THE IMPACT OF PRINCIPALS' RESISTANCE TO CHANGE ON MANAGEMENT OF CURRICULAR REFORMS IN PRIMARY SCHOOLS

BY

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Submitted in fulfillment of the requirements for the degree of

MASTER OF EDUCATION

in the

DEPARTMENT OF CURRICULUM STUDIES AND EDUCATION MANAGEMENT

SCHOOL OF EDUCATION

UNIVERSITY OF VENDA

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DECLARATION

I MUDAU LIVHUWANI DORCUS, hereby declare that all the resources that were consulted (for the impact of principals resistance to change on management of curricular reforms in primary schools) are included in the reference list and that this study is my original work and has not been submitted before for any other degree or examination at any other university.

Mudau ..... 05-09-2014 .....

MUDAU LIVHUWANI DORCUS **DATE**

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ACKNOWLEDGEMENTS

I wish to express my appreciation to the following people who supported and assisted me to make this study possible.

I would like to give thanks and appreciation to my supervisor Dr Kutame AP, Who assisted me to come to the conclusion of my research project. Their patience, professional guidance, knowledge and skills of explaining things gave me comfort and made me feel interested in learning and searching for information. He provided me with professional academic leadership through the study.

Dr Mutshaeni HN, my co-supervisor, you indeed motivated me to complete my studies. I won't forget the support you gave me day and night. I visited you many times in your office, and you kept on helping me willingly.

Mr. Nembudane TJ my friend, I won't forget what you did for me, you helped me get more information for my research and you also helped me with transportation when I needed one.

Mr. Makwathana, my cousin who always helped me telephonically, when I needed assistance. You helped me day and night and you never hesitated to help me even though it was after midnight.

Mrs. ..... you did a lot for me, you captured my data for me, and you always encourage me. You were always available when I needed you.

Mr. Thimisha AB, Principal of Ngudza primary school, I thank you for encouragement and support.

To the Educators and the Principal of Tshinane Primary school, I thank you for your interest, co-operation and your participation in this study.

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To all my co-workers and everybody who contributed, i thank you for being by my side and for supporting me.

To Mr. ET Radzilani, I feel indebted to acknowledge your editorial assistance you have provided to make this study coherent and concise.

And also to my 3 daughters: Phindulo, Gundo, and Precious who were deprived more time while I was busy with my research project. I thank you.

Above all I give thanks to my God who gave me the strength and wisdom to complete this research project.

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DEDICATION

This research project is dedicated to my late father Master Manwatha AD who taught me good values and morals to be thankful and have trust to others as well.

The research is also dedicated to my three children: Phindulo, Gundo and Precious for the support they have given me.

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ABSTRACT

Resistance to change by primary school principals towards educational reforms lead to ineffective management of the schools, which contributes to poor performance and poor academic results. Principals should know that personnel, and learners, development occurs throughout their learning life. The study investigated causes of resistance, and how resistance impact on educational reforms. A quantitative research method was used to collect data. A structured questionnaire was used to collect data. The findings of this study indicated in bringing possible solutions to the problem brought about by principals' resistance to change on educational reforms. The study was conducted at Tshinane circuit in Vhembe District. The researcher recommends that principals are to be encouraged to engage themselves in the curriculum matters. Principals should be given bursaries to upgrade themselves in a formal qualification in curriculum matters. Department of education should employ well-trained principals in educational matters. Colleges and Universities should be used as the resource centers for the learning of curriculum studies and management.

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CHAPTER 1

BACKGROUND AND INTRODUCTION

1.1 INTRODUCTION

In the school as an organisation, changes are important aspects that influence the effectiveness and the development of the school. In South African education, school managers are made aware by the employer of some changes that need to be followed in their daily working life. This may include the new management style that have to be followed in different contexts within the school. In a primary school educational context, renewal occurs regularly in respect of syllabi and techniques. To obtain a better learning output, changes are also foreseen in respect to challenges in pursuit of better instruction and the use of technology as a teaching aid. It is for this reason that, if learning opportunity is to fully maximised, both educators and learners have to be dedicated.

Principals and educators need to know that personal growth in school fosters the idea that, because learning is a life-long experience, there is always something new to learn and find out about one-self. Therefore, they need to change with all educational changes to please the employer. This may also assist educators to be able to develop learners physically, psychologically, emotionally.

The department of education has introduced the Integrated Quality Management Systems. This system enables the principals of the schools to work with the staff as a team and in collaboration with all stakeholders. Some principals do not delegate the tasks to educators. They don't consider the talents, and the ability of educators and other staff members. They don't allow educators to participate in decision making .They just assume that they are the only source of information ideal for decision making. The above behaviours become a serious problem to us as educators and other stakeholders, because we all know how a manager should do his work. We also know that all staff members should contribute to the attainment of the school goals.

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For teaching and learning to take place effectively, educational changes are important. In the South African history there is evidence that changes are important in the transformation of teaching and learning, and management in the school. Nowadays, school principals and educators should be educationally knowledgeable and socially skillful in new educational reforms. They should know the employer's rules and policies. They should be controlled by the department democratic polices as well as labour relations. As a matter of fact, as long as principals can maintain smooth communication, coordination flow and good organisational atmosphere, there will be no unresolved issues. There will be effective management of the school.

There is a causal relation between management style and level of development. Schools with poor management style are likely to suffer in as far as development is concerned. The very same schools continuously lose the number of learners and educators. It therefore shows that management strategies affect the parents and the community at large. Another impact is that principals and educators who resist changes don't believe that they can make a difference at work. According to Steyn (n.d.), resistance to change may lead to poor achievement of the desired transformation due to lack of participation of educators and principals. Some of them do not want to change because they don't want to learn new skills after change.

It is against this background that I want to investigate the causes of resistance to change of the primary school principals and to find out the impact of the resistance on management of curriculum.

1.2 STATEMENT OF THE PROBLEM

The study investigates the impact of the principals' resistance on educational reforms. Principals don't consider the strategic management which is direct at the school in its totality and, more especially, at the development and growth of the school as an organisation.

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Principals and educators on the other hand, do not want to change to new educational reforms such as curricular, assessment, and teaching and learning approach.

1.3 PURPOSE OF THE STUDY

The main purpose of this study is to investigate the impact of principals' resistance to change on curriculum reforms

The following are the objectives:

- To find out the causes of resistance to change.
- To find out the impact of principals' resistance to change in curricular reforms management.

1.4 RESEARCH QUESTIONS

- What are the causes of resistance to change?
- What is the impact of principals' resistance to change on primary schools curricular management?

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research Design

This study has used quantitative approach. According to Leedy and Ormrod (2005) quantitative research presents results statistically. It measures the number of times someone does something under certain condition (Alabdula, 2012).

1.5.2 Methodology

This section highlights the methodology that has been used in the study.

1.5.2.1 Population.

Population is a group of elements or cases, whether objects, events or individuals, that conform to specific criteria and to which we intend to generalise the results of the research (Macmillan & Schumacher, 2006). The group is also referred to as the target population or universe (Macmillan & Schumacher, 2006). The target populations for the

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research are the primary school principals, educators and the circuit managers of Tshinane circuit.

1.5.2.2 Sampling

I have used probability sampling technique. Simple random sampling has been used since I was having the names of people; each member of the population had an equal chance of being chosen. Cluster sampling was used because every school might be represented. From 18 primary schools, 18 principals, 15 HODs and 120 educators have been selected randomly at Tshinane circuit .The total sample was 153 plus one circuit manager of those primary schools. Thus 153 participants have been involved.

1.5.2.3 Research instrument.

A questionnaire was used to collect data. All the items on the questionnaire were informed by the literature reviewed and the objectives of the study. One hundred and fifty-six questionnaires were distributed to all the participants. Questionnaires were divided into two sections, Section 1: causes of resistance to change, and section 2: the impact of principal resistance to change on management of curricular reforms.

1.5.2.4 Data collecting procedure

Data collection took place at 18 primary schools. I distributed questionnaires to the educators, HOD, Principals, and the circuit manager. Participants participated voluntarily. The explanation of the purpose of the survey was shown on the letter that was attached to the questionnaire. The letter also explained the confidentiality procedure and how voluntarily participation was.

1.5.2.5 Data analysis

The collected data will be analysed using Statistical Package for Social Science in order to examine the causes of resistance to change, and to find out the impact of principals resistance to change on primary schools management and curricular reforms.

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1.6 ETHICAL CONSIDERATION AND PROCEDURE

According to Wikipedia (n.d), ethics encompasses the personal, organisational and corporate standards of behaviour expected of a person, It is a moral beliefs about right and wrong or agreement with accepted principles of behaviour that are thought to be right. Similarly, BBC Ethics (n.d) describes ethics as a system of moral principles that affect how people make decisions and lead their lives, it is also concerned with what is good for individuals and society and is also described as moral philosophy. Ethics is the responsibilities that the researchers bear towards those who participate in research, those who sponsor research and those who are potential beneficiaries of research. So bearing in mind the above definitions the following were taken into consideration throughout the process:

Permission

- Permission was sought from the Department of Education (the circuit manager) and the principals of those 18 primary schools to allow the collection of data from their schools.

Confidentiality

- Each participant voluntarily participated in the activity. No names and any form of identification were used in any form. All the information received was treated with confidentiality.

Physical and psychological damage

- Special care was taken to ensure that there would be no physical, psychological and metal damage to the respondents.

Participants' feelings

- Care was taken so that the interview would be conducted in a manner that wouldn't provoke the feelings of the participants.

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Consent forms

- The participants were requested to sign the consent forms confirming their willingness to participate in the research.

Procedure

- The standardised procedure was used for data collection from questionnaires.
- Participants were contacted at their offices, staffroom or classes as permitted. Participants were told that the objective of the research was to gather information that would help or assist in the future school managers.
- Then participants were asked to place their designated "return" envelope. The last participant to return the survey was requested to seal the returned envelope.
- After that, the administrator was permitted to handle the materials. The data sheet always appeared lastly.
- If the participants ask for interpretation of any items on the process of data collection, the administrator would respond. Then participants were told to use their best interpretation to answer all the items.
- After the research data has been collected, the retest was conducted for only 3 educators to increase the reliability of the instruments.

1.7 DELIMITATIONS OF THE STUDY

The resistance to change on curricular reforms by the primary school principals is dynamic and global in nature as it is not confined to one province or country. The study focused only on the 18 primary schools under Tshinane circuit. Tshinane circuit is only a part of Vhembe district in Limpopo Province which is one of the nine provinces in South Africa.

1.8 SIGNIFICANCE OF THE STUDY

The significance of the study can be summarised as follows:

- The basis of the research study is to add knowledge in the chosen research domain, to develop a new approach of understanding in a way of trying to accomplish the best educational management style for the principals around

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Tshinane circuit. This may at the end be helpful to the Department of Education in a way of having a reflection of what is actually taking place at the bottom level of the department.

- The study may also help the Department of Education in finding ways through which the primary school principals can be changed in their working and management style.
- The study will generate further research findings and from this study, other researchers may find out more about this topic.
- The researcher was motivated by the fact that not much research has been done on the topic.

1.9 THE RESEARCH STRUCTURE/OUTLINE OF CHAPTERS

The research study has been laid out on five distinctive but interconnected chapters as follows:

Chapter 1: Introduction and background of the study

Clear introduction and background presentation of issues focused on the study has been made. The presentation of major research questions, aims and the objectives has also been introduced on this chapter. There are the explanations and justifications of the study and definitions of concepts or terms related to the study topic.

Chapter 2: Literature review

The review and discussions of relevant historical, theoretical and research issues are also presented here .References to relevant data and views of other authors on related topics have also been made. The literature scan ensured the correlation with major research instrument.

Chapter 3: Research design and methodology

In this chapter the following will be the themes of discussion: Systematic discussions on the nature and type of research methods and choices, selected research instruments,

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population, location and ethical issues are also presented here. A clear explanation of how the research study is conducted is made.

Chapter 4: Presentation of the study data

The application of systematic methods and technical presentation of data is provided in this chapter. The correspondence or correlation and relationship of issues in the research instrument are taken into consideration. Data is clearly presented followed by results which take the form of impartiality and reliability. This is ensured by virtue of the fact that, respondents were drawn from different areas of the circuit.

Chapter 5: Discussion of the findings and recommendations

In this chapter, the questions of the study are answered. The chapter provides a concise interpretation of the findings, own interpretation of the findings and linkages with reviewed literature, as well as recommendations and implications of the findings.

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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The current educational management is directed towards the rectifying of all the mistakes and misconduct done by principals and educators previously. School managers are expected to share their authority with teachers, with the goal of making the decision-making process more democratic. In the process of planning, the school visions and goals should be discussed in the school affairs and meetings hosted by the principal to acquire support from the staff.

Today's school principals should be educationally knowledgeable and socially skillful. They should know the employer's rules and policies. As a matter of fact, as long as the principals can maintain smooth communication, coordination flow and good organisational atmosphere, there will be no unsolved issues. The principals are also expected to lead by example and encourage all the teachers and staff involved in school management (for example, school management team, school governing body etc.) to view the principals as their role model.

Resistance to change is a key topic in change management and should be seriously considered to help the organisation to achieve the advantages of the transformation. Considering the importance of resistance to change; this paper aims at the impact of principals' resistance to change in primary school management.

In this study, I have analysed the main sources or causes of resistance to change, and the guidelines to minimise resistance to change. In this study, resistance has also been considered as a source of information being useful in learning how to develop a more successful change process.

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2.2 REVIEW OF THE LITERATURE

Some researchers indicated some factors that may influence resistance to change. Fullan and Stiegabauer (1991); Syque (2007); Prosci (2006a); Bolognese (2002); and the information from the United States Department of Transportation Federal Transit, Administration (2); indicated the following possible reasons that may contribute to the resistance to change: when the reason for change is unclear to the employees; when the change is made on personal grounds; when the communication about the change has not been sufficient e.g. training of employees, workshops (failure because of lack of knowledge or skills for performing such a task); when the present situation seems satisfactory (people may resist changes because they are enjoying the way they are working).

The causes of resistance to change are also shown by several researchers, namely, Pardo de Val, Manuela, Martinez and Clara (2009); Ford, Ford and McNamara (2010); Marts (2008); Prosci (2006b); and Van der Westhuizen (2002): Rawat (2008); Bovey and Hede (2001a) and Bovey and Hede (2001b); these are: Fear of loss of control, belief that change will not succeed in the institution, fear of unknown, reluctance to give up old habits of working style, inability to make the transition during the change process, reluctance to lose control to their work, dis-identification, deep rooted values by resisters, fear of unacceptability by colleagues, fear that change will cause loss of job security, the problem of solidarity in the school, fear of breaking habits that provide security, the degree of autonomy, disorientation, failure to recognise the autonomy of the staff, fear of losing the existing status and prestige etc. When the change threatens jobs, power, status in the organisation (e.g. leader who enjoys being the ruler and the commander of the school, rather than involving employees in decision making.

Education in South Africa is facing great challenges, especially with regard to those principals and educators who resist to change from old educational practice. Facilitators of change and circuit managers are principal's role-players in the process of addressing these challenges. The questions are: are they allowed to participate in the change process and if they do participate, what is the nature of their involvement? Do facilitators

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of change and circuit managers know how to minimise and manage resistance to change?

The above questions therefore evoked an interest in me as a researcher to have a need to find out the challenges facing facilitators and the circuit managers about the principals who resist changing from old style of management and curriculum reforms, assessment strategies, and teaching learning approaches.

As a researcher, i want to find out the causes of resistance to change, as well as to find out the impact of principals' resistance to change on management of curriculum reforms in primary schools.

2.3 CONCEPTUAL FRAMEWORK

2.3.1 Resistance to change

According to Van der Westhuizen (2003), resistance to change "is a general response to proposed change, but it does not get attention it deserves." Resistance usually develops when renewal is implemented and an individual is compelled to change his existing behaviour, actions and habits. Pardo Del Val; Manuela, Martinez; and Clara (n.d.) indicated that the reasons for the failure of many change initiatives can be found in resistance to change. Again, resistance to change causes delays in the change process. Changing minds (2011) indicated that resistance to change is the action taken by individuals and groups when they perceive that a change that is occurring is a threat to them. Syque (2007d) indicated that resistance to change is the action taken by individuals, when they perceive that a change is occurring as a threat to them. While Bolognese (2002:1) defines resistance to change as the behaviour which is aimed at the protection of the individual from the effect of real or imagined change.

Resistance to change is also defined by Agocs (2010) as the behaviour of individuals, categories of employees or small groups such as middle managers, supervisors, shop floor or unionised workers who are opposed to or unsupportive of changes that top management wishes to implement.

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Pardo del val, Manuel and Martinez and Clara (n.d.) al indicated that resistance is any conduct that tries to keep the status quo, that is to say, resistance is equivalent to the persistence to avoid change.

Again, on the other hand, resistance may show change managers certain aspects that are not properly considered in the change process. Hajek (2011) indicated that resistances to change means that people are set in their ways and often don't want to modify their routine.

Hajek (2011) further indicated that this resistance doesn't just occur when people who like their jobs are asked to make a change. But resistance comes from people who are chronically upset with their working conditions. For them, the known evil is preferable to the unknown. Resistance to change is defined by Straker (2011) as the action taken by individuals and groups when they perceive that a change that is occurring is a threat to them. Rawat (2008) defines resistance as the action taken by individuals and groups when they recognise that the change may threaten their interests at their work place. She further indicated that resistance may be active or passive, overt or covert, individual or organized, aggressive or timid (Rawat 2008). According to her, the types of resistance are:

- **Psychological resistance.**

Psychological resistance includes:

- Fear of the unknown- this brings discomfort to employees about the change, and then they resist change.
- Fear of failure - this happens when an employee lacks the advanced skill and abilities to implement in the change process.

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- **Logical resistance to change.**

This includes:

- Power and conflict – this means that resistance to change also occurs when a change may benefit one department within the organisation while harming another.
- Misinterpretation of change - people resists the change when they do not understand it.
- Not agreed with the impact of change- employees also resist change if they feel that the change would increase their working duties and not seeing the benefits and rewards as adequate.

