

Application of Concerned Based Adoption Model (CBAM) for Launching the Information Technology Based Teacher Education Programme at AIOU

Naveed Sultana

Secondary Teacher Education Department,
Allama Iqbal Open University, Islamabad, PAKISTAN.

drnaveeda@gmail.com

ABSTRACT

For meeting the standards of global life there is need to make the system technology based, particularly at higher level of education. Allama Iqbal Open University is offering the different educational programmes from primary to higher level. Due to the intervention of information technology in all walks of life, AIOU system of education also aims on the transaction from its traditional classroom teaching methods to information technological based education. Conventional course material may be reshaped and restructured to a computer based format. Though AIOU is offering M.Phil and Ph.D programmes in different disciplines but existing study was delimited to M.Phil programme of teacher education. Through this study not only the efforts were made to develop the attitude among the teachers about the utilities of information technology rather to enhance the abilities for using the information technology for quality education. The application of CBAM can support the faculty, students and education- related professionals to meet their educational needs and accordingly to equip them with the necessary academic and professional knowledge about information technology. For this purpose the stages of concern based adoption model (CBAM) were applied and the faculty of education and administration was included as sample of study. During this study an attempt was made for examining the concerns of education faculty under the stages of CBAM, while focusing the information technology based teacher education programmes. For data collection about the concerns of faculty for adopting this innovation, a questionnaire was developed on the basis of three stages of concern based adoption model. Mean Score was applied for analyzing the data and findings showed the high impact concern of respondents. And findings of the study may helpful for infusing the information technology in several academic aspects of teacher education at M.phil level. For improving the quality of teacher education programme, information technology based efforts were recommended. It was also assumed that the stages of CBAM can help the policy makers, teachers and administrators who are considered for implementing the new practice in teacher education programme.

Keywords: Concerned Based Adoption Model, Information Technology, Teacher Education, Conventional Mode, Distance Mode

INTRODUCTION

The focus and demand for information technology at different levels of education has been increased. For its qualitative approach, this time may be called a technological teaching. Today every education system needs innovation and change and numerous individuals are responsible for facilitating change in education.

All types of education programmes are being launched, formally, informally or non-formally. Teacher education programmes are run by formal and non-formal mode of education what so ever, there is a need to an information technology based attitude among the concerns for establishing technological based content and delivery mechanism in teacher

education programme particularly at higher level of education such as M.Phil and Ph.D levels. Teacher education programme has its roots in teachers' personalities, classroom behaviors correlate with success in their teaching careers, education faculties, students teachers' individual needs and standards of training in national and international perspectives. Before describing the CBAM, there is need to point out the proposition of this work. Through this study the researcher tried to adopt innovation in educational to apply the stages of CBAM for using the latest information technology in different aspects of teacher education programme of AIOU. Keeping in view the utilitarian application stages of CBAM in teacher education programme. Distance mode of learning is being used in different study programmes of AIOU and distance is bridged up with printed, non-printed and electronic media. AIOU includes in ten mega universities and for meeting the challenges of mega philosophy there is a need to develop and launch fully information technology integrated M.Phil teacher education programme. How can we able to introduce information technology as innovation regarding teacher education among the faculty and students? To what extent faculty and students show their concerns towards information technology based teacher education? What will be the implications of information technology based teacher education? For answering these questions application of the stages of CBAM may work as key factors. So mainly existing study was intended to understand the relationship of three key stages of CBAM with information technology. On the basis of this relationship to use the information technology for curriculum development, preparation and marking of assignments, delivery mechanism, examination, research and degree awarding components at M.Phil. teacher education programmes of AIOU.

Integration of technology in education concentrates on the improvement of teaching learning process, curriculum, assessment, teacher, students and institution's performance and compatibility with globalization. But lack of training, time, budget organizational behavior, theoretical curriculum and administrative bodies of AIOU are becoming the main factors affecting the potential use of technology by the faculty members of AIOU. Researches also indicated that throughout the world majority of the teachers were unable to use technology effectively during their teaching learning process (Angeles, Greene, Andersons et al 2000).

As teachers and administration of any educational institution play key role for implementing the educational change. For studying their change-facility roles CBAM is taken as widely applied theory and methodology. In this regard existing study focuses to measure, describe and explain the process of change as perceived by faculty members involve in adapting and implementing new ideas and innovations in curriculum, instructional materials and its delivery modes and procedures. AIOU also needs a means of assessing the needs of its clientele at large scale. Therefore for addressing the needs of the change CBAM was applied by the researcher at AIOU for launching the technological based teacher education program.

