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Factors Negatively Affecting the Effective Implementation of Reform Tools: Particularly Instructors Networking in the Case of Wolaita Sodo University, Ethiopia

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Abstract
The purpose of this study was to investigate the factors that negatively affecting the effective implementation of reform tools particularly instructors networking). a casual survey design was selected and the research employed various data collection methodologies and processed both primary and secondary data sources using quantitative and qualitative data analysis techniques. The study was conducted wolaita Sodo university academic wing among 6 college and four school instructors. 16 departments from 6 colleges and four schools were randomly selected out of 47 departments found in the WSU. A total of randomly selected 170 participated in the study by filling in the questionnaire prepared for data collection. The data collected was analyzed using measure of dispersions, correlation and regression models. The findings of the study revealed that the leadership inefficiency, instructors attitude, motivation knowledge, and inconsistent supervision were negatively affecting the effective implementation of reform tools (instructors networking). Among the major factors affecting the effective implementation of reform tools leadership, instructors attitude, motivation and follow up and continuous support. The variables which identified under this study were explained the variance of 47.7% and 52.3 variance can be explained by other variables which did not included under this study. Finally, recommendations were forwarded based on the major findings so as to minimize problems encountered and maximize the implementation of reform tools (instructors networking) in the wolaita Sodo University academic wing.
Keywords: Reform Tools, Effective Implementation, Negatively Affecting Factors

1. Background of the study

Learning is generally defined as cognitive change, that is, some addition to a learner's knowledge structures or reorganization and reconstruction of that learner's existing knowledge. This change occurs as connections is made between new material and prior knowledge and then integrated into the learner's existing knowledge base. The more complex the learning, the more complex those cognitive changes are. According to socio-cognitive learning theory (Mugny & Doise, 1978, Vygotsky 1978), cognitive change is strongly influenced by interaction and activity with others. Because of this reason, today various College and university students are increasingly being asked by faculty to work co-operatively and learn collaboratively. This increased emphasis on group learning is partly a reaction to societal changes including a new emphasis on team work in the business sector Millis, B. J., Cottell, P.G. (1998), coupled with a realization that in a rapidly changing information society communication skills are increasingly important.

At the tertiary level of education, the reasons include an increasingly diverse student population who need to develop ways of learning together in order to achieve Millis, B. J., Cottell, P.G. (1998), the increased use of teaching and learning that emphasize learner-driven approaches such as peer learning(Hansen, e. J., Stephens, J. a. (2000).) as cited by (Robyn M. Gillies and Adrian F. Ashman, 2003).

Researchers have shown that group learning leads to academic and cognitive benefits. Group learning promotes student learning and achievement (Cockrell et al. 2000; Hiltz 1998; Johnson et al. 2000; Slavin 1992), increase the development of critical thinking skills (Brandon and Hollingshead

Middle Eastern & African Journal of Educational Research, Issue 18 Year 2015 24 1999; Cockrell et al. 2000), and promote greater transfer of learning (Brandon and Hollingshead 1999). Group learning also aids in the development of social skills such as communication, presentation, problem solving, leadership, delegation and organization (Cheng and Warren 2000) as cited by (Robyn M. Gillies and Adrian F. Ashman, 2003). These days,

Ethiopian public schools starting from primary to tertiary level implementing cooperative learning in the name locally called 'one-to-five' organization even though the implementation is at its infant stage. The method was implemented with the objective of enhancing students' educational achievements in particular and improving quality of education in general. Therefore, it is sensible idea that conducting action researches in the area of cooperative learning in order to facilitate better learning environment for students who engage in it and to enhance outcomes of the cooperative learning Yohannes Kebede Tsegay (2015).

1.2 Statement of the Problem

Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education. Relative to students taught traditionally i.e. with instructor-centered lectures, individual assignments, and competitive grading. Cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem (P.A. Mabrouk, 2007)

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip. The term cooperative learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project.