- **Sociological resistance.**

This includes group norms, and disturbance in established pattern.

- Group norms – group members resist the change when they believe that it will alter interpersonal relation and coordination among group.
- Disturbance in established pattern - employees resist the change when they recognise that the proposed change can force them to modify established pattern.

2.3.2 Management

Management is defined by Mc Crimmon (2007) as an organisational function that like investment gets things done effectively, to gain the best return on all resources. Management is also defined by Van der Westhuizen (2004) as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place. The Indian Child (2010) defines management as something that encompasses an array of different functions undertaken to accomplish a task successfully, it is also all about getting things done.

2.3.3 Manager

According to Kayne (2011), a manager is a person tasked with overseeing one or more employees or department to ensure these employees or departments carry out

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assigned duties as required. I define manager as a person who is in control of an organisation or institution.

2.3.4 Strategic management

Strategic management is defined by Word: Q. Com.(2010) as the process of specifying an organisation's objectives, developing policies and plans to achieve these objectives, and allocating resources so as to implement the plans. While Van der Westhuizen (2003) says "strategic management refers to a number of things:

- the mission statement of the organisation, the set of organisational aims in the light of external factors and internal organisational forces, the formulation of specific objectives and policy and the successful implementation of these objectives and policy in order to achieve the vision of the organisation". All Business.Com (2011) indicated that strategic management refers to the art of planning your business at the highest possible level
- According to Wikipedia (2011), 'Strategic management entails specifying the organisation's missions, vision, and objectives, developing policies and plans often in terms of project and programs, which are designed to achieve these objectives, and the allocating resources to implement policies and plans, project and programs. It is also a level of managerial activity under setting goals and over Tactics". While Gaebler Ventures (2011) indicated that "strategic management is the art of managing employees in a way that maximises the potential of achieving your business objectives. Anker (2009:1) indicated that strategic management is the process by which a firm manages the formulation and implementation of its strategy."
- I define strategic management as a means to determine vision, mission, goals, objectives, roles and timelines etc.

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2.4 CHANGE

According to Ford, Ford, and D'Amelio (2008) change is a situation that interrupts normal patterns of organisation and calls for participants to enact new patterns, involving an interplay of deliberate and emergent processes that can be highly ambiguous. Change is defined as a set of behavioural science based theories, values, strategies, and techniques aimed at the planned change of the organisational work setting (Weick & Quinn, 1999).They also define change as something grounded on continuation and updates of work process.

2.5 CURRICULUM

Curriculum is defined by Wilson (2005) as anything that teaches a lesson and planned. He further indicated types of curriculum such as:

- Overt, explicit, or written curriculum; Societal curriculum; The hidden or covert curriculum; The null curriculum; Phantom curriculum; Concomitant curriculum; Rhetorical curriculum(elements from rhetorical curriculum are comprised from ideas offered by policy makers, school officials administrators or politicians); Curriculum in-use(this is a formal curriculum); Received curriculum; The internal curriculum (the content that are truly learned and remembered); The last one is the electronic curriculum(the lesson learned through searching the internet for information).

The rhetorical curriculum is the one that comprises some changes in education system. It also consists of some changes that need to be followed in curriculum reforms. Curriculum is also defined by Smith (2000), as a programme of activities (by teachers and pupils) designed so that pupils will attain as far as possible certain educational and other schooling ends or objectives.

2.6 REFORMS

According to Wikipedia (2012), reforms means to put or change into an improved form or condition, to amend or improve by change of colour or removal of faults or abuses beneficial change, more especially, reversion to a pure original state, to repair, restore or to correct. Project Appleseed (2010), explains that school reforms is related to

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school's subject matter and teaching methods. This type affects what and how a student is taught in the classroom.

2.7 DEFINATION OF CONCEPTS

2.7.1 Democratic school

A democratic school should be an environment that fosters a child's growth as an individual. According to Johansson (2004) the willing co-operation of all citizens builds democracy. He further indicated that this cooperation should be built upon the free will of individuals.

2.7.2 Autocratic, and democratic leader

According to Dynamic Nursing Education (2007:4), "autocratic leader is someone who likes to dominate others," While Democratic leader uses a team to make decisions, he usually makes process in his decision, he also encourages staff participation and empowers them, and influences collaboration and willing to accept the inputs of the staff.

2.7.3 Leadership

"Leadership is an interpersonal influence toward the achievement of a goal or goals". Dynamic Nursing Education (2007:2).

2.7.4 Resistance to change

According to Syque (2007d) "resistance to change is the action taken by individuals and groups when they perceive that a change is occurring as a threat to them".Syque (2007) "Resistance to change is when people push back against the change".

Another author by the name of Bolognese (2002) defined the resistance to change as the behaviour which is aimed at the protection of the individual from the effects of real or imagined change.

He further said that resistance to change is the behaviour of the employee that seeks to challenge, disrupt, or invert prevailing assumptions, discourses and power relations.

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Resistance to change is defined by Agocs (2010) as the "behaviour of individuals, categories of employees or small groups such as middle managers, supervisors, shop floor or unionized workers who are opposed to or unsupportive of changes that top management wishes to implement."

According to Van der Westhuizen (2003),"resistance to change is a general response to propose change, but it does not get attention it deserves. It usually develops when renewal is implemented and an individual is compelled to change his/her existing behaviour actions and habits" .Pardo der Val, Manuela and Martinez, and Clara (n.d) indicated that the reasons for the failure of many change initiatives can be found in resistance to change. Again, resistance to change causes delays in the change process.

Furthermore, they indicated that resistance is any conduct that tries to keep the status quo, that is to say, resistance is equivalent to inertia. It totally opposes any impending option that may do away with the tried and the tested. Hijek (2011) indicated that resistance to change means that people are set in their ways and often don't want to modify their routine.

He further indicated that this resistance does not just occur when people who like their jobs are asked to make a change. But resistance comes from people who are chronically upset with their working conditions. For them, the known evil is preferable to the unknown.

Resistance to change is defined by Straker (2011) as the action taken by individuals or groups when they perceive that a change that is occurring is a threat to them. While Ravat (2008), defines resistance to change as the action taken by individuals and groups when they recognise that the change may threat their interests. She further indicated that resistance may be active or passive, overt or covert, individual or organised, aggressive or timid.

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2.9 THE EXTENT OF RESISTANCE TO CHANGE IN EDUCATION SYSTEM

According to Van der Westhuizen, (2003), and Toolpack Consulting (2007), resistance to new ideas was the most important factor experienced by the circuit managers and curriculum advisors when implementing new teaching programmes. They further indicated that the circuit manager experienced problems in implementing renewal particularly in two areas: the time allocated for implementation on, and educators and principals' resistance to new ideas.

Again, they said that facilitators of change indicated that the resistance to change had been the main reason that had prevented them from implementing change.

2.10 TYPES OF RESISTANCE TO CHANGE

Van der Westhuisen (2003), supported by Bovey and Hede (2001a), and Bovey and Hede (2001b), indicated the following types of resistance.

Resistance (passive and active resistance) thus comes to imply rebellion and opposition manifested in a variety of factors that may be found on the educational, managerial implementation or personal levels, and can usually be interpreted in terms of the principals' and educators' own interests .It therefore appears that change can be successful or problematic, depending on how it is dealt with and implemented (managed). Generally, resistance to change by an individual implies uncertainty about the future, his /her own future role and behaviour in a new situation. That is why (Van der Westhuizen 2003) says that resistance is a visible symptom of a problem and is not readily perceptible. Resistance to change, he says, is an individual's or group's cry of distress at being led in an unacceptable direction.

2.11 RESISTANCE TO CHANGE ON EDUCATIONAL REFORM

According to Wong and Cheung (2009), and Duke (2004), education reform focuses on issues related to the curricula, academic structure, assessment mechanisms at different stages and resource strategy of the entire education system in general. Again, they indicated that curriculum reform in particular aims to develop students' interests in

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learning communication skills, creativity and a sense of commitment in order to prepare them for lifelong learning. Furthermore, curriculum reform attempts to develop a new culture of learning and teaching by shifting from transmission of knowledge to learning how to learn, and thus make an impact on student learning, etc.

They further indicated that, the neglect of initiation and implementation issues will lead to resistance to change. Thus it has been a major cause of the failure of educational change. Again, if obstacles to initiation and implementation are not removed, instead of moving ahead from the implementation phase to the continuation phase, a change will suffer from:

- the failure to be used in the intended manner, and
- The rejection by the decision makers.

Furthermore, they indicated that failure will lead (impact) to the failure to develop learners nine generic skills including skills in collaboration, communication, creativity, critical thinking, information technology, numeracy, problem solving, self-management and study, which is the need of the curriculum. They also indicated that, the goals of the curriculum should be met through different academic structures (subject or learning areas) and through assessment strategies or techniques wherein learners should be assessed continuously using all forms of assessment e.g. summative assessment, formative assessment, baseline assessment etc. But the problem arises when educators and, school heads etc. resist using new assessment strategies.

Robbins and Coulter (2002) indicated that in the discipline of management, evaluation is an element controlling which comes after goals –settings, planning, organising and leading .According to Duke (2004) continuous systematic evaluation is a process necessary to assuring and demonstrating the quality of education. Again, it also determines whether the objectives have been achieved or not.

Negligent to apply all the education change or reforms will lead to resistance to change (Wong & Cheung (2009). If changes are not implemented properly or not well

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communicated, problems may arise (resistance to change), suggested by Encyclopedia of Management (2009).

2.12 TEACHERS ATTITUDE TOWARDS CHANGE

According to Southwest Educational Development Laboratory (n.d), teachers' attitude towards change means their basic attitude towards education. Furthermore, they indicated that a teacher's attitude towards change is dependent upon how change affects them personally, and the willingness to engage in the school improvement .This means that educators may resist changing because of their attitudes and emotions towards change.

They further indicated that people resist change because they lack skills and ability to carry out new plan .Again, they said in school improvement efforts, change leaders must take the time to help people in schools, particularly teachers, so that they should understand the importance of adopting a new program, attending in-service training and implementing a particular program .Because resistance to change hinders the development of school educationally in general.

2.12.1 Resistance.

Resistance is defined by Maltz (2008:7) as an "opposing or retarding force". Agocs (2010:46) defined resistance as a process of refusal by decision makers to be influenced or affected by the views, concerns or evidence presented to them by those who advocate change in established practices, routines, goals or norms within the organization. He further indicated that "resistance means an ethical and strategic position of active refusal to participate in one's own oppression or the oppression of others".

Ford, Ford and D'Amelio (2008) defined **resistance** as an irrational and dysfunctional reaction located over there in change recipients.

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Resistance is also defined by Waddell and Sohal (1998) as a "multifaceted phenomenon, which introduces unanticipated delays, costs and instabilities into the process of a strategic change "or" any conduct that serves to maintain the status quo in the face of pressure to alter the status quo: They also indicated that resistance is an expression of reservation which arises as a reaction to change where the employees stop, delay or alter change; resistance is also caused by the negative attitude toward change.

Elaborating more, Maurer (2001) depicts resistance as that sense of, "I don't like it" According to Waddel and Sohal (1998), resistance is a multifaceted phenomenon, which introduces unanticipated delays, costs and instabilities in to the process of a strategic change .Again; resistance is any conduct that serves to maintain the status quo in the face of pressure to alter the status quo. .Furthermore, resistance is an organisational setting; is an expression of reservation which normally arises as a response or reaction to change .Thus resistance is most commonly linked with negative employee attitudes or with counterproductive behaviours.
Ford, Ford, and Damelio (2008) defined resistance as an irrational and dysfunctional reaction located "over there "in change recipients.

Change

According to Ford, Ford and D'Amelio (2008) "change is a situation that interrupts normal patterns of organisation and calls for participants to enact new patterns, involving interplay of deliberate and emergent processes that can be highly ambiguous".

Change is defined as "a set of behavioural science based theories, values, strategies, and techniques aimed at the planned change of the organizational work setting. It is intended for the purpose of enhancing individual development and improving organisational members on the job behaviours (Weick & Quinn 1999). They also define change as a situated and grounded in continuing updates of work process, and continuous change as an idea that is a range of knowledge and skills that is altered but

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not a specific action, and the idea that a change is not just substitution but could also include strengthening existing skills".

Van der Westhuizen(2002) defines **change** as a "struggle between what is and what is desired; it affects all aspects of a person's life, bringing about alteration in both personal and employment sphere" Furthermore, in educational management's context, change means, for instance that school principals are exposed to new regulations and controls, growth, increasing competition, technological developments and changes in legislations where in procedure, redefine priorities and redeploy resources; and it also requires thorough strategic planning in order to reach prescribed goals. He further indicates that change can be defined as a planned, systematic process that takes time to become fruitful, is a highly personal experience and is affected by individuals Mahfuza(2013), and Encylopedia of Management (2011), define change as making a material difference in something compared to an earlier state, transforming or converting something, or simply becoming different .While Thompson (2013) defines change as the process of transforming the manner in which an individual or organisation acts from one set of behaviour to another, it may be implemented in a random manner.

2.13 THE POSSIBLE CAUSES OR REASONS THAT MAY CONTRIBUTE TO RESISTANCE TO CHANGE

Pardo de Val, Manuela, Martinez and Clara (2009) indicated that the reasons or causes for the failure of many change initiatives can be found in resistance to change. They further indicated that costs and delays into the change process are introduced by resistance to change.

According to Pardo de Val and CMC Media (2009) supported by Van der Westhizen (2002) the following are the possible causes that may contribute to resistance to change, namely: (a) Deep-rooted values, meaning that the primary school principals resist changing because they are used to their autocratic style of management than democratic style of management. (b) Refusal to accept any information that is not

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expected or desired. Perpetuation of ideas meaning that the principal may deny or resist to change because he had the tendency to go on with the present thoughts although the situation has changed (d) communication barriers, this causes the misinterpretation of information. (e) Low motivation for change from top management. (f) Past failure, which causes the negative self-image for future changes. (g) Lack of clear commitment of top management to changes. (h) Lack of creative response, which means to be unable to search for appropriate change strategies that should be used in the change process. (i) Reactive mind-set which means the tendency to believe that the obstacles will remain unchangeable. (j) Forgetfulness of the social dimension of changes. (k) Leadership inaction, this happens when leaders are afraid of uncertainty, sometimes for fear of changing the status (l) Loss of job security. (m) Lack of faith in their ability to learn new skills. (n) Belief that fellow employees are incompetent (example. he is the only one who is competent). (o) Loss of control and authority. (P) Fear of status and social standing, fear of unknown and loss of powers.

The information from the United States Department of Transportation, Federal Transit Administration (n.d 2p) indicated the following possible reasons or causes that contribute to the resistance to change. Namely:

a) age – meaning that the old age principals may resist changing than the younger principals because old age principals are very much used to their old style of management (autocratic style).
b) Sex or gender – male principals may resist changing more than female educators, because the male educators just feel that they are the only head of the schools as it is in their families.
c) Experience – this means that the principals who have many years in management may feel that it is their only duty to run and manage the school than those who have only few years in management, that contributes to resistance to change.
d) The degree of autonomy, meaning that the principals resist to change because they are not autonomous, they are unable to process and maintain change themselves no matter to what extent they can get motivation. (e) The degree of centralisation – which means the person who has centralised his authority, who does not delegate

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nor empower other employees at work, becomes very much used to that centralisation than decentralisation, this may contribute to resistance to change. (f) Reward system people who are rewarded may feel motivated in the change process than those who are not.

According to Van Rhyn (2014) supported by Motshekga (2009), the change process is being delayed by the principals who have not been adequately equipped for the task to lead change at their schools. Principals have one important jobs to do in South Africa and yet they are simply not equipped or supported for this task. Change is also delayed by the overload of work to be done by both teachers and principals'

According to Maltz (2008) the following factors may contribute to resistance to change namely:

a) Position/status = the person may resist changing because of fear of loss of his status or position.
b) Responsibility = the person may resist to change because of fear to lose his responsibility or authority. This fear of loss may disable one's ability to be fully dedicated to any change. He further indicated that the following words that describe people's discomfort in the change process may also cause resistance to change. Namely anger, self-doubts, helplessness, lack of motivation, uneasiness, anxiety, fear, distrust, vulnerability.

Consentingly Fullan and Stiegelbauer (1991), Syque (2007), Prosci (2005), Bolognese (2002), and the Information from the United States Department of Transportation Federal Transit Administration (p2) indicated the following possible reasons or causes that may contribute to the resistance to change. Namely:

a) When the reason for change is unclear to the employees.
b) When the communication about the change has not been sufficient e.g. training of employees, workshops, seminars et cetera).
c) When the benefits and rewards for making the change are not seen as adequate for the trouble involved.

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d) When there is nothing to attract the person forward. e.g. Promotion.
e) When there is the fear of failure. example Failure because of lack of knowledge or skills for performing such a task).
f) When the present situation seems satisfactory. example. People may resist changing because they are enjoying the way they are working.
g) When there is a lack of respect and trust in the change initiator. When the change threatens jobs, powers or status in the organisation (example. leaders who enjoy being the ruler and the commander of the organisation rather than involving employees in decision-making).

Providing a different argument, Kotter and Schesinger (1979) and Schuller (2003) sees the following as possible reasons that may contribute to resistance to change. Namely:

a) When the risk to change is seen as greater than the risk of standing still, (example: Leaders being afraid of their leadership to be taken by the junior employees).
b) When people feel connected to other people who are identified with the old way, (example: other leaders who behave in an olden way).
c) When people have no role models for the new activity, (example. when there is lack of supervisors).
d) When people fear that they lack the competence to change, (example. lack of knowledge and skills).
e) When people feel that the proposed change threatens their parochial (having a narrow outlook or scope) self-interest, (example. some people are more concerned with the effect of their own interest rather than considering the effects for the success of the organization).
f) When there is misunderstanding (example: when leaders misunderstand the facilitators of change, may be because there is a lack of relationship between the employees and the facilitators).
g) When there is an intolerance of change, for example, some people feel secured and have stability in their work; they enjoy working in the same style).
h) When there is a different assessment of the situation (e.g. when some people disagree with the reasons to change).