The concerns based adoption Model (CBAM) is being considered a model of change and for meeting the challenges of globalization, throughout the world all are using widely to accompany any educational innovation with planning and executing the system of education. According to Rakes and Casey (2002) concern is a composition of mind-set, preoccupation, thinking and reflection given to an issue or task. And individual's mental state arises about an innovation make him/her to be concerned. Marin also opined that an individual has a concern about his/her comfort with instructional technology its implementation and impact. Further Hall (1976) argued that performance of individuals' is directly affected by their concerns. And their levels of performance are corresponded with their levels of concerns. Overall we can say that persons' concerns about innovations have directly link with their performance.

Therefore through this study not only the efforts are made to develop the attitude among the teachers about the utilities of information technology rather to enhance the abilities for using the information technology for quality education. For this purpose the findings of the study may helpful for infusing the information technology in several academic aspects of teacher education at M.Phil level. The application of CBAM can support the faculty, students and education- related professionals to meet their educational needs and accordingly to equip them with the necessary academic and professional knowledge about information technology. It is assumed that the stages of CBAM can help the policy makers, teachers and administrators who are considered for implementing the new practice in teacher education programme.

OBJECTIVES OF STUDY

Following objectives were focused during this study:

1. To identify the different stages of Concern-Based-Adoption Model
2. To analyze what extent application of CBAM contributes to formulate the institutional policy for launching M.Phil. Online Teacher education program.
3. To examine the concerns of academic and administrative staff about launching the M.Phil. Online Teacher Education Program.

RESEARCH QUESTIONS

Following research questions were addressed with the alignment of objectives of study:

1. To what extent teachers know both their concerns and use of new innovations?
2. Are resources enough to launch online Teacher Education Programme at AIOU?
3. Whether the application of CBAM will contribute to strengthen the academic position of AIOU among national and international universities?
4. How can individual change be fitted into the prevailing system of AIOU?

REVIEW OF LITERATURE

Application of CBAM in launching online M.Phil teacher education program in AIOU, administrative and services departments and technology staff must support and nurture the faculty of education through this change. For considering the effects of CBAM in AIOU, this model must be supported by the teachers and administration. Both should understand the nature and need of change which will occur by applying the CBAM in teacher education programs. By applying the CBAM in teaching learning process teachers' perceptions were analysed through the stages of the Model as they become innovators or change agents. Overall the stages of concern cause to examine the teachers' perceptions about the adoption or adaption of technology as innovative ways in education. According to (Hord, 1998) "Change:

- i. Is a process, not an event?
- ii. Is made by individuals first then institutions?
- iii. Is a highly personal experience?
- iv. Entails development growth in feelings and skills. Regarding the CBAM he further stated that supporting and nurturing means addressing teaches as individuals and understanding their concerns about the changes they are or will be experiencing. (Retrieved September 12, 2014, from www.ncwiseowl.org/impact/impactadministrators/change)

Organizational change seems to be shifting its focus from the effects or outcomes of change to the *process* of change. (Chauvin, 1992; Corbett, Firestone, & Rossman, 1987; Darling-Hammond, 1990; Hall & Hord, 1987; Joyce, 1990). These studies offer insights and conceptual frameworks (e.g., receptivity to change, change facilitator style, organizational culture and role orientations, and stages of concern) that appear useful for facilitating change processes and incorporating innovation into everyday professional practice. As individuals progress through various stages of planned change they alter their ways of *thinking and doing*. As Pullan (1985) points out, change at the individual level involves anxiety and uncertainty, developing new skills, practice, feedback and cognitive transformations with respect to "why this new way works better" (p. 396). At each stage of incorporating innovation into practice, perceptions, feelings, and concerns will similarly evolve and be resolved. Understanding individual perspectives or orientations toward organizational roles appears important for effecting long-lasting change in professional practice (e.g. teaching and learning) (Corbett et al., 1987). Indeed, in our roles as leaders in implementing change, we are change facilitators. The concept of change facilitation as one aspect of leadership style is emerging in the literature as an area of study in its own right, with a number of studies focusing on the role of school leaders as change facilitators (Evans & Teddlie, 1993; Chauvin, 1992; Hall & Hord, 1987).