The proven benefits of cooperative learning notwithstanding, instructors who attempt it frequently encounter resistance and sometimes open hostility from the students. Bright students complain about begin held back by their slower teammates; weak or unassertive students complain about being discounted or ignored in group sessions; and resentments build when some team members fail to pull their weight. Knowledgeable and patient instructors find ways to deal with these problems, but others become discouraged and revert to the traditional teacher-centered instructional paradigm, which is a loss both for them and for their students P.A. Mabrouk, (2007). This action research try to find criteria for effective implementation of cooperative learning, challenges of CL applications and outlines proven methods for implementing CL and overcoming

Middle Eastern & African Journal of Educational Research, Issue 18 Year 2015 25 common obstacles to its success. Then altogether, but when they know that others are counting on them, they are motivated to do the work in a timely manner P.A. Mabrouk, (2007).

Recently implementing cooperative learning strategies started in Ethiopian education system from lower grade level to higher institution to enhance student learning. However, the implementation is not successful compared to the desired objectives. This is because of different factors. Among these problem of awareness about cooperative learning and questions like what do students gain from cooperative learning?ʻ Why do we need cooperative learning? Is cooperative learning appropriate for all students? How does cooperative learning improve student achievement? What types of cooperative learning structures more successful in the classroom? Are some of the fundamental question raised by different people various educational institution in Ethiopia. In addition to clear above confusion, the researchers motivated to improve student achievement using cooperative learning strategies because the CGPA of second year students in the department of AECD is low when we compare it with first year students even if the teachers working in the department AECD are try to implementing cooperative learning.

Therefore, the major purpose of this action research is to improve student achievement by addressing the above issues. The researchers designed the following basic questions to investigate the problems and made proper intervention to improve student achievement; this action research project was answers the following basic questions:

1.3 Objectives of the Study

1.3. 1 General Objective

The main objective of the study is to investigate the internal and external factors that are significantly affecting the effective implementation of instructors one to five networking in Wolaita university .

1.3.2 Specific Objectives

1. To assess the internal obstacles those are affecting the effective implementation of instructors one to five networking in WSU
2. To examine the major external impediments to effective implementation of instructors one to five networking in WSU.

Conceptual frame work of the study

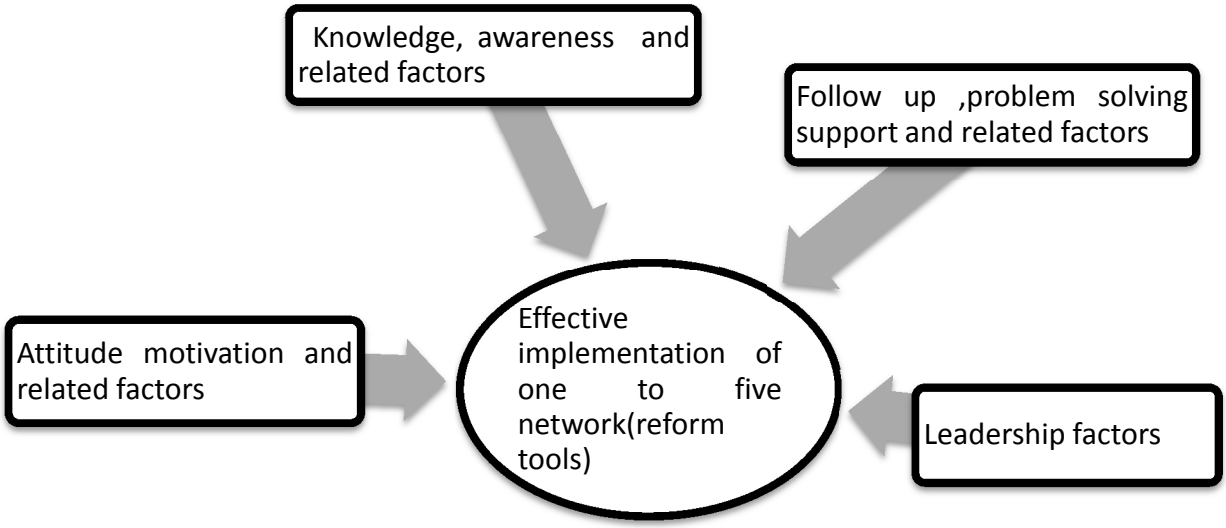

Figure -1 the researcher's own model

2. Research Methodology

2.1 Description of the study area: Wolaita Sodo University is one of the public Universities in Ethiopia established in 2007 with the aim of teaching and learning, conducting research and providing community services to the surroundings. It is located at 330 Km from Addis Ababa (capital city of Ethiopia) and 150km from Hawassa, the capital city of the Southern regional State. It is placed at 3km from Wolaita Sodo town, Wolaita Zone, South Nation Nationalities and Peoples Regional State.