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According to Steyn (n.d) the cause of resistance to change may be the lack of legitimacy created by apartheid policies during the previous dispensation, because the apartheid school system was characterised by inequality, racially, regionally, and in terms of gender. For example, women were not involved in decision making and solving the problems, only leaders were used to make decision, management was so called "top-down" management system, where educators were at the receiving end, this led to poor management and a collapse of teaching and learning in the majority of schools. He further indicated that principals resist changing because they lack the skills and knowledge necessary to practice facilitative leadership.

According to Theron and Van der Westhuizen (1996) the following factors may contribute to change resistance:

a) Frustration, moodiness, continual tension. This means that principals may be frustrated by the demands made on them by renewal and change. They also become moody or have negative attitude about change. Continual tension may also cause a problem that influences resistance to change, because you may find that people are forced to change to the required style of management and governance. The change places enormous pressure on personnel.

According to Van der Westhuizen and Theron (1996) resistance to change may be caused by the following factors:

a) Principals see the change as a threat to their social role or relationship; this means that principals just think that their role as principals will be limited and they become under minded by their co-workers (e.g. teachers, parents, learners etc.).
b) Furthermore, psychological factors such as lack of self-interest to change process, poor self-confidence towards change, lack of intrinsic interest towards change, negative attitudes towards change, and self-doubts may also cause resistance.
c) Again there are internal factors that cause resistance to change such as: Fear that change will cause loss in job security. Loss of established customs which provide security. Fear of the unknown and the conception that change will not lead to

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improvement. A disruption of the status quo (existing practices), which presently provides satisfaction. Fear that change will not succeed and wrong timing for the implementation of change.

d) There are external factors that may also cause resistance to change, namely: Increased work pressure, an irreconcilability of cultural characteristics with the proposed change. The lack of resources to facilitate change. Insufficient evaluation of the progress of the change, and the lack of ethics to experiment at a school. The loss of established customs which provide security. The absence of a need to change. Again lack of creative power and lack of courage to take risks. An inability to handle uncertainty during the change process and a low tolerance for change. Furthermore, principals who do not understand the aims or purpose of the change and have lack of positive climate for change. Unclear role definitions and previous experience that reveal no need for change and application of the wrong strategy for change, poor performance motivation (e.g. reward) and lack of support from the management team of the school during the change process may also cause resistance. Again the absence of participative decision making, high level of organizational conflict, authoritarian leadership and insufficient communication between the change facilitators and the principals may cause resistance.

According to Leithwood and Montgomery (2010), the possible causes of resistance are as follow: Lack of knowledge, skills, and motivation, or lack of specific knowledge about the change process. Agocs (2010) indicated the following causes for resistance to change, namely:

a) Lack of resources, lack of enforcement of the new policy, failure to set standards, objectives or time lines against which progress can be assessed, lack of delegation of authority and responsibility to the resisters in the implementation of change.

Ford, Ford and D'Amelio (2008) and Strebel, (1996) indicated that the cause of resistance may be the result of perceived injustice and broken agreements, failing to repair damaged relationships and restore trust. Furthermore, communication breakdown (such as failing to legitimize change, misrepresenting its chances of

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success, and failing to all people to action) may also cause resistance. Lack of leaders' support, weak supporting justification and inability to refute arguments that challenge their prevailing beliefs may be the cause of resistance. Again lack of conversational skills, broken agreements and the violation of trust, misrepresentation and lack of trust may cause resistance. Resistance may also be caused by lack of conversational skills or failure to use appropriate mix of conversation with resisters and inability to present the change process to them.

According to Ford, Ford and McNamara (2010), causes for resistance to change are as follows, namely:

a) When the change threatens the status quo.
b) Increase of fear and anxiety of real or imagined consequences.
c) Threats to personal security.
d) Lack of confidence in an ability to perform, and
e) When the change threatens the way people make sense of the world, calling into question their values and rationality, and prompting some of self-justification or defensive reasoning. They further said that resistance may also occur when people distrust or have past resentments towards those leaders of change. And when resisters have different understanding or assessments of situation or are protecting established social relations that are perceived to be threatened.
f) Again when there are misunderstandings about the change, or individual attributes that are in the way of the change. Furthermore, lack of motivation and unwillingness to participate in a change process may also cause resistance.

Again they indicate that people may resist changing because they appear to be deaf to proposals for change and be unable to hear or respond as they avoid dealing with those areas in which they believe themselves that they are powerless. Lack of participation and attention to proposal for change also cause resistance.

Resistance to change may also be caused by the following, namely:

a) Lack of involvement by change leaders. Lack of training, poor participation by recipients or resisters of change, and personal fear. When principals perceive change as a risk. Personal lack of trust, poor improvement of understanding about

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change, continuous failure or fear of failure may cause resistance. Again resistance may be caused by inability to increase involvements also for people who are operating in complacent (Ford, Ford & McNamara, 2010). Resistance to change may be caused by lack of participative skills by resisters, and lack of self-discipline (Bovey & Hede, 2001a).

Passive neutrality towards change, fear of failure, feeling depressed and miserable when frustrated, and blaming others (change leaders) also cause resistance to change (Bovey & Hede, 2001b). They further indicated that lack of personal confidence and feeling discomfort toward change may cause resistance. Again anger resistance and frustration, poor self-discipline, inability to change their own emotion or behaviour towards change also cause resistance to change.

Resistance to change is influenced by many things; Oreg (2003) indicated the following causes for resistance to change, namely:

a) Negative attitude towards change,
b) When the change is consonant with resisters, interest,
c) poor self-discipline,
d) negative self-image,
e) lack of self-efficacy,
f) poor self-esteem, and
g) Unwillingness to accept change at work.

They further indicated the following causes for resistance to change: Namely:

a) Reluctance to lose control: Which means employees may resist changes because they feel that control over their life situation is taken away from them with changes that are imposed on them rather than being self-initiated.
b) Cognitive rigidity: This shows the degree on how the employees respond to the change process, it also indicates the unwillingness and is unable to adjust themselves to new situations.

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c) Lack of psychological resilience. This means that employees should have the ability to cope with change or recover quickly on a change process and be willing to participate in change, if they don't they will continue to resist change.

d) Intolerance to the adjustment period involved in change. This means that employees may resist changing because of their unwillingness or reluctance to undergo the required adjustment period, and inability to adjust to new situations, new tasks requires learning and adjustment.

e) Preference for low levels of stimulation and novelty. This means that people who prefer lower levels of stimulation may resist change, because for change to be effective there should be an increase in stimulation.

f) Reluctance to give up old habits: Unwillingness to give up old habits cause resistance to change, because employees will not be interested to throw always their habits and learn new ones.

- According to Hargreaves and Fink(2008), poor participative skills, poor self-evaluation in management style, unwillingness to work as a team and lack of cooperative problem solving skills influence resistance to change. These also make a person or school managers to keep on working as the only source of information without involving other co-workers and different educational stakeholders. Weick and Quinn (1999) indicated the lack of interest and delay tactics in the change process as the cause for resistance to change. Resistance to change in styles of management may also cause by the employee's negative attitudes towards change (Waddell & Sohal, 1998).

They further indicated the following causes of resistance to change, namely:

a) Rational factors. This creates doubt to employee's mind if the management outcomes of the proposed change differ with the outcomes of the employees.

b) Non-rational factors. This means that resisters may not wish to move officers, but prefer to work near a particular friend; this may also cause resistance to change.

c) Political factors. This influences resistance to change through favoritism or a point of scoring against those initiating the change effort.

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d) Management factors. Ineffective or inappropriate management styles also cause resistance to change. Fear of unknown like the outcome that change can cause lack of team work, lack of teamwork, and empowerment to the workers and lack of resources for change process may also cause resistance.

Resistance to change can be caused by poor communication, by lack of support from change initiators as well as poor participation by change resisters; job satisfaction, (when the employee feels satisfied with the way he is working) and negative attitude towards change (Schalk, Campbell, & Freese 1998). They further indicated that lack of information from the supervisor or fellow workers, lack of workshops about change can cause resistance to change. Again lack of involvement in a change process, and negative attitude towards change may cause resistance.

According to Cooke (2009), the following may cause resistance to change, namely:

a) Lack of valid reasons about change
b) Poor previous implementation of change.
c) Poor support from change initiators
d) Lack of clear path between their current state and the new position
e) Lack of necessary skills to be successful in the new order
f) Lack of clear and credible role models of the new behaviours
g) Poor listening and communication skills of change initiators
h) Poor understanding and protection of employees,
i) fear about change by change initiators
j) Lack of change on leaders' empathetic skills
k) poor communication and ineffective planning
l) Fear of unknown ,and
m) Lack of praises and rewards to employees.

Resistance to change is caused by many factors; Senn (n.d) indicated the following cause of resistance to change, namely:

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a) Loss of control

In a change process people may feel in control of it or not; poor participation in decisions-making makes people to feel that they have lost control in a change process, and then they resist change.

b) Excess uncertainty

In this step, change seems dangerous because they don't know where the next step is going to take them, then they resist change because of fear of unknown, here resistance is also caused by lack of faith from resisters and poor commitment by change leader or initiators.

c) Surprise, surprise

When change leaders shock people by their decisions or requests about change without groundwork or preparation, and inability to give people an advance notice, a warning and a chance to adjust their thinking, cause resistance to change.

d) The "difference" effect

When employees feel uncomfortable because of great number of differences required by the change, it makes them feel self-conscious, and also think about behaviour which they used to take for granted, this also causes resistance.

e) Loss of face

Employees may be embarrassed because of previous failure, they also feel embarrassed in front of their peers, and no one may enjoy losing face in front of whispers, these feelings may cause resistance to change.

f) Concerns about future competence

Employees may resist changing because of personal concerns about their future ability to be effective after the change. They may feel that they can't do it. They may also think that they don't have the necessary or relevant skills and knowledge to operate in a new way. This means that insufficient training, motivation, and support from change managers may make people think about the future ability to be effective after the change, this also causes self-doubts to employees, and then they resist change. In

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addition to training, change leaders should allow the employees (principals) to practice the new skills or actions without feeling that they are being judged to avoid the feeling of embarrassment and stupid and to look foolish to their colleagues and peers.

h) Ripple effects

This means that inflexibility of the introduction of change may cause resistance to change. Leaders, who are not sensitive to the ripples that change causes, may not be able to introduce the change with flexibility. They cannot help people to get on board nor make them feel committed to the change process; therefore this may cause resistance to change.

i) More work

This means that overloaded work about change leads to resistance to change because change requires more energy, more time and greater mental preoccupation. Again lack of support and/or rewards from change initiators may cause resistance to change. Therefore, change managers or leaders should reward the employees who are working harder, and to recognise the extra effort of employees and support or comfort them according to their needs.

j) Past resentments

This means that confrontations and unresolved grievances from the past hamper the change effort, lack of listening to past resentments and repairing of past rifts may cause resistance to change.

k) Sometimes the threat is real

This means that employees may have fear to lose status, clout or comfort because of change. Therefore, leaders should avoid pretense and false promises. Change can be a threat to employees because they may lose their own routines, comforts and traditions that were important to them. This shows us that the threat posed by change is real one, it creates winners and losers. So it is the responsibility of the change leaders to analyse the sources of resistance to change so that they may be able to manage change smoothly and effectively.

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Again he further indicated the following as causes of resistance to change:

a) Decisions that are made at the top without the involvement of lower level function
b) Inability to foster the skills needed to make the new organisation work,
c) Lack or poor participation, collaboration and information sharing
d) Lack of well-developed understanding of information required,
e) Poor formation of planning teams towards new challenges, and
f) Lack of desire to learn new skills by change resisters.

According to Strebel (1996), resistance to change in styles of management caused by communication breakdown where there is lack of communication or conversation between the change initiators and the employees, poor involvement of employees in decision-making, conflict resolutions, and sharing of information, distrustful of management, and frustration by employees and change leaders.

Bolognese (2002) indicated that employees resist changing because they need to learn new things after a change.

They also fear the unknown future about their inability to adapt to it. They also fear to learn something new and they have fear of failure. Furthermore, inability to make the transition during the change process, fear that employee may not be able to develop new skills and behaviours that are required to a new work setting, may also cause principals to resist change. Prosci (2006b) indicated the following reasons or causes for resistance to change namely: loss of power and control and when employees are overloaded by current responsibilities and lack of awareness of change need.

According to Prosci (2007a) people resist to change because they want to stay where they are at present, saying that their needs are met already there and they have invested heavily to be where they are at present. Again, employees have lack of trust to those who are asking them to change, then they also ignore the change, they stop or

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obstruct the change. There are some reasons for resistance to change indicated by Van der Westhuizen (2002), namely:

a) principals have inadequate knowledge and information about the proposed changes
b) principals have not all had identical professional training
c) they have not been exposed to in-service training relevant to the proposed changes
d) they do not grant staff the opportunity to participate in and influence the planning of the changes
e) They fail to recognise the autonomy of staff and inadequate leadership.

Reasons or causes for resistance to change are summarised below according to Van der Westhuizen (2002: 222-223).

-Loss of the familiar and reliable

As soon as there is deviation from the familiar situation or existing practices are discontinued, a feeling of insecurity is experienced that could give rise to resistance to change.

-The loss of personal choice and values

Principals usually protect their own interests because in essence, humans are self-centred beings.

-Possible loss of authority

Change can affect an individual's position of authority. Unwillingness to surrender the status quo is usually a manifestation of an individual's fear of losing his/her existing status and prestige.

-Not understanding the reasons for change

Insufficient information or misunderstanding are often the cause of not being able (or not wanting) to see or hear explanations about the significance of change.

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-Meaningless change

Principals do not consider meaningless change, a change should be meaningful.

-Fear of change

Principals have a limited ability to change, often because they feel threatened. Principals may feel that they have developed a stake in the status quo and then view change as a vote of no confidence in their work.

-Competition

Principals are usually unwilling to accept another individual's ideas in place of their own..

-A low tolerance for change

Principals often do understand the necessity for change, but are emotionally unequipped to assimilate or implement change.

-Various (mistaken) perceptions in respect of change

Principals may argue that their work is not good enough and that their promotion or post could be in jeopardy (danger of loss).

Non-involvement

Individuals may not be in the planning of change but being involved in change. All interested parties should be involved in the planning and implementation of change.

Pressure

Too much pressure at work may cause resistance to change because new documents and regulations must be compiled.

Habit and dependence

Individuals are often familiar and dependent to their habit in such a way that they tend to act the way they always acted instead of changing or accepting change.

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Inadequate feedback

Poor determination of the relationship between the actual and the planned objective of change may be caused by lack of effective evaluation methods and that also may cause resistance to change.

Lack of skills

People lack the necessary skills to handle both resistance and change, but the nature of the change may also cause resistance to change.

Infrastructural support and communication

Lack of formal support for the implementation of change, and if the necessary communication channels and means are blocked, insufficient or one way, may also cause resistance to change.

2.13.1 Behavioural resistance to change

Behavioural reaction to change manifests how employees or manager perceive a change, and this affects a change process. A lesson 38, on behavioural resistance shows that people show four basic identifiable reactions to change: disengagement, dis-identification, disenchantment and disorientation, (no author, date nor pages).

2.13.1.1 Disengagement

This is psychological withdrawal from change. The employee may appear to lose initiative and interest in the job, employees who disengage may fear the change but take on the approach of doing nothing and simply hoping for the best. Disengaged employees are physically present but mentally absent. They lack drive and commitment and they simply comply without real psychological investment in their work. Typical dis-engagement statements include “no problem” or “this won’t affect me”. Disengagement hinders the required change to occur.

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2.13.1.2 Dis-identification

This is another reaction to change. Individuals reacting in this way feel that their identity has been threatened by the change and they feel very vulnerable. Many times they cling to a past procedure because they had a sense of mastery over it, and it gave them a sense of security. "My job is completely changed" and "I used to...." Are verbal indications of dis-identification? They may be involved in the change but establish a feeling of ownership in the process. When employees are allowed to participate, they are more committed to the change.

2.13.1.3 Disenchantment

Disenchantment is also a common reaction to change. It is a usually expressed as negativity or anger. Disenchanted employees realise that the past is gone, and they are mad about it. They may try to enlist the support of other employees by forming coalitions. Destructive behaviours like sabotage and backstabbing may result. Typical verbal signs of disenchantment are "this will never work" and "I 'm getting out of this company as soon as I can". The anger of a disenchanted person may be directly expressed in organisational cultures where it is permissible to do so. This behaviour tends to get the issues out in the open. More often, however, cultures view the expression of emotion at work as improper and like unethical. In these cultures, the anger is suppressed and emerges in more passive aggressive ways, such as bad mouthing and starting rumors. One of the particular dangers of enchantment is that it is quite contagious in the workplace.

2.13.1.4 Disorientation

A final reaction is disorientation. Disoriented employees are lost and confused and often they are unsure of their feelings. They waste energy trying to figure out what to do instead of how to do things. Disoriented individuals ask a lot of questions and become very detail oriented. They may appear to need a good deal of guidance and may leave their work undone until all of their questions have been answered. "Analysis paralysis" is characteristic of the company and they may want to analyze the change to death before

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acting on it. Disoriented employees may ask questions like "now what do I do?" or "what do I do first?" Al the above reactions prevent the change to the place.

Furthermore, lesson 38 also mentioned the following sources of resistance to change: Habit, security, economic factors, and fear of the unknown and selective information processing.

- **Habit**

Habit is a tendency to respond in our accustomed ways and this becomes a source of resistance e.g. a tendency to use autocratic style of management.

- **Security**

People with a high need for security are likely to resist change because it threatens their feelings of safety.

- **Economic factors**

Another source of individual resistance is concern that changes will lower one's income. Changes in job tasks or established work routines also can arouse economic fears if people are concerned that they won't be able to perform the new tasks routines to their previous standards, especially when pay is closely tied to productivity.

