

AN INVESTIGATION INTO THE ROLE OF SCHOOL MANAGERS IN THE
MANAGEMENT AND IMPLEMENTATION OF CHANGE IN RURAL SCHOOLS OF
VHEMBE DISTRICT, LIMPOPO PROVINCE: A CASE STUDY OF SAMBANDOU
CIRCIUT

BY

TSHIDAHO REGINALD MATIBE
(Student No: 8500006)

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Supervisor: Prof M.P Khwashaba

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ABSTRACT

The South African School's Act, No. 84 of 1996, calls for transformational leadership in schools. Principals are under obligation to comply with the stipulations of the act, which compel them to work in democratic and participative ways. School management and governance must be inclusive with roles and responsibilities defined for educators, parents and learners. Jointly they must ensure accountability, transparency in the delivery of quality public education.

This study reviewed literature on the role of principals as change managers in schools. The Department of Education (1999: 46-48) wishes to promote a culture of teaching and learning where respect is commanded through stature rather than status and the impetus of educational service delivery is about development rather than delivery of expertise. Principals are being called upon to manage and implement transformation that will embrace and give practical application to these ideals.

The study used quantitative technique for data collection and analysis. Quantitative techniques were mostly used in that they provide the researcher with an understanding of experiences and problems faced by school managers on the management and implementation of the school changes. Random and purposive samplings were used for the selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publication, research publication, and report. Primary data were obtained questionnaires survey.

In order to test principals' commitment to and effectiveness in change management, an empirical investigation was conducted in schools in the Sambandou Circuit of the Vhembe region of Limpopo Province.

Findings of the study led to the following conclusions:

- Principals are grappling to implement changes in schools;
- There is a lack of change management expertise in the ranks of principals;
- Principals resist change instead of initiating and implementing change.

Several recommendations were drawn from the study. These included:

- The development of a greater number of workshops to capacitate principals to manage change.
- More concrete incentives are to be devised and implemented to motivate principals to accept change and implement policies that mandate change.
- Effective change management strategies must be made explicit and brought to the attention of principals as concrete measures that can be used to facilitate change.