2.2 Research Design: The research design that would be employed under this study was causal. The major purpose of the casual research design is it concerned with specifying and interpreting relationships between predictor variables, the relationship between outcome variables would be correlated with an aim of estimating the integrated influence of the factors on effective implantation of instructors one to five networking.

2.3 Target population: In the Wolaita Sodo University there are 3 campuses, 6 colleges', four schools, 50 departments and 870 instructors with different academic rank. To make the research representative, the researchers purposely selected 16 departments and 456 instructors from all campuses, colleges/schools and departments as a target population.

2.4 Sample size: This study applied a simplified sample size determination formula provided by Yamane (1967) in order to determine the required sample size at 95% confidence with the level of precision 5%. This sample size determination method is more applicable when the sampling population is known and finite and to determine the required sample size the following Yamane formula applied in this study below:-

$$n = \frac{N}{1+N(e)^2}$$

Therefore, the sample size of this study was

$$n = \frac{N}{1+N(e)2} = \frac{456}{1+456(5\%)2} = \frac{456}{2.14}$$

n = 213

Where

- n - is the sample size, = 213
- N - is the population size, = 456
- e - is the level of precision(sampling error) =5%

Hence, the sample size of the study is 213 as shown in the following table.

Table -1 Target population and sample size from each college /school/departments

	College /school	Departments	Male	Female	Total	Sample
1	Social science and humanity college	English Language and literature	51	8	59	27
		Geography & environmental Study	21	04	25	12
2	School of Behavioral science	EDPM	14	03	17	8
3	College health science	Public Health	19	02	21	9
		Nursing	18	04	22	10
4	College of agriculture	Plant Science	22	01	23	10
		Animal Range Science	18	02	20	9
5	School of vet medicine	SVM	22	02	24	11
6	School of low	Law	12	03	15	7
7	College of business and economics	Economics	26	03	29	14
8	Collage of natural and computational science	Biology	26	04	30	14
		Chemistry	22	03	25	12
9	School of informatics	IT	25	05	30	14
1	College of engineering	Civil	47	06	53	25
		Electrical	31	02	33	15
		Tarcha campus	28	01	29	14
	Total		402	54	456	207

Source: filed survey (2018)

2.5 Sampling technique: Researchers used Stratified random sampling technique to get relevant information from instructors of 16 departments. This technique is preferred because it is used to assist in minimizing bias when dealing with the population. With this technique, the sampling frame can be organized into relatively homogeneous groups (strata) before selecting elements for the sample.

2.6 Data sources and collection methods: In this study both primary and secondary data source was used and the primary data was collected through Five Point likert scale questionnaires and secondary data collected from different manuals, published materials and office reports.

Data analysis: collected data analyzed by using dispersion correlation and regression models to predict the combined effect instructors 1-2-5 networking effective implementation determinants in the form $Y = \mathbf{a} + \mathbf{b_1}\,\mathbf{x_1} + \mathbf{b_2}\,\mathbf{x_2} + \mathbf{b_3}\,\mathbf{x_3} + \mathbf{b_4}\,\mathbf{x_4}$ Where a = base constant, b_1- b_4 = regression coefficients of X_1 ... X_4 with each independent variable which measures the change in the mean value of Y, per unit change in their respective independent variables. Y is the response or dependent variable $X_{1\text{-}4}$ = internal and external factors.

3. Discussion on Findings results

Table 2 Measure of central tendency

s.no	Factors	Mean	Standard deviation	Rank of Severity
1	Attitude motivation and related factors	4.19	.850	1st
2	Follow up ,problem solving support and related factors	3.565	.8206	2nd
3	Leadership factors	3.24	.779	3rd
4	Knowledge, awareness and related factors	2.80	.631	4th

Source: field survey (2017)

It can be seen in the above table; among the four instructors one to five effective implementation constraints three are more than average and this implies that these factors affect effectiveness of one to five network of wolaita Sodo university academic staff.