- **Fear of the unknown**

Changes substitute ambiguity and uncertainty for the known. The transition from high school to college is typically such an experience.

- **Selective information processing**

Individuals shape their world through their perceptions. Once they have created this world, it resists change, so individuals are guilty of selectively processing information in order to keep their perceptions intact, for example, they can say "we hear what we want to hear"". We ignore information that challenges the world we have created'.

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Furthermore, the lesson 38 indicated that any redeployment of decision making authority can threaten long established power dealings within the organization. The introduction of participative decision making or self-managed work teams is the kind of change that often seen as threatening by supervisors or change facilitator.

2.13.2 Psychological resistance to change

Psychological resistance to change has its roots in the personality of the principals. There are five psychological reasons for resistance to change (Van der Westhuizen, 2002).

People's perception of the status quo

This means that a perception of the results of change is the first reason for resistance to change. This includes the person's inability to realise that his present leadership practices or methods are ineffectual. Again principals may be unwilling to recognise the problems and the practices that make changes and new methods necessary. Furthermore, resistance may also occur when unsatisfactory (and often outdated) practices are accepted by the principals, but not by the existing or newly prescribed system of authority, that is why the consequence of change needs to be explained to the principal in order to avoid resistance to change.

Homeostasis

This is another psychological reason for resistance to change. Homeostasis is when people have tendency to try and maintain a balance at all times. According to South African concise oxford dictionary (2002: 553), homeostasis is the maintenance of a stable equilibrium, especially through physiological process.

The principal's natural need to be acceptable to others

This means that a fear of unacceptability or of no longer being popular with colleagues may develop if the change does take place.

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Personality factors

Personality factors such as being dogmatic in thought and action and display a lack of curiosity or motivation for further studies or professional development and such people are limited in their critical evaluation of existing practices they also lack creativity.

Familiar environment and change

Principals generally prefer a familiar environment with little interferences and change. The familiar environments, practices or habits usually provide trust and security, whereas, change may contribute to a lack of self-confidence. This may delay a change process, because it implies something new and different, and it may also be seen as a threat to them (principals). Principals usually lack the self-confidence to attempt to master innovations and mistrust new practices.

Furthermore, Van der Westhuizen (2002) indicated the following psychological reasons or causes for resistance change according to their rank order, which are the most important with regard to resistance to change:

- Fear that change will cause the loss of job security
- Fear of breaking habits that provide security
- Fear of intensification of job stress
- Fear of the unknown
- Change is not regarded as an improvement
- Disruption of the status quo
- Belief that change will not succeed
- Belief that there is no need to change
- Reluctance to take risks
- Inability to manage uncertainty during the process of change

Again in his survey he found that the following factors played little or no role in creating resistance to change:

- Lack of support from the circuit manager/higher authority
- Poor handling of resistance

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- Absence of participative decision-making
- Level of conflict in the school
- Authoritative leadership
- Poor communication
- Lack of faith in the circuit manager or higher authority
- Use of change strategy

2.14.2 Contributors of resistance to change

There are some factors that contribute to the resistance change of the principals. These factors include the parents, learners, and overemphasis of rights.

2.14.2.1 Parents

Some parents are too relaxed when it comes to their participation at school activities e.g. parents' meeting, being members of SGB etc. They don't even involve themselves in their children's school work. Parents themselves may foster resistance to change to principals in their styles of management.

According to Maynard and Hawley (1997) parents who lack personal experience of education beyond basic skills often fail to see its importance for their children. Further, they may feel intimidated by school procedures and expectations. Again lack of intrinsic interest when it comes to participation or collaboration in school activities is a great challenges to school principals.

Therefore, principal end up not knowing how they should practice democratic leadership. Then they resist the change that is forced by the government or employer. Again democratic leadership needs dedicated parents who provide direct and indirect support. Furthermore, for a change to be successful, parents should have self-confidence; increase parents-teacher interactions and parent- child interactions and strengthen the relationship between school personnel and their families. Again, principals should also learn to do home visits to facilitate home-base communication.

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There should be a community-based learning summer enrichment programs for both parents and children and allow the community to use school facilities for its activities.

2.14.2.2 Slow learners

Learners are the cause for the resistance to change in style of management especially slow learners of primary school. They may be willing to cooperate or collaborate in some managerial activities or mere school activities but because of their age and disability they fail.

Slow learners may fail to participate in school activities because they cannot do complex problems and that they work very slowly. They don't easily master skills that are academic in nature as well as the managerial skill. They have short attention span and poor concentration skills (Haskvitz, 2008). Again, slow learners initially want to learn and collaborate, but have problems with the process. They also create problem to principals or teachers through non-cooperation. So participative leadership to those slow learners is like to take the camel and force it to pass through the needle's hole. Therefore, primary schools are unable to practice democratic leadership on the side of slow learners.

2.14.2.3 Overemphasis of rights

It is true that democracy is about the rights of people, but there are some limitations that need to be considered when you are under the leadership of another person. Principals are experiencing challenges when they allow people (teachers, parents, learners et cetera) to discuss the needs or issue concerning the school.

People just talk the way they like, quoting section 16 of SA Constitution Act no. 108 of 1996, "freedom of expression" that indicates that everyone has the right to freedom of expression, which includes freedom to receive or impact information or ideas". They even say abusive words to the principal which leads the principal to decide not to

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involve them anymore in the decision-making process. Therefore, the principal may remain in that old autocratic style or management (Rossouw & Oosthuizen, 2005: 21).

Overemphasis of rights makes people to forget the limitation of rights. South African Constitution Act no. 108 of 1996 "Bill of rights" section 36, subsection (1) (a-e) indicated that, the right in the Bill of Rights may be limited only in terms of law of general application to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, taking into account all relevant factors including:

- The nature of the right
- The importance of the purpose of the limitation
- The nature and extent of the limitation
- The relation between the limitation and its purpose and
- Less restrictive means to achieve the purpose (Rossouw and Oosthuizen, 2005). Section 36 is restricting educators, parents, learners and SGB members to avoid hurting principal in words and to avoid no-cooperation at school. Everybody at workplace including the leader should be free. If people don't respect their leader, it will cause the principal to be rigid and stable in his old style of management.

2.15 THE POSSIBLE GUIDELINES THAT MAY CONTRIBUTE TO MINIMISE AND MANAGE RESISTANCE TO CHANGE

To find out the possible contributing factors that may help to minimise resistance to change is a very much complex task.

Some researchers suggested factors that may contribute in the management and minimising resistance to change.

Van der Westhuizen (2004) Indicated that organisational renewal (change) should be regarded by educators and school heads as a particular task in which they should strive to achieve supportive relationships, joint decision –making ,security ,high performance objectives and recognition .Again, organisational renewal always implies an ongoing

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climate or renewal . Furthermore, facilitators of change should first orientate and motivate themselves thoroughly particularly with regard to the intended change.

Again, during the phase prior to implementation ,the intended change should be carefully and systematically planned so that implementation should take place as a smoothly and affectively as possible .Furthermore ,during this phase ,a local innovation policy should be developed to provide broad guide lines within which to operate .Again, during the implementation phase the programme for change should be set in motion by means of day-to-day facilitation activities .This should be continuous and strengthened by constant consultation and support of those concerned.

According to Wong and Cheung(2009), and Weston and Bain (2009) to manage change effectively ,change facilitators should know that change is a process instead of an outcome and effective management of the process is essential ,for the success of any change initiated .

Furthermore, change facilitators should also know that the neglect of initiation and implementation issues will lead to resistance to change .And thus it has been a major cause of the failure of educational changes. Again, failure to remove all the obstacles to initiation and implementation will lead to the failure of change to be used in the intended manner, and the rejection thereof by the decision-makers. They further indicated that, people will want to change if they understand the reasons for the change .Again, facilitators of change should be able to create conditions that prepares for change.

Pardo del val, Manuela and Martinez, Clara (n.d) indicated that, managers of change should try by all means to reduce resistance caused by deep-rooted values.
They should also consider how much organisational culture fits with change objectives and what could be done to improve such fit before the change process starts .Again, cultural consideration would help to bring employees and management interests closer and to avoid organisational silence.

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According to Motshekga (2009), there should be in-service training. All the principals, Head of Department, District, and Provincial Staff should be trained in the curriculum and content, and assessment requirements. This may help to minimize resistance to change.

According to South West Educational Development Laboratory (n.d) , Prosci (2006a) ,and Elsevier (2010),change facilitators should know that training would be a good tool to surpass communication difficulties and thus avoid resistance caused by communication barriers as well as help to reduce the gap between the present situation and the capabilities required for the change process .While Scharttz (2001) ,indicated that ,the ongoing professional development to help teachers master new curricula , teaching and assessment strategies is required .

Law (1997) said that change facilitators should know that, to be fully effective, teacher development strategies require a supportive climate and professionally –oriented culture, this will help educators to understand the principles of educational reform and management. According to North Central Regional Education Laboratory (1995), managing educational change or school change and improvement is one of the most complex tasks of school leadership. Therefore school leaders need to understand the change process in order to lead, manage change and improvement efforts effectively.

Hajek (2011) indicated the following guidelines to minimize resistance to change:

- Change facilitators should know their employees and understand what makes them tick.
- Change facilitators should also think about the desired results .This means that change leaders must consider what positive results look like, but they must be realistic .Again, they must be able to identify and address areas where the change will drive resistance.
- They should create win-win situation, when making a change, change leaders should think about how it will be good for their team as well as the company

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(education system).Furthermore, change leader should start by listening to what the team is complaining about to each other.

Because employees tend to be far more open when talking to their bosses. These may help the change leaders to minimize resistance to change.

Encyclopedia of Management (2009) and Mahfuza (2013) indicated the following steps that need to be followed to minimize resistance to change, namely:

Involving key people, developing a plan, supporting a plan, and communicating often.

- The first step "involving key people "means that change facilitators should involve upper level management and other executives whose processes and employees will be affected by the change.
- After key personnel have been identified and properly involved ,the second step in implementing change is to develop a plan for effective transformation .The plan should indicate the responsibilities of the key people involved and also lay out the short –term and long –term objectives for the changes .
- The third step in implementing change is to support the plan, meaning that management should follow through on the plan it created .This will help the employees to adapt to the change. Again, change facilitator must support employees by training, reward system, or hiring the expert on change process.

-The final step in successful change implementing should occur throughout the change process .Change facilitators should communicate with the employees about what is occurring, why the changes are being made, and how they will develop. This communication can be used to calm employees and encourage their continued support .They should also support the employees or having an open -door management policy to facilitate change more successfully.

According to Thompson(2013) supported the Encyclopedia of management(2009), to implement change effectively ,change leaders should have a good reason for change

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,involve people ,put a respected person in charge ,of the change e.g. senior leader ,providing training in new values ,skills and behaviour, acknowledge and support the employees .

Thompson (2013) proposes eight steps to implement change effectively, namely:

- Step one –Change facilitator should identify the problems and major opportunities.
- Step two – they should make a team of people with sufficient power to lead the change.
- Step three – They should develop a vision and a strategy to direct the change effort.
- Step four –They should also communicate the vision of the change to all the employees and subordinates leaders.
- Step five - Change facilitators should encourage risk taking, and generating new ideas.
- Step six –They should generate short –term wins and recognize the people who make the wins reality.
- Step seven –They should also reconsolidate gains and produce more change by hiring, promoting, and further developing agents in the organisation.
- Step eight – They should create more value for the customer and employees alike.

Thompson (2013) further indicated that training of change facilitators should also be made to show them how to apply change management principles in order to establish a positive change culture.

- Kotter and Schlesinger (1979) and Syque (2007 b) indicated the following factors that may contribute to manage resistance namely:

Education and communication

This means that the educational leaders or managers must have good communication skills to communicate with their co-workers. Managers or facilitators of change should inform and educate people about change effort beforehand. Education and

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communication help the employees to see the logic in the change effort. This reduces the incorrect information concerning the effects of change in the organization.

They further suggested that the **participation and involvement** of the employees may help in managing resistance to change. This means that the educational leaders (e.g. Circuit managers, facilitators of change etc.) must involve employees in a change process. When employees are involved the change effort they are more likely to want change rather than resist it. This motivates the employees not to resist in a change process.

Facilitation and Support

These authors have further suggested that may be management support by educational leaders or facilitators may help to deal with their fear to change and anxiety during a transition period. There should be a special training and counseling outside normal office premises.

Again, in order to facilitate a smooth transition from old to new, organizations must be competent in effective change management, the process of change management consists of getting of those involved and affected to accept the introduced changes as well as manage any resistance to them.

They further indicated that negotiation and agreement may help during the change process. This means that facilitators of change and employees should discuss about the vision goal or the objectives of a change process, people who are resisting changing can be offered incentives to leave the company through early buy outs or through retirements. This will be done to those employees who continue to resist change.

Manipulation and co-option

This deals with the involvement of the selected leaders of the people who are resisting change to participate in the change effort. These leaders who resist change can be given a symbolic role in decision-making without threatening the change effort. This

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may help these leaders to push resistance even further than if they were never included in the change effort leadership.

Another contributing factor is the explicit and implicit coercion. Explicit and implicit coercion is used as a last resort. Managers force employees into accepting change. Here employees are made clear that resistance to change can lead to job losses, dismissals, employees' transfers, or not promoting employees etc.

According to the following authors, Bolognese (2000), Fullan and Miles (1992), Prosci (2006a), Prosci (2006.b.) and Fullan and Stiegerbauer (1991), the following factors may assist in managing resistance to change:

- The educational leaders or facilitators of change process should know that every employee is unique. Their reasons for resistance to change may differ. They further suggest that organizational leaders or managers should have a clear vision & mission or the objectives and the series of tasks lay out well in advance during the change process.

To manage resistance to change effectively, change leaders should avoid the following. Namely:

a) They shouldn't try to do everything themselves, you should involvement them in the change process.
b) Don't use threats and aggressive language when talking to resistors of change; this may cause delays in change process.
c) Listen to people (resistors) effectively, doesn't ignore them.
d) Don't avoid talking to individual people, because some people can listen well-being individually.
e) Change leaders should always visit the various teams affected.
f) Don't ignore those who resist nor keep your fingers crossed, they will give up, don't tell people about your plans and then you ignore the plans; this will discourage people in change process.

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g) Change leaders should always test the resistors to find out if whether they have understood what you have said.

h) Change leaders shouldn't lose faith themselves in the change process, they shouldn't be vague about what the change will be, nor to collude with the other person

i) Change facilitators shouldn't publicly and aggressively punish those who object, nor to shout down anyone who disagrees. They should also change the reward systems to align with the change.

To manage resistance to change Syque (2007g) indicated the possible factors that may contribute to manage resistance to change: Gossip, when change is introduced to people they begin to gossip, change leaders should be able to respond to gossip by opening it up, showing them that they are listening to concerns and taking them seriously and then provide lots of valid information that will fill the vacuum.

He further indicated that testing stage may also delay the change process, because the people who resist change may test the change leaders in order to find out what happens when they resist change and to test the facilitators of change's ability to maintain in discipline.

According to North Central Regional Educational laboratory (1995), the following guidelines may assist in the management of change process: Namely.

Before a change leader begins with the change process, he must be familiar with the school improvement cycle, the stages of the changes process and the change models associated with each. They further said that change leaders should also be able to encourage school leaders to be able to distinguish between the school improvement cycle and the change process, determine where the school is located within the change process, and identify appropriate next steps during the change process. Again change leaders should motivate school leaders to accept the change process as a positive experience to be understood and embraced, rather than a negative experience to be

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feared and avoided. It is also important of the change facilitators to manage, guide, document, and learn from the change process, this will help them in future guidance to the employees.

They further indicated that change leaders encourage the school leaders to understand and cultivate their roles and the roles that others play within the improvement initiatives. This will also promote participatory method at school. Again for the effective management of a change process, change leaders should have assessment and problem-solving skills which go hand-in-hand with listening and communication skills.

They should also be able to cope with more informal turbulent, and spontaneous change, but not forgetting that successful change requires both top-down and bottom-up efforts. They should also understand the change process in order to lead and manage change and improvement efforts effectively, and be able to learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change.

According to Fullan and Stiegelbauer (1991) when managing and minimizing resistance to change, change leaders should know that there are the change resisters who agree with new ideas and programs, but never moves to implement any change (positive resister), it is the responsibility of the change leader to know his resisters.

To manage resistance to change is a complex issue; Lee (n.d) indicated the following factors that may contribute to manage resistance to change effectively. Namely – change leaders should involve interested parties in the planning of change by their ideas they should clearly define the need for the change by communication form, and they should also be open and honest when dealing with resistance.

According to Posci (2006), change leaders should follow the following phases when managing resistance to change. Namely:

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- **Phase 1 preparing for change**

At this phase, a foundation for managing change should be built; change leaders must also be able to assess their specific change characteristics that impact change management.

- **Phase 2. Managing change**

Change facilitators should develop key change management plans and create a project plan for implementing change management activities.

- **Phase 3. Reinforcing change**

At this stage change initiators must assess the effectiveness of change management activities and be able to identify and overcome obstacles, and implement corrective actions and collaborate successes.

Change leaders should be able to guide the school leaders that the change will lead to the effectiveness and quality in education, Pashiardis (2004), and advise them to delegate roles and responsibilities to the co-workers, and tell them (principals) that they are responsible for developing a collaborative climate in the school.

He further said that change leaders should advise the school principals that willingness of authorities to share power is a necessary prerequisite poor successful decentralization, they should also advise the principals to empower management team of the school to improve the quality of educational programmes through participative leadership style, they should know that collaboration among all stakeholders is necessary, parents and other stakeholders should be an integral part of the school management team and this will serve as the starting point for the creation of a healthier educational system. Furthermore, principals should be motivated towards self-improvement and school improvement, they should be flexible enough to allow teachers to take part in rational problem solving and be responsible for widely shared decision-making and putting into practice participatory, democratic and distributive processes.