The idea of change as a process implies that there are gradual steps in the change process. And in education process teachers are considered as change agents. As teachers of any institution continuously make efforts to improve their teaching learning process as well the trainers of teachers also have concerns to do well. For addressing the change, teachers and teachers' trainers or educators play their role as implementer of change in society. So their concerns about any change or innovation are a linchpin for any task, issue or action. Further education is a process of change for any individual or society and educational change is considered a main focus or integral part of Concern- Based-Adoption Model. In 1973 Hall, Wallace and Dossett introduced this model and further developed by Hall and Hord (1987, 2011) at the University of Texas Research and Development Center for Teacher Education. While focusing the ways to learn about change process and implementation stages. So towards any educational innovation or change this model helps the teachers and administrators describe their concern about understanding and implementing the change during their teaching learning process and administrative work.

Hall and Hord identifies seven stages such as awareness, information, personal concerns, management consequence, collaboration and refocusing for describing the concern of individual about an innovation. During this study these stages were focused to examine the concerns of academic and administrative staff about launching the M.Phil Online.

Different educational institutions and research oriented organization are continuously applying the CBAM for adapting or adopting the change or innovation to make the system compatible and competitive with global challenges. For understanding, monitoring and guiding the multipart process of execution of novel idea or innovative practices.

According to Hall and Hord (1987) and Marris (1975) different assumption related innovation for example individual's concern, specific way for implementing and adopting innovation are addressed by CBAM. During the adoption of innovation this model describes the process of real experience of an individual. Chia-Chen Wu (2002) also argued that CBAM describes the process of real experience of an individual which he gets during the adoption of any change or innovation.

Hall, G. E., & Hord, S. M. (2011) pointed out the important Components of CBAM:

Principles of Change: It focuses people's way of thinking or responding towards change.

Professional Learning Communities (PLC): Before taking initiative about infusion of change there is a need to formulate a PLC in any organization for ensuring the success of implementation of change.

Change Facilitator Styles (CFS): During the process of implementation of change many factors can affect the successful implementation. To overcome these factors leadership of any institution must consider the importance of CF styles.

Interventions: Successful change initiative requires comprehension of interventions which may assist the individual to facilitate the people about change.

Intervention Mushrooms: It is assumed that lot of interventions can affect positively and negatively during the change initiative process.

There are three principal dimensions of CBAM:

1. Stages of Concern: Seven stages of feelings and perceptions experiences in a change process
2. Levels of Use: Eight behavioral profiles that describe actions occurring in the adoption of a change.
3. Innovation Configurations: Different ways an innovation can be implemented.

(NSW Department of Education Training, 2010)

Stages of Concern

0. Awareness: The individual either isn't aware of the change being proposed or doesn't want to learn it.
1. Informational: The individual has heard of the program, but needs more information.
2. Personal: the individual's main concern is how this program will affect them on a personal level.
3. Management: The individual's main concern is about the management, scheduling, etc., of a specific program.
4. Consequence: the individual's primary concern is how the program will affect students or how they can make the program work for their students.
5. Collaboration: The individual's primary concern is how to make the program work better by actively working on it with colleagues.
6. Refocusing: The individual's primary concern is seeking out a new and better change to implement (Fuller, F. F. (1969).

Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, (1987) also described following typical expressions and behaviors for using the innovation:

Typical Expressions of Concern about an Innovation

<i>Stage of Concern</i>	<i>Expression of Concern</i>
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Source: Wenfeng Wang, p.23 adapted from (Hall &Hord, 2011, p.61) Levels of Use of the Innovation: Typical Behaviors

<i>Levels of Use</i>	<i>Behavioral Indicators of Level</i>
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.
0. Non-Use	The user has no interest, is taking no action.

Source: Shirley M. Hord, William L. Rutherford, Leslie Huling-Austin, and Gene E. Hall, 1987. Published by the Association for Supervision and Curriculum Development (703) 549-9110

Summary of descriptions and expressions for each stage may be given as under:

<i>Stages</i>	<i>Descriptions</i>	<i>Expressions of Concern</i>
Refocusing	Exploration of more benefits and alternatives of use	I have some ideas about something that would work even better.
Collaboration	Exchanges with others on the uses of innovation	I am concerned about relating what I am doing with what my co-workers are doing
Consequence	Attention focused on the impact and consequences	How is my use affecting clients?
Management	Attention focused on how to deal with the innovation	I seem to be spending all of my time getting materials ready.
Personal	Consider what the innovation might mean for oneself	How will using it affect me?
Informational	Collecting information	I would like to know more about it.
Awareness	No concern	I am not concerned about it.