Among four independent variables, Attitude, motivation and related factors has the biggest potential to contribute to the effective implementation of one to five networking in wolaita Sodo University, and followed by continuous Follow up and, problem solving support from responsible bodies and followed by leader's leadership role to ensure effective implementation of it.

3.1 Correlation analysis: The table below indicates that the correlation coefficients for the relationships between one to five implementation and its independent variables are linear and positive ranging from strong to medium level coefficients.

Table 3 the relationship b/n one to five implementation & determinant variable

Variables		Correlation ,significance and sample size
Attitude motivation and related factors	Pearson correlation p-value N	.543 .000 170
Knowledge, awareness and related factors	Pearson correlation p-value N	.113 .143 170
Leadership factors	Pearson correlation p-value N	0.621 .000 170
Follow up ,problem solving support and related factors	Pearson correlation p-value N	0.433 .000 170

*Correlation is significant at the 0.01 level (2-tailed). Source: Field survey, 2018

As it is clearly indicated in the above 3 a strong positive relationship was found between Leadership factors on instructors networking and its effective implementation ($r = .621$, $p < .01$), Attitude motivation and related factors of the instructors has strong positive relationship with effective implementation of reform tool(one to five networking) ($r = .543$, $p < .000$), There is substantial, relation ship between Follow up ,problem solving support and related factors and effective implementation of reform tool(one to five networking ($r = .433$, $p < 0.00$), and finally Knowledge, awareness and related factors has weak association with one to five networking implementation($r = .113$, $p < 143$) .

Correlation coefficient squared (R^2): The correlation coefficient squared (known as the coefficient of determination, R^2) is a measure of the amount of variability in one variable that is shared by the other.

Table 4 correlation coefficient squared of dependent and independent variables

No	Constraints	Correlation	correlation coefficient squared (R^2)	Extent of one to independent variables shared by each factor
1	Attitude and motivation of instructors	.543	0.295	29.5%
2	Knowledge, and awareness level of instructors	.113	0.0127	1.27
3	Leaders Leadership role	0.621	0.385	38.5
4	Follow up ,problem solving support from responsible body	0.433	0.187	18.7

Source :-(Field data 2018)

In fact the reform tools implementation is varies from college to college because of any number of factors (different ability, different levels of working and so on). R^2 to show that how much of this variability is shared by each factor.

Leadership factors to implement instructors one to five networking effectively shared the variance of 38.5 % of implementation challenge, instructors attitude and motivation to effectively implement reform tool shared 29.5% of variance and ,18.7% variance is shared by weak Follow up and ,problem solving support provision from responsible bodies to ensure its effective implementation and only 1.27% variance is shared by instructors law level of Knowledge, and awareness regarding reform tools.

3.2 Multiple Regression Analysis: Multiple regressions is a logical extension of these principles to situations in which there are predictors and each predictor variable has its own coefficient, and the outcome variable is predicted

Table 5 multiple regressions **model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.691[a]	.477	.465	.535	.477	37.657	4	165	.000	1.853
a. Predictors: (Constant), x1 X2 X3 X4										
b. Dependent Variable: Y										

Source: model

The regression summary model indicated that the co-efficient (R) with a value of 0.691 and co-efficient of determination ($R^{2)\ with}$ the value of 0.477 or 47.7 % confirms that the four identified variables attributes 47.7 % of instructors one to five effective implementation constraints while the remaining 53.3 percent could be explained by other influencing factors which did not included in this study. To conclude that ,among four identified study variables, three were statistically significant($p<0.05$) while the remaining one variables (knowledge and awareness level of instructors) were not statistically significant because of their p-value is greater than predetermined level($p>0.05$).

3.3 One way ANOVA (analysis of variance

The study further used one way Analysis of Variance (ANOVA) in order to test the significance of the overall regression model. Green &Salkind (2003) Explains that one way Analysis of Variance helps in determining the significant relationship between the research variables.

Table 6 one way ANOVA (analysis of variance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.187	4	10.797	37.657	.000[a]
	Residual	47.307	165	.287		
	Total	90.494	169			

Table 6- hence shown the regression and residual (or error) sums of squares. The variance of the residuals (or errors) is the value of the mean square which is 10.797. The predictors X_1 up to X_4(attitude, leadership, awareness, and follow up) represent the independent variables as the major factors determining reform tools implementation.