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Change leaders should be able to treat their employees differently according to their degree of resistance this may minimize resistance (Huff & Goldring, (2008), May (2008), & Camburn, (2008), they further indicated that the principals should know that effectiveness of the management skills is seen in team-building. Again democratic style influences participation or collaboration of a team work furthermore to manage resistance to change effectively, change leaders should be able to modify their behaviour according to the ability and confidence levels of their workers (principals). They must be flexible and adaptable to their environment.

According to Johansson and Moos (2010), to manage resistance to change effectively, change leaders should always advise the school leaders to encourage teacher's involvement in decision-making, and they should be made aware by change leaders that leadership in their schools should be characterized by collaboration and team efforts.

Change facilitators should advise the leaders' schools that they should be interested to learn new skills of management, because learning principals are also better equipped to exercise the leadership and responsibilities effectively and efficiently, Johasson (2004).

To manage resistance to change successfully,(Crum & Sherman (2008) indicated that the facilitators of change should advise principals to delegate and empower the management team in school for the development and to promote participation at their schools it is appropriate and necessary to distribute leadership and organizational responsibilities to staff members.

According to Steyn (n.d) to manage and minimise resistance to change effectively, one should advise/tell the principals of schools that, participation of educators, parents and learners may enhance the achievement of the desired mission or goals of the school. He further indicated that principals should be advised to know that the change can only be attained through shared decision-making that also encourages people to change and to address educational problems. They should also know that school-based

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management of schools lead to the development of school; it also implies an increase in the responsibilities of school management teams and school governing bodies.

And they should know that the government has overcome the apartheid and provide a system of education that builds human dignity, equality, democracy and social justice, this encourages the principals of the school to work democratically regardless of any situation. They should also be motivated to work with the staff to identify a vision and mission for the school and building a close relationship with the community. They should also know that collaboration with the staff members leads to effective teaching and learning.

He further indicated that the effective management of resistance to change requires the following phase, namely. See the table below:

Steyn (n/d)
Phases in the management of resistance to change.

Phase 1: Determine the preparedness and receptiveness for change.
This means that managers of change should first find out if r the principal is ready to change or not, whether he is aware of the reasons for change and they understand and accept it.

Phase 2: Identify the sources of resistance
This means that the principal may be ready or prepared for change, but some kind of resistance will still exist, it is therefore the responsibility of the change managers to identify the factors that influence resistance to change, such as lack of training (lack of skills and knowledge), lack of support by top managers and the staff, increase of a work load etc., these may enable the change managers to manage effectively.

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Phase 3: Determine the nature of resistance

This means that change managers should be able to determine the nature or type of resistance such as passive resistance, active resistance or aggressive resistance, and then they will be able to manage resistance effectively according to its need.

Phase 4: Diagnose the reasons for resistance

This means that change managers should also find out the reasons that influence resistance, and then try to solve the problem.

Phase 5: Select, develop and implement specific resistance management strategies aimed at each separate source of resistance

This means that, for effective management of change, managers of change should be able to choose relevant management strategies to deal with specific source of resistance. They should first know the reasons, sources and nature of resistance.

Phase 6: Evaluate the successfulness of the attempt to manage resistance to change

This means that the managers of change should assess the process, if it is successful, they should manage it and continue to work positively with those employees (principals) if it is unsuccessful, the manager should identify another cause, deal with the problem from phase 1 to phase 6 again, until it becomes successful, trying to use different strategies such as reward, motivation, facilitation, participation, good communication and listening skills, using all forms of communication e.g. verbal or written communications etc.

According to Hargreaves and Fink (2008), to manage resistance to change from autocratic to democratic style of management by the primary schools principals of Tshinane Circuit, change managers should always encourage them to do self-evaluation concerning their management duty, to find out if whether it leads to the accomplishment of school goals or not.

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According to Theran and Van der Westhuizen (1996) to manage resistance to change effectively, the following factors or methods may contribute, namely:

Education and communication

This means that principals should be informed and be educated as early as possible about the necessity for a change, this method comprises individual discussions, group discussions, reports and memoranda. They further indicated that by discussing the reasons for change and listening to understand the needs and viewpoints of those involved will enable the principals of school to understand why the change is necessary, managers of change should have time and effort, especially when many individuals or principals are involved.

Participation and involvement

This means that change managers should be aware that principals enjoy taking a decision on an issue themselves, they should be involved in a change process so that they accept responsibility for it, when principals have shared information in the decision-making, it is impossible for them to resist change, managers of change should use this method if they, don't have all the information necessary to bring about the change and principals have sufficient power to wreck the plan, therefore, principals will be motivated by their commitment to generate ideas and information and will co-operate in applying it.

Facilitation and support

This implies that facilitators of change should apply a vast series of support techniques to diminish resistance to change, for example: To provide re-educational and emotional support programmes, understanding and an opportunity for those involved to talk while he listens attentively. They further indicate that managers of change should use this method when the tension level of those involved is high, or when the principals experience adjustment problems and consequently offer resistance, this method is useful if facilitators of change receive training in the relevant skills.

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Negotiation and agreement

This means that facilitators of change should negotiate with the principals, with a view to attaining a satisfactory agreement with them, they should use this method when principals with a high measure of resistance limit growth and development.

Persuasions and influences

This implies that change manager should use this method when change is urgent and when he has a great deal of influence not forgetting that it is only useful if the majority of principals accept the change and only few principals offer resistance.

Manipulation and co-optation

This manipulation comprises the isolation of the principal or group of principals who offer resistance to change. Managers of change should be able to withhold information, distorting information so that it appears more acceptable, or controlling events artificially. They should know that co-optation is a form of both manipulation and participation.

They should also use co-optation to give a key role in the planning or implementation of the envisaged change to the leaders of the group of principals who offer resistance, so that he should use his status, authority and power as a leader to involve the group in the implementation of the change.

Force

This is the last method which is used when the manager of change wants to force principals to change by the way of threats such as loss of job, withholding promotion, dismissal and transfer, change occurs quickly but the principals will be frustrated, develop fear, aggression and loneliness.

According to Duncan, Segain and Spaulding (1999), to manage resistance to change effectively facilitators of change should advise the principals to work with a team of

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people to accomplish shared goals; this will enable principals to be interested to work with their workers as well as other different educational stakeholders.

For change to take place, Van der Westhuizen, 2002) indicated the following steps that should be used in the change process to minimise resistance to change: They are unfreezing movement and refreezing.

Unfreezing

Unfreezing is the placement of old ideas and practices by new ones within a school. It is also recognition that the existing practices have to be altered. Furthermore unfreezing can also means that the existing forces that give a school its character have to be changed. Again when the driving forces from the government or employer requires the leaders of the schools to change in their old leadership style, the unfreezing is necessary for change to take place. Again once the unfreezing has occurred the facilitators of change are able to commence with the next step which is movement.

Movement

This is the second step. Movement means that a process is set in motion that changes the establishment practices in favour of new procedures and behaviours. Furthermore, during this step, the new ides and/or practices that are to be implemented are subjected to scrutiny, developed and then applied in practice. Again, movement involves the development of new norms, values, attitudes and behaviours through identification of changes in the structure. As soon as the forces of change have made sufficient impact to bring about the desired changes, the next step, refreezing can commence.

Refreezing

Refreezing is the last step in the charge process. In this step all that was learned during the previous steps of unfreezing and movement is realized in practice. This means that the changes have stabilised into a new quasi-equilibrium. It would also mean that new forces are in place that would ensure that new actions and behaviour are fairly immune to further immediate changes.

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2.16 THE IMPACT OF THE RESISTANCE TO CHANGE TOWARDS EDUCATIONAL MANAGEMENT.

According to Van der Westhuisen (2004) the effectiveness of the school as an organisation is the subjective evaluation of the school's productive capacity to change and to desire to change .Again; the school delivers a variety of products and services in terms of teaching, learning and extra- curricular activities. Furthermore, the relative quality, quantity and effectiveness of these results from one facet of the components of total efficacy. Therefore, the principals or school leaders and educators who resist change cannot manage the school effectively .This is also supported by Wong and Cheung(2009),who said that school leaders who resist change cannot practice good leadership nor provide continuous staff development with talent diversity..

Furthermore ,they cannot motivate teachers in their jobs and their leadership is negative related to teacher performance in terms of job satisfaction and commitment .Again, educators will also not be committed to a change if they do not understand or agree with it .And their agreement with the curriculum reform is thus very crucial at the initiation stage of the change and can be very influential in teachers' implementation .Thus without the agreement and support of school heads and educators ,the curriculum reform will not proceed smoothly along the change process. Because they should first agree that the purpose of the curriculum reform is to train educators so that they should be able to use student-centered approach, and to strengthen the life –long learning, and self-learning capability of students. Therefore, principals or school learners and educators who resist change cannot implement the above activities entirely. As a result they end up knowing nothing about the curriculum reform.

Resistance to change in style of management by the primary school principals of Tshinane Circuit has the impact towards educational management and political development. Schwart (2001) that principals who use democratic style of management are able to provide maintenance of active school partnership through democratic style, that include helping schools link families with local social services, providing students

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with mentors, tutors and role models, providing parents with adult basic skills education job training and parenting classes, and fund raising to increase the resources available to local schools, she further said that this shows collaboration in education systems; it also improves the educational success of all stakeholders and people can also be developed economically and politically; such principals will be good role models to all the followers.

According to Hanuske (1983), people who resist to change are failing to increase the probability of success at their schools through: joint planning development and evaluation, clearly written agreements, voluntary (participation people or partners are always able to withdraw with enough lead time), equitable cost sharing, a designated individual responsible for managing the program and coordinating the planning, willingness of co-workers to take chances, and through promotion of programs within participating schools.

Resistance to change has negative impact to schools as educational institutions, Maynard and Howley (1997) show that people who resist change are unable to increase parent-child, and teacher-teacher interactions, they cannot improve home support for education because they regard themselves as the only source of information, and they can't strengthen the relationship between school personnel and families.

Resistance to change has the impact to educational system. According to Elsevier (2010, a,b,c,d,e,f), Emerald Group (2004), Rutherlod (2004) and Law (1997). People or leaders who resist change from autocratic to democratic style of management do the following:

They cannot maintain interrelationship among education's stakeholders and subsystems, this leads to poor development of the school including the development of the school members (teachers, learners, administrators et cetera).

They are uncreative decision-makers

They remain with low empowering skills

They can't achieve the school goals

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They can't reinforce participation among staff members

They have poor social interaction which leads to poor leadership and poor participative decision making (he makes decision himself)

They can't reinforce co-operation of the leadership team

They can't provide quality and distribution of leadership functions among the leadership team, this means that they can't involve leadership team in the leadership functions; they do all the functions themselves.

They can't involve teachers in developing and incorporating school vision into their day to day activities.

They remain with poor supervisor leadership and social interaction they just think that personal interaction is time consuming.

They further indicated that school leaders who resist changes cannot remove obstacles that hinder the effectiveness of the work at school, because it is hard for them as they enjoy working alone without other employees as partners.

They further indicated that leaders who resist to change are unable to think that no one individual has all the knowledge, skills, and abilities that would enable him/her to accomplish all the leadership functions, without distributing them among team and they end up not providing quality work or management, therefore their school effectiveness and school improvement is still in infancy and there is no cooperation of the leadership team, social interaction and the level of teachers participation in decision-making process in the school, as mentioned above. Again they said that leaders who resist to change can't do the quality and distribution of leadership functions among leadership team such as (a) Supporting teachers which involves setting directions and developing people, and (b) Supervising teachers for fostering and setting a collective school vision, and motivating followers and also being a key factor in directing, controlling and monitoring in schools.

They further said that democratic or supportive principals have a positive impact on organisational commitment and teachers are more committed to the school because

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school leaders lead by example, and offer feedback encouragement, acknowledgement, and clear school goals. Resisters cannot influence participation in school governance. They even control the SGB and are interested to be a leader and the commander of the school. They can't create or develop harmony, cooperation and communication between the school and SGB or parent body.

Whereas the democratic leaders allow people to make inputs during meetings and they take a decision based on consensus. They also allow teachers to attend parents meetings so that they don't question decisions taken there later; the autocratic leader makes the decision on his own without involving participants.

According to Chipunza and Awarinda (2010), democratic leaders empower and provide followers with authority to make decisions, they also reward them for effective work performance and for supporting positive change, whereas the autocratic leaders don't.

The possible impact of people who resist change are also highlighted(Mulford, Edmunds, E-Wington and Kendall (2007) To them, principals who resist change don't believe that they can make a difference at work, can act as a role model, and can facilitate communication and high expectation at school. They always say they can't make it or facilitate cooperation at school. They don't empower and collaborate with the staff members or educational stakeholders; they are always rigid not flexible. They can't distribute leadership among the co-worker. They don't initiate negotiations at school, neither among learners nor educators. They just consider themselves as the only source of information, and they are the task centred leaders, whereas the democratic leader is the people centred.

School leaders who resist changing have the following negative impact to educational systems and management. According to Bennet and Gabriel (1999), head teachers (school managers) who resist change (autocratic leaders) are key decision-makers at their workplace. Again they focus on task leadership. They are dictators and the rulers of the school. They rely heavily on regulations and formal procedures, rule by edict and

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centralised power in their own hands, whereas the democratic leaders focus on social – emotional leadership. They further indicated that autocratic leaders cannot provide the quality and the development of the school; it also leads to poor interaction between all educational stakeholders.

According to Elsrvier (2010g) the impact of resistance to change are as follows. Namely:

The resisters are unable to lead by example and by professional authority through professional discussions. They are also unable to encourage and facilitate communication and dialog among the participants in school meetings. They can't govern school affairs through cooperation of the administrative system, to promote the efficiency and quality of school development. Again they can't decentralise the authority. to different educational stakeholders.

According to Starratt (2004), school leaders who resist changes from autocratic to democratic style of management, they are unable to motivate collaborative participative leadership and social living with all individuals of different educational stakeholders. Again they are also unable to exercise democratic participatory practices in the decision-making processes of schools. Personnel management is a major weakness of the principals who resist changing; this affects the development of the education system at school (Pashiardis, 2004). They are also unable to create self-managing school. According to Johansson (2004b) principals who resist changes remain with poor leadership skills that will hinder the development of the school and its activities because of poor participation by all the stakeholders and be unable to pursue a clear and active leadership. They should be advised to develop and apply a democratic and communicative leadership in a learning organisation (school).

According to Zhong and Ehrich (2010) principals who manage through top-down manage the school poorly than those who use bottom-up method of management. Top-

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down management or autocratic style hinders the development of the school as an organisation, and they don't even delegate the tasks to other employees.

According to Johansson (2004), resistance to change has the impact to educational system because people who resist changing are unable to support the harmonious development of students and teachers. They can't act as the role models of democracy and they don't consider them as partners in education. School leaders who resist changing are unable to maintain interrelationships among education's stakeholders and subsystems. They undermine other co-workers, AECT council on system change (1999). According to Emerald group publishing (2004) people who resist changes are unable to do effective and satisfying work, and to treat people with courtesy and respect, which lead to poor participation by employees (co-workers).

According to Steyn (n.d), resistance to change may lead to poor achievement of the desired transformation due to lack of participation of educators, learners and parents. He further indicated that resistance to change from autocratic to democratic style of management by the principals may also lead to poor quality of education in the majority of South African schools. It also leads to poor management and a collapse of teaching and learning in schools, weak/poor school attendance, educators who do not have the desire to teach, high drop rate of learners and educators, poor school results, weak leadership, management and administration, general feelings of hopelessness of educators, demotivation and low morale, disrupted authority and poor state of building, facilities and resources. He further indicated that the principals who resist changing are unable to involve educators, learners, parents and others in adapting to new challenges, solving problems and improving learners' performance. They don't accommodate team meetings where they should participate as members of a small group.

According to Cranston (2003), principals who are not interested to change are unable to do interpersonal, collaboration, negotiation, and conflict management, because they remain the instructor not a democratic leader. Again they always dominate their co-workers at schools: By not using school-based management where they should share

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management roles and responsibilities with others, which is also a failure to imply self-managing schools.

According to Duncan, Seguin and Spaulding (1999) the principals who use "one-way conversation" are unable to do what with peacefully with their co-workers, lot of one-way-conversation (autocratic leadership) lead to a threat to all educational stakeholders.

According to Leithwood and Montgomery (2010) the principals who resist changes cannot sacrifice smooth interpersonal relationship because they enjoy being the autocratic leaders. And they do not encourage teacher participation at all. They don't treat the staff as an equal partner in the decision-making process, they have limited or no participation in teacher in-service. They encourage teachers to stay out of their way and not interfere, their style of interaction is more formal and authoritarian, and they don't want support when solving problems. They use their authority to apply pressure to educators, their schools are ineffective because they keep themselves quite distant from the community, which further hinders informal communications between the school and the community, and furthermore they are also unable to involve cooperative working relationship among the teaching staff and between the school and community. They don't involve staff in decision-making and they don't admire a support from different stakeholders.

2.17 CONCLUSION

Based on the literature reviewed of the study under investigation, the primary school principals and educators of Tshinane Circuit resist changing because of some causes or reasons that have been mentioned above (e.g. fear of failure, fear of unknown, and others). The impact of resistance to change to educational management & systems has been mentioned.

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Therefore, it is important that necessary efforts should be made by all educational stakeholders, more especially circuit managers and curriculum advisors to investigate the shortcomings/factors, and address these shortcomings which have the negative impact to educational management and systems.

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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter I discuss the relationship between the problems under discussion, the evidence identified required towards a solution and the conclusion I hope to reach. According to Alabdulla (2012:1) "research methodology is a collective term for the structured process of conducting research". Research methodology comprises the following: Research design, hypothesis, sampling, data collection, data analysis, population and conclusion, and research instrument. Each of the items is discussed separately by way of outlining the design and methodology followed during field work.

3.2 RATIONALE OF THE CHOICE OF DESIGN

According to Sharma (2012) the choice of the most appropriate design depends largely on:

- Objectives of the research,
- The focus of the study, and
- The unit of analysis.

3.2.1 Objectives of the research

Through this investigation, I attempted to:

- find out why principals resist changes in curricular reforms,
- Find out how principals' resistance is impacting the management of curricular reforms.