Source: Hall, O. E., Wallace R. C., and Dossett, W. A. (1973). A developmental conceptualization of the adoption process within educational institutions (Report No. 3006). Austin:

The University of Texas at Austin, Research and Development Center for Teacher Studies of last decades conducted by Fuller (1969) and Hall (1978) were about the concerns of teachers toward innovation caused the developmental theories of change. These studies may be categorized for pre-service teachers. Frances Fuller assumed that these teachers were preoccupied with concerns about self, task and impact. Fullen (1993) stressed that teachers have to play crucial role towards process of innovation and change. He stated “To become expert in the dynamics of change, educators-administrators and teachers alike-must become skilled change agents. If they do become skilled change agents with moral purpose, educators

will make a difference in the lives of students from all backgrounds and by so doing help produce greater capacity in society to cope with change.”

Fullen (1991) highlighted three dimensions are focused during the implementation of every innovative educational plan or scheme:

- a. Usability of innovative or improved learning materials
- b. Usability of innovative teaching learning methodologies
- c. Practicing dynamic pedagogical values, assumptions and theories reflected by new policies, programs or projects.

While focusing these dimensions during the successful launching of online M.Phil. teacher education program of AIOU, academic and administrative bodies have to make efforts for using innovative materials, new teaching strategies and behavioral change of human resources. Overall this model helps to conceptualize for implementing the innovation in education setup of any institution. Accordingly it facilitates the individuals to address all issues related to implementing process of innovation (Hall & Hord, 1987). Within the larger perspective of planned change in educational organizations, CBAM's utility for effecting long lasting change seems well-supported by a number of studies (Corbett, et al., 1987; Ehnore, 1987; Huberman & Miles, 1984; Kaslow & Giacquinta, 1974; Stem & Keislar, 1977). According to Corbett, et al. (1987) teachers' beliefs, perceptions and norms can affect the efforts made to implement change in institutions. Overall people too much concern about 'the way to do the things and who have to do (p. 58).

Findings of above mentioned studies showed that implementation of the CBAM is significant not only for comprehending the nature of innovations but ways to interact with these innovations. For this purpose stages of concerns of this model have been used for facilitating the individuals to using appropriate strategies for adapting, implementing and incorporating the innovations in institutions. These findings suggest substantial implications not only for faculty developers, but for administrators, faculty and students who are involved in innovation/planned change. Using a concerns-based approach facilitates the forward progress through stages of the process and enhances the likelihood of long-lasting, normative change.

This technology age is affecting the all age etc. of life particularly education system. Teachers and educational leaders are the implementers of change or innovation in education. On one side faculty members are trying to improve their teaching learning process by incorporating the technology while on other side institutional management is also trying utmost to facilitate the teachers as change facilitators utilize interventions of technology appropriately. The framework of existing study consists on the perception of individuals about the nature of any innovation in education, accordingly its planning for implementation as same are the integral part of CBAM. Majority of the faculty members of AIOU are not proficient for using the technology in their teaching, research curriculum development and communication. This lacking is affecting the learning of students and performance of institutions as well.

Guskey (2000) also augmented that conceptual framework of the CBAM contains the stages of concerns which explain the perception of teachers, organizational management and change facilitators about the change and its implementation in organizations. It also raises the question' to what extent teachers, change facilitators and leaders of any institution are competent and professionally sound to improve the students' performance as stakeholders. So for application of this model ensures the integrity of the performance of all in institutions and increases the chances of their professional development about knowledge, skills and values related to innovation/s.

While focusing the efforts of above mentioned researchers and their findings for the application of concerned based adoption model through this research it was examined that how faculty members analyzed themselves under the concerns at each stage of model. As this model became cause to provide two important information:

1. Concerns of the teachers and administration about new teacher education program are being offered.
2. Teachers and administration's knowledge and skills for using innovative technological ways.

Overall the Concerns-Based Adoption Model (CBAM) is being used for addressing the implementation process about change in any system. It will also helpful for those who are running the system of education such as teachers, supervisors, leaders, stakeholders etc. Through this model all will be able to perceive the nature of:

- a. Change process
- b. Individuals' responding ways to change
- c. Ensuring the operational ways to ascertain the success of change initiative.

