and logical rationale. A thorough review of related literature revealed a fair evidence of empirical research in Pakistan context, as well. More than fifty percent previous researches were conducted in the province of Sindh by the Institute of Educational Development, Aga Khan University (IED-AKU), Karachi. But no empirical work was traced in Punjab, regarding the assessing of change management competencies of heads of schools with the help of scale of CM competencies. In Punjab, in the district Faisalabad, a project of ‘Whole School Development’ in 2008, was found to be effective in developing training modules for school teachers in the field of change management but this project remained uncompleted due to discontinuation of funds and key donor. Also, in district Chakwal, a project launched by a team of Swedish students in 2009, titled as SIP-MEID (School Improvement Plan & Mountain Institute of Educational Development). The project aimed training teachers and heads according to the new demands of ‘school leadership and management’. It was an effective effort in providing an opportunity to all stakeholders of a school system to work in a new and challenging environment. The role of Directorate of Staff Development (DSD), Lahore need to be addressed which was considered as a ‘hub of managerial trainings’ for the heads of schools in Punjab. But no evidence of training was found in Punjab, to prepare the heads of government schools as a ‘Change agent’ under formal framework of change management within a school system.

Application of CMC scale based on ADKAR mode was facilitated the development CMC profiles of heads of the schools. The major findings included that these heads were fairly familiar of their role as a “gatekeeper of change”. They were well-versed to identify the challenges of change management competencies. Conversely, they needed professional competency in meeting CMC challenges, they strongly in favour of developing of CMC model for training of the heads of the schools by identifying day to day challenges in associated with problems, tensions and dilemmas. This was one of the most significant
empirical findings that though the heads were possessing competency to identify the CM challenges within a school system but lacked desired competencies to meet such challenges. Critical analysis of CMC profiles, made one to realize how desperately a school head as a ‘single change manager’ was confronting with a wide range of challenges. These challenges were the source of exploitation of both heads’ cognitive and physical capabilities as an individual. Since a head had to interact with different stakeholders of school at different levels, ranging from students to community members. He is held accountable to everyone in different positions. Khaki (2010) recommended that since ‘head of school was placed at the bottom place in managerial hierarchy of school system. Moreover, the policy issues regarding recruitment procedure of secondary school heads substantially needed change. Analysis of data yielded that a set of managerial skills formed the hub of a managerial position in order to meet multi-faced challenging a school system. The five outcome competency factors played an instrumental role in assessing change management competencies of a head. Hence, keeping in view versatility and intensity of such challenges, it was recommended to train these heads under a formal “Change Management Competency Building” program under five ‘enablers of change” based on ADKAR model. (Appendix-1)

Therefore, it can be concluded that the recommended training framework: “Change Management Competency-Building”, along with these five levers, may able to pull this load of challenges faced by the heads. These levers can then be integrated into the overall school development plan, to help collectively move heads through change, and ultimately, to achieve the desired outcomes of the school plan.
Appendix-1

![Change Management Competency-Building Framework For The Heads of Schools](image_url)
References