3.2.2 The focus of the study

The research focus depends on the type of social phenomenon being studied. This study focused on the impact of principals' resistance to change on management of curricular reforms.

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3.2.3 The unit of analysis

According to Wikipedia (2012), "the unit of analysis is the major entity that is being analysed in the study". In this study, data were collected on issues regarded as sensitive in curricular management. The unit of analysis is the individual primary school principal.

3.3 METHOD OF INQUIRY

Following is the research design and methodology followed during the research process.

3.3.1 Hypothesis

Principals who resist changes to new curricular management reforms cannot develop in all generic skills (holistic development).

Principals who resist change cannot provide learners with life-long learning.

Resistance to change by school principals badly affects the effective management of curricular in primary schools.

3.3.2 Sample design and sample methods

The probability sampling technique was used. Simple random sampling was used to find the participants who took part in the study. Participants were selected from both the urban and the rural community schools excluding the special and the combined schools. All participants completed the questionnaire. People in schools with very low learner enrolment were excluded. I therefore considered only those schools with higher learner enrolment for inclusion in the completion of a questionnaire. A total of 18 primary schools were selected from 30 primary schools. A total of 15 principals, 18 heads of department, and 120 educators were selected randomly from 30 primary schools. I had lists from those different schools at Tshinane circuit in Limpopo province. Thus 153 participants were selected.

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3.3.3 Population

The target population for the study was the primary school principals, educators, and the circuit manager of Tshinane circuit.

3.3.4 Measurement

The questionnaire was constructed following a literature review of the study on sensitive research. The instrument measured the following characteristics of the participants: gender, age, length of teaching experience. The questionnaire was also divided into two sections, namely: Section 1 is about the causes of resistance to change, and section 2 is about the impact of principals' resistance to change on management of curricular reforms. Questionnaires covered several aspects of the principals' work environment. For the purpose of the study, only parts of questionnaire that indicated the causes of resistance to change, and the impact of principals' resistance to change on management of curricular reforms have been described in detail.

3.3.5 Data collection method and field practice

Questionnaires were distributed to all the participants by the researcher. A control list with the names of the schools in the study list was given with the questionnaires to identify the participants who did not bring back the questionnaire for further follow up. A letter that was explaining the purpose of the survey was attached to the questionnaire. The letter was also explaining the confidentiality procedure and how voluntarily the nature of the participation is. I left the questionnaires with all the groups of participants, and I collected them after two weeks from the day I left them there. Few participants who failed to comply with the deadline were asked to return the completed questionnaire to the circuit manager at a slightly later date or even post them. One hundred and fifty three questionnaires were returned and considered for analysis.

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3.3.6 Data analysis

The collected data were analysed using SPSS version for windows in order to examine the causes of resistance to change and to find out the impact of principals' resistance to change on management of curricular reforms.

3.3.7 Data capturing and data editing

The data was entered into data editor loaded with SPSS file. Data analysis expert has checked for errors that have occurred during capture. For error checking, two approaches were used so that errors that occurred during capture are corrected: running the procedure, frequency, and examining the data set directly using the case summaries approach, which produced summary table of values for each variable. These enabled us to double-check for errors.

3.3.8 Sources of error

I have used short sentences in a questionnaire to reduce the errors. Every care has been exercised for all questions to be understood by all respondents in the same context.

The questionnaire was pilot tested before it was applied to the respondents. Questionnaire was pre-tested to five respondents from two language and cultural groups. Questions were even discussed with respondents who took part in the pilot and thereafter, a questionnaire expert assessed it in order to reduce any ambiguities in the questions.

The data collected was of a high quality, considering the fact that everything possible attempt was done to reduce the possible errors in the questionnaire. The respondents made thoughtful and careful responses to the questions in the questionnaire. The anonymity afforded to the respondents enabled them to make honest and genuine responses in the questionnaire.

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CONCLUSION

This chapter discussed the research methods used to collect data on the impact of principals' resistance to change on management of curricular reforms in primary schools. The focus of discussion was on the research hypothesis, research design, population, sampling strategies, research approaches, research tools, ethical considerations, and data analysis.

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CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter presents the research results of the study. The findings are tabulated and analysed against the background of the reviewed literature.

Hundred and fifty three questionnaires were distributed to different schools in Tshinane circuit. The participants' responses are presented in the tables below:

4.2 BIOGRAPHICAL DETAILS

The results showing biographical details of this study are given below.

4.2.1 Gender

Results showing gender of respondents are given in Table 4.1.

Table 4.1 Gender

	Frequency	Percentage
Valid Female	90	58,8
Male	63	41,2
Total	**153**	**100**

Table 4.1 shows the gender of the respondents who took part in this study. This table shows that the study has most female participants of 58, 8 and male participants of 41, 2%.

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4.2.2 Age

The age of respondents is shown in Table 4.2

Table 4.2 Age

		Frequency	Percentage
Valid	20-30 years	39	25,5
	31-40 years	20	13,1
	41-50 years	36	23,5
	51-60 years	24	15,7
	61 and older	34	22,2
	Total	**153**	**100**

The age distribution of the respondents is shown in Table 4.2 above. The study indicates that most participants are between the ages of 20-36 years which is 25, 5%.

4.2.3 Highest academic qualification

The qualification of respondents is shown in Table 4.3.

Table 4 .3 Highest qualification

		Frequency	Percentage
Valid	Standard 6	11	7,2
	First degree	36	23,5
	B.Ed. or Hons degree	57	37,3
	Masters degree	30	19,6
	Doctoral degree	19	12,4
	Total	153	100

The professional qualifications of the respondents are shown in Table 4.3. Most participants are under B.Ed. or Hons Degree which is 37, 3%. This shows that most participants are well qualified for these jobs. Well qualified principals will be expected to be able to manage change better than less qualified principals.

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4.2.4 Teaching experience

Teaching experience of respondents is shown in Table 4.4

Table 4.4 Teaching experience

		Frequency	Percentage
Valid	0-19 years	40	26,1
	20-25 years	50	32,7
	26-30 years	39	25,5
	31-35 years	19	12,5
	36-45 years	5	3,3
Total			

The table above indicates that most participants have between 20-25 years (32, 7%) of teaching experience whereas the least number is between the teaching experience of 36-45 years (3, 3%). Teaching experience is important since it can be regarded as a factor in change management. Participants who are well experienced will have a deeper understanding of change process.

4.2.5 Teaching phase

Results showing the teaching phases are given in Table 4.5.

Table 4.5 Teaching phase

		Frequency	Percentage
Valid	Foundation	24	15,7
	Intermediate	45	29,4
	GET band	44	28,8
	FET band	40	26.1
	Total	**153**	**100**

The table above shows that there are more participants in intermediate phase by 29.4%, and the least number of participants is in foundation phase by 15, 7%.

The following were the aims of the study:

To find out the causes of resistance to change, and to find out the impact of principals' resistance to change on educational reforms.

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Here are the results:

4.3 CAUSES OF RESISTANCE TO CHANGE

This section discusses issues relating to the causes of resistance to change and the impact of principals' resistance to change on educational reforms.

The responses to the various factors were:

4.3.1 Fear of unknown

Table 4.6 Fear of unknown

		Frequency	Percentage
Valid	Strongly agree	79	51,6
	Agree	62	40,5
	Not sure	6	3,9
	Disagree	2	1,3
	Strongly disagree	4	2,6
	Total	**153**	**100**

There were 92, 1% of respondents who indicated that fear of unknown is the cause of resistance to change. The strongly agree in this regard was indicated by 51,6%, while a further 40,3% was of those who just agree, 3,9% were those respondents who were not sure.

Fear of unknown occurs when changes substitute ambiguity and uncertainty for the known, then people resist changes. This is also supported by Hargreaves and Fink (2008), Cooke (2009), Van der Westhuizen and Theron (1996), Ravat (2008), Waddell and Sohal (1998) Lesson 38 (n.d.), and Van der Westhuizen (2002). People resist changes if they don't exactly know what the changes entail.

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4.3.2 Having identical professional training with co-workers

Table 4.7 Having identical professional training with co-workers

		Frequency	Percentage
Valid	Strongly agree	39	25,5
	Agree	63	41,2
	Not sure	29	19,0
	Disagree	17	11,1
	Strongly disagree	5	3,3
Total		**153**	**100**

The table above shows that having identical professional training with co-workers is the cause of resistance to change. There are 66,7% of participants who support that, of which 25,5% of participants strongly agreed, and 41,2% agreed. Only 14,4% disagree, and 19,0% who are not sure. The literature reviewed from Van der Westhuisen (2002), Malts (2008), Fullan and Stiengelbauer (1991) also indicated that having identical professional training with co-workers is the cause of resistance to change. Having identical professional training with co-workers makes the principals to resist the changes because they feel that the co- workers may undermine them due to same qualifications, and this destroys the relationship and cooperation in the school which is the curricular need.

4.3.3 Failure to recognise the autonomy of the staff

Table 4.8 Failure to recognise the autonomy of the staff

		Frequency	Percentage
Valid	Strongly agree	63	41,2
	Agree	69	45,1
	Not sure	8	5,2
	Disagree	10	6,5
	Strongly disagree	3	2,0
Total		**153**	**100**

Table 4.8 shows that 45,1% of participants agreed that failure to recognise the autonomy of the staff is the cause of resistance to change, while 6,5% disagreed and there are 5,2% of participants who are not sure. The literature reviewed from Cooke (2009), and Van der Westhuizen (2002) also indicated that failure to recognise the

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autonomy of the staff is the cause of resistance to change. Principals resist change because they undermine the co-workers, they don't empower them. They always enjoy being the commander and the ruler of the school. They just feel that if they work together as a team, educators will take their authority and power.

This is supported by the literature reviewed from the United States Department of Transportation Federal Transit Administration (n.d.), and Pardo de Val, Manuel and Martinez and Clara (n.d) and CMC Media (2009).

4.3.4 Having administrative knowledge about change

Table 4.9 Having administrative knowledge about change

	Frequency	Percentage
Valid Strongly agree	34	22,2
Agree	50	32,7
Not sure	7	4,6
Strongly disagree	34	22,2
Total	152	99,3
Missing System	1	0,7
Total	**153**	**100**

Table 4.9 shows that 54,9% agreed that having administrative knowledge about change causes resistance to change, of them 22,2% strongly agreed and 32,7% agreed, on the other hand 22,2% of participants disagreed, and 4,6% were not sure. The literature reviewed contradicts with these statistical findings. According to the literature reviewed from Cranston (2003), Leithwood and Montgomery (2010), and Duncan, Seguin and Spaulding (1999) having administrative knowledge about change influences the change process. Good knowledge about change makes change to be effective.

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4.3.5 The problem of solidarity in the school

Table 4.10 The problem of solidarity in the school

	Frequency	Percentage
Valid Strongly agree	33	21,6
Agree	62	40,5
Not sure	31	20,3
Disagree	23	15,0
Strongly disagree	4	2,6
Total	**153**	**100**

Table 4.10 indicates that 40, 5% participants have agreed that the problem of solidarity in the school causes resistance to change. While 15,0% disagreed with that statement, and 20,3% participants were not sure. The literature reviewed also indicated that the problem of solidarity in the school causes resistance to change. Principals who donot not want to work with co-workers as a team may resist change because of lack of motivation from the staff. Principals at this stage do not share information, and guidance. This is supported Cooke (2009), Bovey, and Hede (2001a), and Van der Westhuizen (2002).

4.3.6 Fear that change will cause loss of job security

Table 4.11Fear that change will cause loss of security

	Frequency	Percentage
Valid Strongly agree	85	55,6
Agree	46	30,1
Not sure	14	9,2
Disagree	7	4,6
Strongly disagree	1	0,7
Total	**153**	**100**

Table 4.11 shows that 85,7% participants supported that the fear for a loss of job security is the cause of resistance to change, of which 55,6% of them strongly agreed and 30,1% agreed. There were 5,3% who either disagreed or strongly disagreed, and 9,2 who were not sure.

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The literature reviewed also indicated that fear for the loss of job security is the cause of resistance to change. Ford, Ford, and MC Namara (2010), Bolognese (2002), Fullan and Stiegerbauer(1991), and Van der Westhuizen(2002) indicated that principals with high need for security are likely to resist changes because it threatens their feelings of safety.

4.3.7 Fear of losing existing status and prestige

Table 4.12 Fear of losing existing status and prestige

		Frequency	Percentage
Valid	Strongly agree	98	64,1
	Agree	41	26,8
	Not sure	4	2,6
	Disagree	8	5,2
	Strongly disagree	2	1,3
	Total	**153**	**100**

The above table indicates that there are 64.1% of participants who have strongly agreed that fear of losing existing status and prestige causes resistance to change. Only 1,3% of participants have strongly disagreed, and 2,6% were not sure. Principals resist change because they fear to lose the existing status and prestige. According to Bolognese (2002), and Maltz (2008), Prosci (2005), Syque (2007), Fullan Stiegelbauer (1991), and Clara (2009), fear of losing existing status and prestige happens when principals' present situation seems satisfactory, then they resist changes.

4.3.8 Fear of losing existing status

Table 4 .13 Fear losing existing

		Frequency	Percentage
Valid	Strongly agree	96	62,7
	Agree	36	23,5
	Not sure	5	3,3
	Disagree	9	5,9
	Strongly disagree	7	4,6
	Total	**153**	**100**

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Table 4.13 shows that 86,2% of participants supported that fear of losing existing status causes resistance to change of them 62,7% participants strongly agreed and 23,5% participants agreed. There are 3,3% participants who were not sure, and 10,5% participants who either disagreed or strongly disagreed. Principals resist change because they have a fear of losing existing status. In other words, they feel satisfied by the way they are working. Pardo delal Manuela, Martinez and Clara (2009), Maltz (2008), Ford, Ford, and MC Namara (2010), Prosci (2005), Syque (2007), Fullan and Stiegelbauer (1991), and Bolognese (2002), supported that this fear of loss of status or position may disable one's ability to be fully dedicated to any change.

4.3.9 Accepting another individual's ideas in place of their own

Table 4.14 accepting another individual's ideas in place of their own

		Frequency	Percentage
Valid	Strongly agree	19	12,4
	Agree	50	32,7
	Not sure	4	2,6
	Disagree	42	27,5
	Strongly disagree	38	24,8
	Total	**153**	**100**

Table 4.14 indicates that 64.7% of participants do not support that accepting another individual's ideas in place of their own causes resistance to change, of them 31,4% participants disagreed and 33,3% strongly disagreed. Only 9,2% participants strongly agreed and 23,5% participants agreed, and 2,6% were not sure. The literature reviewed also indicated that accepting other individuals' ideas in place of their own encourages the change process to be successful. Therefore, this cannot cause resistance to change.

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4.3.10 Involvement by change initiators

Table 4.15 Involvement by change initiators

		Frequency	Percentage
Valid	Strongly agree	19	12,4
	Agree	50	32,7
	Not sure	4	2,6
	Disagree	42	27,5
	Strongly disagree	38	24,8
	Total	**153**	**100**

Table 4.15 shows that 12,4% of participants strongly agreed, and 32,7% agreed that involvement by change initiators causes resistance to change. While 27,5%a disagreed and 24,8% strongly disagreed. Over all 64% of participants disagreed that involvement by change initiators causes resistance to change. According to the literature reviewed involvement by change initiators does not cause resistance to change, but only motivates the change to take place

4.3.11 Fear of breaking habits that provide security

Table 4.16 Fear of breaking habits that provides security

		Frequency	Percentage
Valid	Strongly agree	95	62,1
	Agree	38	24,8
	Not sure	5	3,3
	Disagree	13	8,5
	Strongly disagree	2	1,3
	Total	**153**	**100**

The above table indicates that 86,9% of participants agreed that fear of breaking habits that provide security causes resistance to change. Thus 62,1% participants strongly agreed and 24,8% participants agreed, only 3,3% participants were not sure. 8,5% of respondents disagreed and 1,3% strongly disagreed. Principals who feel well protected by their own habits cannot change to a new working style and educational reforms. According to the literature reviewed habit is a tendency to respond in our accustomed ways and this becomes a source of resistance (Ford, Ford, & Mc Namara (2010), Van der Westhuizen (2002).

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4.3.12 Having clear information from top management

Table 4.17 Having information from top management

		Frequency	Percentage
Valid	Strongly agree	20	13,1
	Agree	38	24,8
	Not sure	20	13,1
	Disagree	42	27,5
	Strongly disagree	33	21,6
	Total	**153**	**100**

Table 4.17 shows that 49,1% of participants disagreed that having clear information from top management causes resistance to change, of them 27,5% of participants disagreed, and 21,6% strongly disagreed. Only 13,1% of participants strongly agreed and 24,8% of participants agreed, 13,1% are not sure. Having clear information from top management initiates the change process. This is also supported by the literature reviewed.

4.3.13 Reactive mind-set (belief that obstacles will remain unchangeable)

Table 4.18 Reactive mind-set

		Frequency	Percentage
Valid	Strongly agree	41	26,8
	Agree	89	58,2
	Not sure	10	6,5
	Disagree	10	6,5
	Strongly disagree	3	2,0
	Total	**153**	**100**

Table 4.18 indicates that 58,2% of participants agreed, and 26,8% of them strongly agreed. Thus 85% of participants supported that reactive mind-set causes resistance to change. Only 8,5% of participants either disagreed or strongly disagreed. There are only 6,5% of participants who were not sure. Principals who believed that the problems in the change process would not be resolved often resist the change in education systems. According to the literature reviewed reactive mind-set means the tendency to believe that the obstacles will remain unchangeable (Pardo de val Manuela, Martinez & Clara, 2009; Oreg, 2003; Ravat, 2008, & Van der Westhuizen, 2002).