FRAMEWORK OF THE STUDY

This study intends to learn about CBAM and explore the implications of the model in launching online teacher education program at AIOU. CBAM is considered as research based framework that contribute to implement the educational activities in an innovative mode. Through this study efforts were made to reflect the concerns of teachers and administration about application of CBAM. For this purpose the Stages of Concern Questionnaire highlighted by Hall, O. E., George, A., and Rutherford, W. L. (1979) were focused to design the questionnaire of existing study. Through this tool efforts were made to obtain the concerns of teachers and administration for launching online M.Phil teacher education program of AIOU. For developing questionnaire as research instrument, stages of concern ITS (Impact, task and self) were focused. Accordingly items related to expressions of concern were formulated. For answering the questions firstly theoretical basis of the CBAM (Hall, Wallace & Dorsett, 1973) was examined. As it is a research based framework that describes the process of change through which individuals undergo to adapt the change. Secondly a questionnaire following the stage of concern was developed to acquaint with the current concerns of faculty members and administration about applying innovation for launching M.Phil online teaches education program at AIOU.

<i>S.No.</i>	<i>Category-A (Academic Staff)</i>	<i>Total Number</i>	<i>Category-B (Administrative Staff)</i>	<i>Total Number</i>
1	Faculty Members as Courses Coordinators	10	Head of Departments	5
2	Tutors	10	Director Admission	1
3	Resource Persons	10	Controller Exams	1
4	Research Supervisors	10	Director E-Learning	1
			Director Regional Services	1
			Director Computer Centre	1
	Total	40	Total	10

Hence the respondents of existing study were comprised on faculty members as program and courses coordinators, tutors, resource persons, research supervisors, head of departments of education faculty, directors of admission, exams, e-learning, computer center and regional services. All these respondents were concerned with M.Phil education of AIOU aiming to analyze their concerns toward M.Phil technology integrated teacher education program. These respondents as two categories of purposive sample in this study may be shown as in above table.

A questionnaire focusing the stages of concern was developed to analyze the seven hypothesized stages of concerns about implementing change of faculty members. This questionnaire was on 3 point scale. It contains 35 items (5 items for each stage) and respondents were allowed to rate their concerns for each item as they assumed about M.Phil Online. Hence high concern followed by 3 respectively low and very low concerns by 2 & 1. For collecting the data questionnaire was emailed to all. Hard copy of this questionnaire was also given to all respondents for ensuring the hundred percent responses. For analyzing the stages of concerns Mean score was applied.

DATA ANALYSIS OF QUESTIONNAIRE

<i>S. No.</i>	<i>Statements</i>	<i>Very True (3)</i>	<i>Somewhat True (2)</i>	<i>Not True (1)</i>	<i>Mean Score</i>
1	I don't know even what Online M.Phil Teacher Education Program is.	6	14	30	1.52
2	I have a very limited knowledge about Online M.Phil Teacher Education Program.	20	18	12	2.16
3	Although I have limited knowledge about Online M.Phil teacher education but I am concerned about it's launching.	25	19	6	2.38
4	I am concerned about my IT based training for launching the Online M.Phil Teacher Education Program.	37	13	0	2.74
5	I am concerned about academic and administrative staff's attitudes (like, dislike etc.) toward Online M.Phil Teacher Education Program.	29	13	8	2.42
6	I am concerned that academic and administrative staff of AIOU is poorly capable to launch Online M.Phil Teacher Education Program.	19	25	6	2.26
7	I am concerned to know how my participation can have an effect on my professional status by launching Online M.Phil Teacher Education Program.	31	14	5	2.52
8	I believe that Online M.Phil Teacher Education Program will get more acceptance as compare to the traditional program.	35	13	2	2.66
9	I am concerned about those clashes between my possessed professional capabilities and my future tasks regarding Online M.Phil Teacher Education Program.	27	15	8	2.38
10	I would like to assist other staff members for using IT during the launching M.Phil Online Teacher Education Program.	10	14	26	1.68
11	I am concerned in developing operational interaction with faculty members and	36	14	0	2.72

