ABSTRACT

Title:	Application of ADKAR Model for the Change Management Competencies of School Heads in Punjab
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The study was aimed at applying ADKAR model for the change management competencies (CMC) of the heads Government Secondary Schools in Punjab. It was also aimed to develop change management competency (CMC) profile of heads after the application of change management competency (CMC) Scale based on theoretical change model (ADKAR). In this study, the development of CMC scale and identification of CM challenges faced by the heads of schools, was provided a strong rationale for the formulation of CMCB (Change Management Competency –Building) framework for the training of heads of secondary schools in Punjab. The actual ADKAR model given by Hiatt, was comprised of five outcome competency factors (Awareness, Desire, Knowledge, and Ability & Reinforcement) and twenty two sub-competency factors. This model was popularly known to measure successfully, the change management competency of an individual as a 'Manager'. Therefore, this model was selected to see the change

management competency of a "School Head" as a 'change manager' and how, the diversified challenges were being faced by a head, within a school management system .For this purpose, CMC scale was developed, based on the theoretical underpinnings of ADKAR change model. This CMC scale was consisted of five outcome competency factors and twenty two sub-competency factors which were further comprised of 59 closed-ended items, and five open-ended items.

In the scale development process, the content validation of this scale was confirmed in the light of opinions of the experts of different universities of Pakistan. Since the ADKAR model was a foreign model and never applied before in Pakistan, as a change management competency assessment scale. 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 was taken place, twenty two factors were reduced to 16 factors and 59 items were reduced to 54 items. This CMC scale was finally consisted of five outcome competency factors, 16 sub-competency factors and five open ended questions, related to change management effectiveness within a school system.

For the final data collection, the eight districts were sampled in the three regions of Punjab, according their literacy rates: two districts were selected from northern Punjab (Rawalpindi &

Attock), four from central Punjab (Lahore, Gujranwala, Chiniot, Pakpattan) and two districts from southern Punjab (Multan & Rajanpur). The literacy rate of districts in the three regions of Punjab was the main rationale for the sampling framework of this study.

The study was descriptive in nature. It was mixed designed study, involved both qualitative and quantitative approaches were used for data collection and analysis. The population was comprised of heads of secondary and higher secondary schools of Punjab. The change management competency (CMC) profile of 304 sampled heads was developed, in order to assess their CM competencies as well as CM challenges faced by them in the change management process. These challenges were in the form of tensions, problems and dilemmas faced by school heads. Furthermore, these three forms of challenges were further identified as barriers, resistance, hurdles in the way of heads for making any new school development plan. In this study, twenty CM challenges faced by the heads, were identified and presented in the simple bar graphs. The analysis of CMC profile of school heads and twenty five challenges were analyzed with the help of IBM-PAS 10 Statistics of SPSS. Six alternative hypotheses were also statistically tested and it was revealed that all five outcome competency factors played a significant role in the enhancement of CM competencies of heads of secondary schools of Punjab. Besides this, it was also proved statistically that there was significant mean difference between CM of heads of northern, central and southern Punjab. All significant quantitative results were tabulated, by giving an appropriate statistical input. The responses of heads against five open ended items were critically analyzed and finally, twenty response categories were developed. A discourse analysis was made for the significant findings and conclusions. Finally, on the basis of key CM challenges based on CMC profile of heads, a 'Change Management Competency-Building Framework' (CMCB) was recommended for the trainings of the heads of school. This framework may prove to be an

effective change management competency tool for the continuous professional development for the heads of schools in Punjab and elsewhere in Pakistan.