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4.3.14 Fear of loss of control and authority

Table 4.14 Fear of loss of control and authority

		Frequency	Percentage
Valid	Strongly agree	76	49,7
	Agree	51	33,3
	Not sure	4	2,6
	Disagree	21	13,7
	Strongly disagree	1	,7
	Total	**153**	**100**

Table 4.19 indicates that 49,7% of participants strongly agreed, and 33,3% of participants agreed that fear of loss of control and authority causes resistance to change. This means that 83,0% of participants agreed that fear of loss of control and authority causes resistance to change. Only 2,6% of participants are not sure, 13,7% of participants disagreed and 0,7% of participants strongly disagreed. Principals resist changes because they have the fear of loss of control and authority at their work places. According to Bolognese (2002), Senn (n.d.), Prosci (2005), Fullan and Stiegelbauer (1991), Information from the United States Department of Transpotation Federal Transit Administration (n.d.). Syque (2007), and Pardo de Val,Manuela,Martinez and Clara. (2009), fear of loss of control and authority means that principals think that their authority and control will be taken by fellow employees who are educators, then they resist changes in management of new curricular reforms and the schools.

4.3.15 Belief that change will not succeed in the institution

Table 4.20 Belief that change will not succeed in the institution

		Frequency	Percentage
Valid	Strongly agree	50	32,7
	Agree	86	56,2
	Not sure	6	3,9
	Disagree	8	5,2
	Strongly disagree	3	2,0
	Total	**153**	**100**

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Table 4.20 shows that 56,2% of participants agreed that belief that change will not succeed in the institution causes the resistance to change. While 5,2% of participants disagreed. For a change to take place, one should believe that change will be successful in the institution. According to Van der Westhuizen and Theron (1996), Ford, Ford, and Mc Namara (2010), and Van der Westhuizen (2010), a belief that change will not succeed in an institution is a wrong timing for the implementation of change. This perception delays some changes in the institution.

4.3.16 Emphasis of rights of individual teachers

Table 4.21 Emphasis of individual teachers

		Frequency	Percentage
Valid	Strongly agree	25	16,3
	Agree	58	37,9
	Not sure	23	15,0
	Disagree	30	19,6
	Strongly disagree	17	11,1
	Total	**153**	**100**

This table shows that 37,9 of participants agreed that emphasis of rights of individual teachers causes resistance to change. While 19,6 % of participants disagreed, and 15,0% was not sure. Principals who take it for granted that they have the right to say no, may end up denying any change in the education systems. According to Rossouw and Oosthuizen (2005), in emphasis of rights of individual teachers, principals resist change because they just feel that they have the right to say no, and freedom to say anything they want. Principals forget that as employees they need to work according to the policy of the employer. They should always work according to those policies and rules.

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4.3.17 Effective support from co-workers (cooperation)

Table 4.22 Effective support from co-workers

		Frequency	Percentage
Valid	Strongly agreed	28	18,3
	Agree	31	20,3
	Not sure	6	3,9
	Disagree	43	28,1
	Strongly disagree	45	29,4
	Total	**153**	**100**

This table indicates that the total 57, 5% of respondents do not support that effective support from workers causes resistance to change. Thus 28, 1% disagreed, and 29,4% strongly disagreed. Only 38,6% support, of them 18,3% strongly agreed, and 20,3% agreed. 3, 9% of participants were not sure.

According to the literature reviewed, effective support from co-workers motivates the change to be effective. This does not cause principals to resist the change.

4.3.18 Willing to recognise practices that hinder the change process

Table 4.23 Willing to recognise practices that hinder the change process

		Frequency	Percentage
Valid	Strongly agree	18	11,8
	Agree	31	20,3
	Not sure	2	1,3
	Disagree	35	22,9
	Strongly disagree	67	43,8
	Total	**153**	**100**

This table shows that 43,8% of participants strongly disagreed, and 11,8% of participants strongly agreed that willingness to recognise practices that hinder the change process causes resistance to change. Only 2,0% was not sure. Principals who are willing to recognise practices that hinder the change process are also willing to change new education reforms systems. Therefore, willingness to recognise practices that hinder the change process does not cause resistance.

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4.3.19 Fear of acceptability by colleagues

Table 4.24 Fear of accepting by colleagues

		Frequency	Percentage
Valid	Strongly agree	89	58,2
	Agree	40	26,1
	Not sure	6	3,9
	Disagree	7	4,8
	Strongly disagree	11	7,2
	Total	**153**	**100**

This table indicates that 58,2% of participants strongly agreed that fear of acceptability by colleagues causes resistance to change. While 7,2 % strongly disagreed. According to the literature reviewed, fear of acceptability by colleagues encourages employees not to change, because they fear that their colleague will be against them.

According to Martz (2008), Van der Westhuizen and Theron (1996), and Van der Westhuizen (2002), fear of acceptability by colleagues makes principals to resist change because of the fear that the colleagues will not accept them as co-workers. They have a fear of being hated and rejected by colleagues.

4.3.20 Deep-rooted values by resistors

Table 4.25 Deep-rooted values by resisters

		Frequency	Percentage
Valid	Strongly agree	54	35,3
	Agree	74	48,4
	Not sure	5	3,3
	Disagree	9	5,9
	Strongly disagree	11	7,2
	Totals	**153**	**100**

This table shows that 48,4 of participants agreed that deep-rooted values by resistors cause resistance to change. While 5,9% disagreed. Only 3,3% of participants were not sure. Principals who are used to their existing working style cannot change to a new style. This is supported by Pardo de Val, Manuel and Martinez, and Clara (2009), and Kotter and Schlesinger (1979). They just feel a change as threat to them.

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4.3.21 Willing to recognise the change problems

Table 4.26 Willingness to recognize the change problems

	Frequency	Percentage
Valid Strongly agree	17	11,1
Agree	34	22,2
Not sure	6	3,9
Disagree	43	28,1
Strongly disagree	53	35,6
Total	**153**	**100**

This table indicates that 34, 6% of participants strongly disagreed that willingness to recognise the change problems causes resistances to change. Only 11,1% of participants strongly agreed and 3,9% were not sure. Principals who are willing to recognise the change problems will be successful in the change process.
This is supported by the literature reviewed.

4.3.22 The degree of autonomy

Table 4.27The degree of autonomy

	Frequency	Percentage
Valid Strongly agree	35	22,9
Agree	61	39,9
Not sure	37	24,2
Disagree	18	11,8
Strongly disagree	2	1,3
Total	**153**	**100**

This table shows that 39,9% of participants agreed that the degree of autonomy causes resistance to change. While 11,8% disagreed and 24,2% are not sure. Employees who can successfully do the things on their own can change successfully, but those who are unable and not creative cannot change successfully. Principals resist change because they are not autonomous; they are unable to process and maintain change themselves no matter what extent they can get motivation. This is also supported by the literature reviewed from United States Department of Transportation Federal Transit Administration (n.d.), and Bovey and Hede (2001b).

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4.3.23 Disidentification

Table 4.28 Disidentification

		Frequency	Percentage
Valid	Strongly agree	31	20,3
	Agree	61	39,9
	Not sure	46	30,1
	Disagree	6	3,9
	Strongly disagree	9	5,9
	Total	**153**	**100**

This table shows that the total of 60,2% of participants supported that disidentification causes resistance to change, of them 20,3% of participants strongly agreed, and 39,9% agreed. The total of them 3,9% disagree, and 5,9% strongly disagreed. Only 30,1% was not sure.

Principals who are unable to identify the problems in the change process cannot make the change to be successful. According to Harareaves and Fink (2008), Van der Westhuizen and Theron (1996), Bolognese (2002), and A lesson 38 (n.d.), disidentification means that principals react in this way when they feel that their identify has been threatened by the change, and they feel very vulnerable. Many times they cling to past procedure because they had a sense of mastery over it, and it gave them a sense of security.

4.3.24 Disorientation

Table 4.29 Disorientation

		Frequency	Percentage
Valid	Strongly agree	67	43,8
	Agree	75	49,0
	Not sure	8	5,2
	Disagree	1	0,7
	Strongly disagree	2	1,3
	Total	**153**	**100**

This table indicates that the total of 92, 8% of participants support that disorientation causes resistance to change, of them 43,8% strongly agreed, and 49,0% agreed. The

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total of 5,9% of participants disagreed. Only 5,2% were not sure. Lack of knowledge about change causes employees to resist the change. This is also supported by the literature reviewed. According to Kotter and Schlesinger (1999), Schuller (2003), Leithwood and Montgomery (2010), Steyn (n.d.), Van der Westhuizen (2002), and A lesson 38 (n.d), disorientation is when principals lack knowledge, skills, and motivation. It is the lack of specific knowledge about change process. Then principals resist change. Principals feel lost and confused and often they are unsure of the feelings. They waste energy trying to figure out what to do instead of how to do things. Disoriented individuals ask a lot of questions and become very detail oriented. They may appear to need a good deal of guidance and may leave their work undone until all of their questions have been answered.

Analysis paralysis is characteristic of the company and they may want to analyse the change to death before acting on it. The questions that they ask themselves prevent the change to take place.

4.3.25 Reluctance to lose control to their work

Table 4.30 Reluctance to lose control their work

		Frequency	Percentage
Valid	Strongly agree	60	39,2
	Agree	80	52,3
	Not sure	7	4,6
	Disagree	5	3,3
	Strongly disagree	1	0,7
	Total	**153**	**100**

This table shows that 52,3% of respondents agreed that reluctance to lose control to their work causes resistance to change. While 3,3% disagreed. Employees resist change if they think that change will make them powerless and to lose control at their work place. Oreg (2003), supported by Schuller (2003), Bolognese (2002), Ravat (2008), and Van der Westhuizen (2002) indicated that reluctance to lose control to their work means that principals resist change because they feel that control over their life situation is taken away from them with changes that are imposed on them rather than being self-initiated.

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4.3.26 Reluctance to give up old habits of working style

Table 4.31 Reluctance to give old habits of working style

		Frequency	Percentage
Valid	Strongly agree	82	53,6
	Agree	62	40,5
	Not sure	3	2,0
	Disagree	4	2,6
	Strongly disagree	2	1,3
	Total	**153**	**100**

This table shows that the total of 94, 1% of participants agreed that reluctance to give up old habits of working style causes resistance to change. Of them 53,6% strongly agreed, and 40,5% agreed. Only 2,6% disagreed, and 1,3% strongly disagreed. Principal who are not interested to give up their old habit or working cannot change to a new educational reform. The following authors, Ford, Ford, and Mc Namara (2010), Ravat (2008), Van der Westhuizen (2002), Bolognese (2002), and Schuller (2003) indicated that reluctance to give-up old habits of working style is also called unwillingness to give-up old habits. Principals resist change because they are not interested to throw away their habits and learn new ones.

4.3.27 Inability to make the transition during the change process

Table 4.32 Inability to make the transition during the change process

		Frequency	Percentage
Valid	Strongly agree	64	41,8
	Agree	59	38,6
	Not sure	6	3,9
	Disagree	18	11,8
	Strongly disagree	6	3,9
	Total	**153**	**100**

This table indicates that the total of 80, 4% of participants supported that inability to make the transition during the change process causes resistance to change. Of them 41,8% strongly disagreed and 38,6% disagreed. Only 11,8% of participants disagreed,

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and 3,9% strongly disagreed. The literature reviewed also support that inability to make the transition during the change process causes resistance to change. According to Van der Westhuizen (2002), Bovey and Hede (2001), Syque (2007), Prosci (2005), Schuller (2003),Oreg (2003), Bolognese (2002), Fullan and Stiegelbauer (1991), and Kotter and Schlesinger (1979), principals who lack knowledge and skills about change resist changes. They are unable to change their own emotion or behaviour towards change, this causes resistance to change. Principals should have the ability to cope with change or recover quickly on a change process and be willing to participate in change, if they don't they will continue to resist change. Intolerance to the adjustment period involved in change and inability to adjust to new situations causes resistance to change. Principals should know that new task requires learning and adjustment.

4.4 THE IMPACT OF PRINCIPALS' RESISTANCE TO CHANGE ON MANAGEMENT OF CURRICULAR REFORMS.

The responses to the various factors were:

4.4.1 Increase the probability of success at their schools

Table 4.33 Increase the probability of success at their schools

		Frequency	Percentage
Valid	Strongly agree	5	3,3
	Agree	16	10,5
	Not sure	5	3,3
	Disagree	103	67,3
	Strongly disagree	24	15,7
	Total	**153**	**100**

This table shows that 67,3% of participants disagreed that the principals who resist changes increases the probability of success at their schools. Only 10,5% of participants agreed and 3,3% were not sure. The literature reviewed also supports that the principals who resist change cannot increase the probability of success at their schools. According to the collected data from Hanuske (1983), Pashiardo (2004), Johansson (2004), Wong and Cheung (2009), Duke (2004), Van der Westhuizen (2004), and Southwest Educational Development Laboratory (n.d.), it is hard for

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principals who resist change to increase the probability of success at their schools. For a success to exist, principals need to accommodate changes.

4.4.2 Increase parent-child and teacher interactions

Table 4.34 Increase parent-child and teacher interactions

		Frequency	Percentage
Valid	Strongly agree	12	7,8
	Agree	6	3,9
	Not sure	5	3,3
	Disagree	64	41,8
	Strongly disagree	66	43,1
	Total	**153**	**100**

This table shows that the total of 84,9% of participants disagreed that the principals who resist changes can increase parent-child and teacher interaction, of them 41,8% disagreed and 43,1% strongly disagreed. Only 7,8% strongly agreed, and 3,9% agreed, 3,3% were not sure. The literature reviewed also indicates that the increase in parent-child and teacher interactions can only be done by those principals who are willing to change to a new educational reforms and working style. In other words, principals who resist change to new educational reforms cannot increase parent-child and teachers' interaction at the school. Principals should be the one to motivate and encourage teachers to cooperate. Cooperation is one of the curricular needs. This is supported by Schwartz (2001), Maynard and Howley (1997), AECT Council on System Change (1999).

4.4.3 Improve home support for education

Table 4.35 Improve home support for education

		Frequency	Percentage
Valid	Strongly agree	14	9,2
	Agree	5	3,3
	Not sure	9	5,9
	Disagree	56	36,6
	Strongly disagree	69	45,1
	Total	**153**	**100**

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This table indicates that 45, 1% of participants strongly disagreed that the principals who resist changing to new educational reforms can improve home support for education. Only 9,2% strongly agreed, and 5,9% were not sure. For the improvement in community and home support for education there is a need for principals to change with the education system. The following authors supported that principals who resist changes cannot improve the home support for education. They always regard themselves as the only source of information. This is supported by Schwartz (2001), Steyn (n.d.), Cranston (2003), and Wong and Cheung (2009).

4.4.4 Strengthen the relationship between school personnel and families

Table 4.36 Strengthen the relationship between school personnel and families

		Frequency	Percentage
Valid	Strongly agree	10	6,5
	Agree	9	5,9
	Not sure	8	5,2
	Disagree	82	53,6
	Strongly disagree	44	28,8
	Total	**153**	**100**

This table shows that the total of 82,5% of participants disagreed that the principals who resist change to new educational reform can strengthen the relationship between school personnel and families. Of them 53,6% disagreed, and 28,5% strongly disagreed. Only the total of 12,4% agreed, and 5,2% were not sure. Principals who resist changes cannot strengthen the relationship between the school personnel and families. This is also supported by the literature reviewed from Elsevier (2010a.b.c.d.e.f), Rutherlod (2004), Law (1997), Emerald Group (2004), Starrat (2004), Cranston (2003), and Leithwood and Montgomery (2010)

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4.4.5 Achieve the school goals

Table 4.37 Achieve the school goals

		Frequency	Percentage
Valid	Strongly agree	13	8,5
	Agree	11	7,2
	Not sure	25	16,3
	Disagree	49	32,0
	Strongly disagree	55	35.9
	Total	**153**	**100**

This table shows that 35,9% of participants strongly disagreed that the principals who resist changes to new educational reforms can achieve the school goals, only 8,5% have strongly agreed. According to the literature reviewed, principals who resist changes cannot achieve the school goals. This is supported by the following authors: Duncan, Segain and Spaulding (1999), Elsevier (2010a.b.c.d.e.f), Emerald Group (2004), Robbins and Coulter (2002), Duke (2004), Rutherlod (2004), Law (1997), and Pashiardis (2004).

4.4.6 Reinforce participation among staff members

Table 4.38 Reinforce participation among staff members

		Frequency	Percentage
Valid	Strongly agree	9	5,9
	Agree	11	7,2
	Not sure	2	1,3
	Disagree	78	51,0
	Strongly disagree	53	34,6
	Total	**153**	**100**

This table shows that 51,0% of participants disagreed that the principals who resist changes to new educational reforms can reinforce participation among staff members, only 7,2% agreed. Principals who resist changes cannot reinforce participation among staff members. They are unable to motivate teachers in their jobs, and their leadership is negative related to teacher performance in terms of job satisfaction and commitment to a new curricular reforms.

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This is also supported by Elsevier (2010a.b.c.d.e.f), Emerald Group (2004), Law (1997), Pashiardis (2004), Johansson (2004b) and Rutherlod (2004).

4.4.7 Reinforce co-operative of the leadership team

Table 4.39 Reinforce co-operative of the leadership team

		Frequency	Percentage
Valid	Strongly agree	11	7,2
	Agree	7	4,6
	Not sure	4	2,6
	Disagree	47	30,7
	Strongly disagree	84	54,9
	Total	**153**	**100**

This table shows that 54, 9% of participants strongly disagreed that principals who resist changing to new educational reforms can reinforce co-operation of the leadership team. Only 7,2% have strongly agreed, and 2,6% are not sure.

The literature reviewed also indicated that, for an effective co-operation of the leadership team, principals must first understand and change to a new educational and curricular reforms.

Changes lead to effective leadership. According to Law (1997), Emerald Group (2004), Elsevier (2010a.b.c.d.e.f), Rutherlod (2004), Johansson (2004b) and Pashiardis (2004), principals who resist changes are unable to work through teams at their work, and cooperation is poor.

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CHAPTER 5

SUMMARY, RECOMMENDATION AND CONCLUSSION

5.1 INTRODUCTION

This chapter presents a review of the findings of this study on the investigation of the causes of resistance to change, and the impact of principals' resistance to change on management of curricular reforms. This is followed by recommendations to all the educational stakeholders about the impact of the principals' resistance to change on management of curricular reforms.