The above table presents the results of ANOVA test which reveal that the four independent variables notably; have a significance influence on instructors one to five effective implementation. Since the P value is actual 0.00 which is less than 5% level of significance is large enough to conclude that the attitude, leadership, awareness, and follow up factors significantly determine the effective implementation of reform tools the Wolita Sodo university academic wing.

Table -7 Coefficients of Multiple regressions **Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.218	.278		4.384	.000
	Attitude motivation	.200	.062	.233	3.206	.002
	Knowledge, and awareness	-.069	.070	-.059	-.985	.326
	Leadership	.354	.067	.397	5.292	.000
	Follow up ,problem solving support	.241	.059	.257	4.075	.000
a. Dependent Variable: V40						

Source: field survey (2018)

As indicated in the above table 7, the Sig -value proves or disproves the significance of the impact. A Sig -value is said to be significant if it is less than the level of significance, (5%).If the Sig-value is considered significant (is less than the specified level of significance),

In table the regression model above has established that taking four independent variables into account notably; X_1-X_4 constant at Zero influences, instructors one to five implementation will be (1.128). The results presented also shows that taking all other independent variables at zero, a Leadership 35.4% , Follow up ,problem solving support 24.1% ,attitude and motivation instructors 20% , and instructors Knowledge, and awareness level 6.9% constraint levels in academic wing reform tools implementation. Inferences can therefore be made that x_1-x_4 determines academic wing one to five networking implementation. From the regression findings, the substitution of the equation

- $(Y = \beta 0 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4)$ becomes: $\boldsymbol{Y= 1.128+2x_1-0.069x_2+0.354x_3+0.241x_4}$

Where Y is the dependent variable (effective implementation of reform tool) X_1-x_4 are predictors. From the results, leadership problem is critical problem and instructor awareness and knowledge has minimal influence on implementation of reform tools.

4. Conclusion and recommendations

4.1 Conclusion

Reform tools like business process re-engineering, balanced scorecard, kaizen, development army, cooperative/peer learning and service delivery standards (citizen charter) are an instruments which lift ups the organization performance. Based on the findings of the study, the researchers summarized the study as follows.
Reform tools are important instruments to insist the changes in the minds of the people and to achieve the

organizational desired objectives effectively and efficiently. same others reform/change tools are BPR, BSC, Kaizen ,cooperative learning and others..

In Wolaita Sodo University, change /reform tools implanted in different wings, academic staff, administrative staff, clinical staff and regular students. The instruments used to ensure organizational institutional success and competitiveness are reform tools. This research focused academic staff of Wolaita Sodo University by taking same reform tools implementation constraint variables. and the findings reveled that there are a critical changes to implement the change programs .since they are the management projects the leadership inefficiency in the all level is a big challenge, negative attitudes towards the reform tools, lack of awareness, inconsistent support and follow-up from responsible body are challenges of its implementation.

4.2 Recommendation

Leaders are a one who leads others and influences the follower's behavior towards the goal achievement. The reform tools poor implementation is the result of all level leaders' leadership skill and ability. So improving the leader's leadership skill and ability to effectively implement reform tools to ensure institutional transformation it to the prime agenda o f all executives of WSU. And changing the mind set of all instructors through effective and systematized leadership service s the future assignment of responsible bodies.

As indicated in this finding, the attitude and motivation of the Wolaita Sodo University teaching staff is very poor and big constraint to implement reform tools. To ensure the teaching research and community service quality and to minimize the good governance problems reform tools play a vital role to check and balance each staff performance. so it is advisable to enhance the teaching staff motivation and changing their attitude is through continuous training and role playing is the duty of each college/school dean and higher officials of the university.

Problem solving follow up and support are other issues regarding the effective implementation of reform tools. As revealed in these findings, inconsistent support from responsible body is problem to effective implementation, so the responsible bodies and office should provide continuous reasonable and problem solving support to academic unit of the university.

Finally this study identified only four study variables to know the critical factors which negatively affecting the effective implementation of reform tools. It explained the variance of 47.7% and 53% of variance is done not explained in this study. In addition to that the administrative, clinical and student wing is not part of this study so the researcher strongly recommend to the future researchers to focus on those non focused wings of Wolaita Sodo University.

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