<i>S. No.</i>	<i>Statements</i>	<i>Very True (3)</i>	<i>Somewhat True (2)</i>	<i>Not True (1)</i>	<i>Mean Score</i>
	institutional managers for proper use of IT during the launching of M.Phil Online Teacher Education Program.				
12	I am concerned about how Online M.Phil Teacher Education Program will impact students.	33	15	2	2.62
13	I am not concerned about Online M.Phil Teacher Education Program.	3	13	34	1.38
14	I believe that Online M.Phil Teacher Education Program can develop better interpersonal skills than traditional program.	21	18	11	2.2
15	I am concerned about the formulation of explicit decision making policy before launching M.Phil Online Teacher Education Program.	42	08	0	2.84
16	I believe that Online M.Phil Teacher Education Program can develop better critical skills among faculty members as compare to traditional program.	23	21	6	2.34
17	I am concerned about the adequate availability of resources related to M.Phil Online Teacher Education Program.	38	12	0	2.76
18	I am concerned about my capability coping with all features of Online can affect the successful launching of M.Phil Teacher Education Program.	29	14	7	2.44
19	I would like to know how my existing job portfolio will be changed by launching the M.Phil Online Teacher Education Program.	25	17	8	2.34
20	I would like to know the role of other departments of institution during the launching of M.Phil Online Teacher Education Program.	31	16	3	2.56
21	I am concerned that academic and administrative staff will have deficits in fundamental aspects of Online M.Phil Teacher Education Program.	24	16	10	2.28
22	I am concerned that Online M.Phil teacher education will fail to get acceptance in job market.	23	17	10	2.26
23	I would like to know what will be the operational modalities of Online M.Phil teacher education program.	19	20	11	2.16
24	I am concerned about for developing policies, rules and regulations related to Online M.Phil teacher education program.	50	0	0	3
25	I am concerned about staffing related Online M.Phil teacher education program.	39	11	0	2.78
26	I am concerned about scheduling activities calendar for Online M.Phil teacher education program.	50	0	0	3
27	I am concerned for restructuring the roles of academic and administrative staff regarding the launching of Online M.Phil teacher education program.	41	9	0	2.82

S. No.	Statements	Very True (3)	Somewhat True (2)	Not True (1)	Mean Score
28	I am concerned for providing resources related to Online M.Phil teacher education program.	44	6	0	2.88
29	I am concerned about the collaboration of International organizations for launching Online M.Phil program.	34	16	0	2.68
30	I am concerned about overburden of myself by launching M.Phil Online.	28	17	5	2.46
31	I am concerned about the feedback from stakeholders to improve the Online M.Phil teacher education program.	39	11	0	2.78
32	I am concerned about how Online M.Phil will be better than existing correspondence mode M.Phil program.	36	14	0	2.72
33	I am concerned about the accreditation of Online M.Phil teacher education program from National Accreditation Council of Teacher Education/HEC.	50	0	0	3

34. Have you received any formal training about Online teaching learning process?

Yes	No
30%	50%

35. Describe factors will affect the successful launching of Online M.Phil Teacher education program.

S. No	Factors	Percentage
1	Professional competency of academic and administrative staff	85%
2	Accreditation of program	73%
3	Students' acceptance	68%
4	Lack of educational resources (human, financial & technological)	57%
5	National and international collaboration	51%

CONCLUSIONS

By analyzing the data following conclusion can help the academic and administrative staff of AIOU to lunch M.Phil Online program:

1. Institutional management will have to assess the comprehensive needs for lunching technological integrated mode of education.
2. Proper designing for technological based program is required to ensure the compatibility and competitiveness with global standards.
3. Administration of AIOU needs fully assistance to organize and manage the collaborative services of administrative and academic departments for launching M.Phil Online.
4. There is a need to support the personnel for projection of their responsibilities regarding the innovative program of AIOU.

5. Proper resources are required to manage different features of M.Phil Online programs. Further program evaluation through teachers, administration and stakeholders is required for ensuring the effectiveness and success of program.
6. Visionary leadership is required for taking the remedial measures to reduce the employees' resistance for launching technological integrated programs or activities particularly during the launching of M.Phil Online.
7. There is a need to arrange and execute need based trainings, coaching and support of teachers, managers and technology staff. Through these trainings institution can reduce the resistance of academic and administrative staff about launching of M.Phil Online.

RECOMMENDATIONS

On the basis of data analysis of existing study following recommendations are given for obtaining the maximum targets through the application of CBAM in successful launching and execution of online M.Phil teacher education program of AIOU:

1. For considering the effect of CBAM in AIOU, the model must be supported by the teachers and administration. They may have to understand the nature and need of change which will occur by applying the CBAM in teacher education programs. To obtain the maximum targets through this model institutional management, technology staff may have to support and facilitate the faculty for adapting innovation in their teaching learning process. Teachers must be flexible in understanding and using the innovative approaches.
2. Teachers must be able to understand and analyze the students need, learning styles and assessment techniques regarding the use of innovative approaches.
3. Teacher must initiate the collaborative ways among students, colleagues, managed technology staff or facilitations and experts.
4. George, Hall and Stiegelbauer (2006) also argued that for obtaining the maximum result teaches must aware about the factors affecting the successful application of CBAM, such as technological factors, teaching learning skills, changing role of teachers and other concerned, collaborative approaches and sharing the success or failure.

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