All of the respondents completed the questionnaire and formed the sample.

5.2 MAIN FINDINGS

The main findings of this study are presented according to the analysis of data. The findings are ranked in a particular order.

5.2.1 Causes of resistance to change.

According to the findings from questionnaire and literature reviewed, causes of resistance are:

5.2.1.1 Fear of unknown

The process of change is simply moving from the current way of doing things to a new and different way of doing things. In reality, fear of change is one of the most common reasons for resistance to change because it stops a person to take any action at all.

Fear of unknown is when changes substitute ambiguity and uncertainty for the known, and then people resist changes. The finding also indicated that fear of unknown happens if the nature of change is not made clear to the people who are going to be influenced by the change. Principals resist changes because they have to learn something new.

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They have a fear of the unknown future and about their ability to adapt to it. Low tolerance for change is defined as the fear that one will not be able to develop new skills and behaviour required in a new work setting.

If the principals have a low tolerance for change, the ambiguity that emanates as a result of having to perform their job differently would also cause resistance to a new way of doing things. Principals may understand that a change is needed, but may be emotionally unable to make transition and resist for the reason they may not understand. Principals want to stay where they are because of the fear of the unknown future. Principals who have been in the same place for a long time are usually in this stage. They do not need to change and will view any suggestion of change with distaste. They also just feel that their needs are already met here. They feel happy to stay where they are. Principals also want to stay where they are because they just feel that they have invested heavily where they are. They have a fear of losing existing status. Principals also feel that they have invested a lot of energy and time in building up their position, both socially and organisationally, and then any change may mean bad news to them. Social investment creates a person's sense of identity. Organisational investment gives them control at their work places. Then they resist change because they see the destination as worse than where they could be.

Principals have a fear of losing work-place with which they are comfortable. Anxiety stops principals in taking action in their lives and makes them resist change by stirring up fears of what is not known. To them, certainty is often more comfortable than uncertainty.

Fear of unknown is the uncertainty about the future especially if one is expected to take a leap of faith or does not have sufficient information, then principals resist change. Principals also resist because they also fear failure. Some principals fear changes because they fear their own failure. Fear of failure is tied closely to the need for

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perfection, this failure exacerbates anxiety for not getting things right. To principals, it makes sense that the best way to avoid the pain of failing is not to do anything at all. Principals also have a fear that change will not succeed. They have a fear of loss. Loss is often associated with change. To them change can mean that they may lose colleagues; lose existing status; fear of losing existing status and prestige. Fear of losing degrading once Image, prestige and reputation: each work place brings adequate image, prestige, and reputation that are important to the employees. Educational changes such as curricular changes can shift this benefit of employees. This will produce dissatisfaction and opposition for the proposed changes. Principals have fear of demotion or loss of control. Fear of failure may be caused by the previous attempt which failed to yield desired results. Principals resist change because they may think that this could lead to another failed attempt. Then they see no reason to support the change. Principals also have fear of loss of control and authority. They resist the changes that will cause decrease of their power.

Fear of unknown also means that principals may resist changing because they have a fear of upsetting others (colleagues), fear of leaving a comfort zone. This is likely to occur if there has been poor communication with the affected parties. Resistance to change comes from a fear of the unknown or an anticipation of loss. Principals that are resistant to change fear the unknown when they do not know how it will affect their lives and the change it will bring.

Principals who resist changing have the fear of insecurity. Fear of insecurity manifests out of a need for a safety. When principals feel that their safety or security is threatened, then they resist changes. They take great pain to protect themselves from emotional and mental hurts and harms, and then resist change. Principals also have the fear of loneliness. They have a fear of separation from colleagues, to be excluded, forsaken, shamed, rejected, ostracized, or abandoned. The principals also have a fear of acceptability by colleagues. Fear of acceptability by colleagues is a threat to interpersonal relations. Principals are people who should have a strong social and interpersonal relationship. Such attributes will help them when there is a threat to

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distabilise relational issues at work place. They may also not likely resist changes which have positive impact to the social and relational dimension of the school.

5.2.1.2 Having identical professional training with co-workers.

This makes the principals to resist the changes because they feel that the co-workers may undermine them due to same qualifications, and this destroys the relationship and cooperation in the school which is the curricular need. Principals resist changing because they have to learn something new. They have fear of unknown future and about their ability to adapt to it.

5.2.1.3 Failure to recognize the autonomy of the staff.

Principals resist change because they undermine their co-workers as a result end they don't empower them. They always enjoy being the commander and ruler of the school. They just feel that if they work together as a team, educators will take their authority and power.

5.2.1.4 Threat of job security, status and comfort

Principals fear that change will cause loss of job authority. Principals with high need for security are likely to resist change because it threatens their feelings of safety.

Fear of losing existing status and prestige is another cause of principals 'resistance to change. This happens when principals' present situation which seems satisfactory. Fear of losing existing status is also a cause of principals' resistance to change. This fear of loss of status or position may disable one's ability to be fully dedicated to any change. Fear of breaking habits that provide security is a cause of resistance to change. Habit is a tendency to respond in our accustomed ways and this becomes a source of resistance. Fear of loss of control and authority is also a cause of resistance. Principals think that their authority and control will be taken by fellow employees who are educators. They fear that change sometimes can reduce the level of control that managers can conduct and that managers can be against those proposals that can reduce their control power.

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Principals resist change because they perceive change as a threat to their job security and because of bad timing, lack of resources, and fear of incompetence. The perceived threat to job security is a factor that causes resistance. Principals who think that the change may cause them to lose their job will oppose it. They perceive change as a threat of their power. They resist changes that are likely to limit their power and ultimately transfer it to subordinates.

Educational changes can result in a personal discomfort and make principals' life more difficult. They make a transfer from the comfort of the status quo to discomfort of the new situation. Principals have skills to do an old job without some special attention to accomplish the task. Each new task requires forgetfulness of the old methods of doing things and learning new one that leads to waste of energy, and causes appearing dissatisfaction. Job security has a big impact on appearing resistance of those that will be covered with this process.

Comfort with the status quo and fear of the unknown is when principals tended to be complacent, or that the current way of doing work had been in place for a long time. The current processes and systems seemed fine to the principals, and opposed to the change since it forced them out of their comfort zone.

Uncertainty and fear of employees to continue with the old way to which they have grown accustom. The change was seen as adding unwanted work, responsibility, and accountability.

Principals perceive curriculum changes as a threat to their own job security. Some principals felt that the change would eliminate the need for their job, while others were unsure of their abilities and skills in the new environment. Fear of insecurity manifests out of need for safety. When the principals' safety and security is threatened, this fear arises.

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5.2.1.5 Reactive mind-set

Reactive mind-set is a belief that obstacles will remain unchangeable. It relates to the tendency to believe that the obstacles will remain unchangeable. Principals just believe that the proposed change will not take place. They also believe that change will not succeed in the institution. This is a wrong timing for the implementation of change.

5.2.1.6 Emphasis of rights of individual teachers.

Principals resist changing because they just feel that they have their right to say no, and freedom to say anything they want. They forget that as employees they need to work according to the policy of the employer. They should always work according those policies and rules.

5.2.1.7 Reluctance to give up old habits of working styles

This is also called unwillingness to give up old habits. Principals resist changes because they are not interested to throw away their habits and learn new ones. To principals, changes are threat to comfort. Curriculum changes are likely to cause personal discomfort and make principals' life more difficult. Changes make a transfer from the comfort of the status quo to discomfort of the new situation. Principals have the skills to do an old job without some special attention to accomplishing the task. Each new task requires forgetfulness of the old methods of doing things and learning new one that may lead to waste of energy, and dissatisfaction. Deep-rooted values by resisters also cause resistance to change. This means that the primary school principals may resist changes because they may be used to their old habitual working pattern.

5.2.1.8 The degree of autonomy.

The degree of autonomy means that the principals resist changing because they are not autonomous; they are unable to process and maintain change themselves no matter to what extent they can get motivation. Principals perceived the changes as infringements

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on their autonomy, and as a personal attack on them. Then principals reacted to the change initiative as a battle for turf.

5.2.1.9 Disidentification.

Principals react in this way when they feel that their identity has been threatened by the change, and they feel very vulnerable.

5.2.1.10 Disorientation.

This is when principals lack knowledge, skills, abilities, and motivation. It is the lack of specific knowledge about change process. Then principals resist changes. Principals feel lost and confused and often they are unsure of the feelings. They may also resist change because they have no perception of personal gain with the change. Principals who think that change will not benefit them personally and fairly are certain to resist change. They also fear the incompetence. Some principals fear that they will not be able to handle the new job requirements. Disorientated principals are lost and confused and often they are unsure of their feelings. Uniformed principals are principals who are not provided with adequate information about changes that must be implemented.

Unfortunately, information gap poses serious threat to school stability. Lack of understanding around the vision and need for change causes principals to resist change because they do not understand the vision behind the project. They did not clearly understand why the change was happening, nor did they have the adequate knowledge regarding the change itself.

Lack of skills and experience needed to manage the change effectively caused the principals' resistance to change. Principals were fearful of the new demands that would be placed on them by the business change.

The principals are not told what is expected of them. There is a lack of planning with them. They are just told how to change their work. There is no discussion of the impact of the impending changes or what the benefit are to be realized. This fuzziness leads to

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confusion and then to resistance. Disorientation means that the principals lack the co-ordination and training in carrying out change, and there is a poor leadership by the change managers.

5.2.1.11 Reluctance to lose control to their work

Principals resist change because they feel that control over their life situation is taken away from them with changes that are imposed on them rather than being self-initiated.

5.2.1.12 Inability to make transition during the change process.

Principals who lack knowledge and skills about change resist the changes.

5.2.1.13 The problem of solidarity in the school.

Principals who do not want to work with co-workers as a team may resist change because of lack of motivation from the staff. Principals at this stage do not share information, and guide.

5.3 THE IMPACT OF PRINCIPALS' RESISTANCE TO CHANGE ON MANAGEMENT OF CURRICULAR REFORM

According to the findings the impact of principals' resistance to change on management of curricular reforms are as follows:

The findings from questionnaire and literature reviewed disagreed that principals who resist to change:

- Increase the probability of success at their schools. Collected data indicated that it is hard for principals who resist change to increase the probability of success at their schools.
- For success to be achieved, principals need to change with changes.
- Increase parent-child and teachers interaction at the school, principals should be the one who should motivate and encourage parents and teachers to cooperate hence cooperation is one of the curricular needs.

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- Improve home support for education. The data collected indicated that, principals who resist changes cannot improve the home support for education. They always regard themselves as the only source of information.
- Strengthen the relationship between school personnel and families. According to the data collected, principals who resist changes cannot strengthen relationship between the school personnel and families.
- Achieve the school goals. The data collected indicated that principals who resist changes cannot achieve the school goals.
- Reinforce participation among staff members. Principals who resist changes are unable to motivate teachers in their jobs, and their leadership is negative related to teacher performance in terms of job satisfaction and commitment.
- Reinforce cooperative of the leadership team. Principals who resist changes are unable to work through teams at their work, cooperation is poor.

5.3.1 Main conclusions

The findings of this study enabled the following confirmations to be made about the causes of the principals' resistance to change on management of curricular reforms thereof.

5.3.1.1 Causes of principals resistance to change.

The following are the causes of principals' resistance to change:

Fear of unknown. Having identical professional training with co-workers. Failure to recognise the autonomy of the staff. The problem of solidarity in the school Fear that change will cause loss job security. Fear of losing existing status and prestige. Fear of breaking habits that provide security .Reactive mind-set (belief that obstacles will remain unchangeable source).Fear of loss of control and authority. Belief that change will not succeed in the institution. Emphasis of rights of individual teachers. Fear of acceptability by colleagues. Deep-rooted value by resisters. The degree of autonomy .Disidentification. Disorientation. Reluctance to lose control to their work. Reluctance to give up old habits of working style. Inability to make transition during the change process.

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5.3.1.2 The impact of principals' resistance to change on management of curricular reforms.

The following is the impact of the principals' resistance to change.

The findings from questionnaire and literature reviewed disagreed put t principals who resist changes in the educational reforms in a negative light. Such principals cannot Increase the probability of success at their schools nor Increase parent-teacher and teacher interaction. They cannot strengthen the relationship between school personnel and families. Similarly, they cannot achieve the school goals nor reinforce participation among the staff members. All these makes Enforcement of cooperation of the leadership team a hurdle.

5.4 RECOMMENDATIONS

The findings of this study suggest that resistance to change can be minimised through the following:

- Training of the principals will enable them to be more interested in educational changes.
- Principals should be equipped with relevant knowledge and skills for a change process. This could be done through workshops and regular meetings with change initiators.
- Managers of change should try by all means reduce resistance caused by deep-rooted values.
- The ongoing professional development to help principals to master new curricular, teaching and assessment strategies is required. This will enable the principals to understand the principles of curricular reforms and management.
- Change initiators and facilitators should know their employees and understand what makes them tick. They should be able to identify and address areas where the change will drive resistance.
- To implement change effectively, change leaders should have a good reason for a change, involve principals, and put a respected person in charge of the change.

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- The study also recommends that circuit managers must organise principals' meetings where the effectiveness and the productivity of the school should be discussed. This will enable circuit managers to have meaningful dialogue with principals so that problems can be clarified and tackled together.

- The principals problems can be discussed in detail at those meetings. Through those meetings, principals will also recognise that circuit managers, principals together with educators are working together as a team in this new education system.

Recommendation for further studies

This study was conducted in Tshinane circuit; it is now recommended that the study be conducted to other circuits as well.

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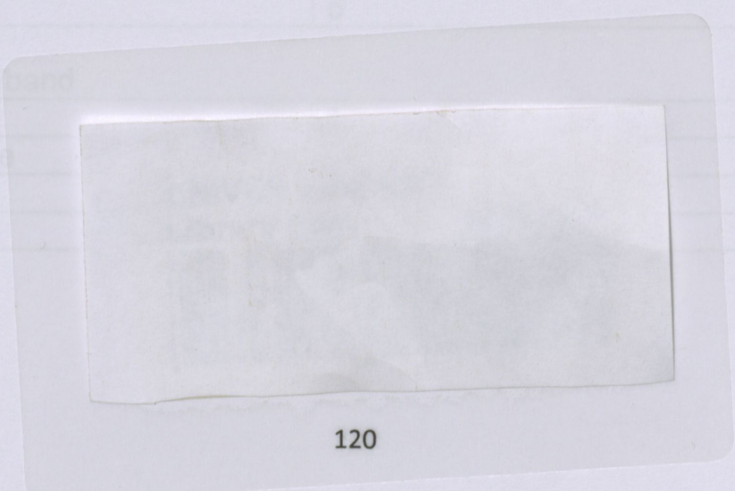
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APPENDIX A

QUESTIONNAIRE

TITTLE: THE IMPACT OF PRINCIPALS' RESISTANCE TO CHANGE ON PRIMARY SCHOOLS MANAGEMENT

Questionnaires for educators, HOD, principals and circuit manager.

1.Gender

Female	1
Male	2

2.Age

0-19 years	1
20-25 years	2
26-30 years	3
31-35 years	4
36-45 years	5

3.Highest academic qualification

Standard ten (grade 12)	1
First Degree	2
B.Ed or Honours Degree	3
Masters Degree	4
Doctoral Degree	5

4.Teaching experience

20-30 years	1
31-40 years	2
41-50 years	3
51-50 years	4
61 and older	5

5.Teaching phase/band

Foundation phase	1
Intermediate phase	2
GET Band	3
FET Bad	4

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Indicate by making a cross in the appropriate block, for each of the following statements regarding the causes of resistance to change in educational reforms.

:	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Fear of unknown	1	2	3	4	5
Having identical professional training with workers	1	2	3	4	5
Failure to recognize the autonomy of the staff members	1	2	3	4	5
Having administrative knowledge about change	1	2	3	4	5
The problem of solidarity in the school	1	2	3	4	5
Fear that change will cause the loss of security	1	2	3	4	5
Fear of loss of authority	1	2	3	4	5
Fear of losing existing status	1	2	3	4	5
Accepting another staff members ideas in place of their own	1	2	3	4	5
Involvement by change initiators	1	2	3	4	5
Fear of breaking habits that provide security	1	2	3	4	5
Having clear information from top management	1	2	3	4	5
Reactive mind-set (workers believe that obstacles will remain unchangeable)	1	2	3	4	5
Fear of loss of control to staff members	1	2	3	4	5
Belief that change will not succeed in the institution	1	2	3	4	5
Emphasis of rights of individual teachers	1	2	3	4	5
Effective support from co-workers (cooperation)	1	2	3	4	5
Willing to recognize practices that hinders the change process	1	2	3	4	5
Fear of acceptability by colleagues	1	2	3	4	5
Deep-rooted values by resistors	1	2	3	4	5
Willing to recognize the change problems	1	2	3	4	5
The degree of autonomy	1	2	3	4	5
Disidentification	1	2	3	4	5
Disorientation	1	2	3	4	5
Reluctance to lose control to their work	1	2	3	4	5
Reluctance to give up old habits of their working style	1	2	3	4	5
In ability to make the transition during the change process	1	2	3	4	5

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Indicate by making a cross in the appropriate block, the extent to which resistance to change by principals is impacting on educational reforms.

Leaders who resist changes in educational reforms:	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Increase the probability of success at their schools	1	2	3	4	5
Increase parent-child and teacher interaction	1	2	3	4	5
Improve home support for education	1	2	3	4	5
Strengthen the relationship between school personnel and families	1	2	3	4	5
Achieve the school goals	1	2	3	4	5
Reinforce participation among staff members	1	2	3	4	5
Inforce co-operative of the leadership team	1	2	3	4	5

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APPENDIX B

LETTERS

Enq: Mudau LD
082 741 6583

P.O. BOX 3103
Sibasa
0970
29 April 2013

The District Senior Manager
Department of Education
Private Bag x 2250
Sibasa
0970

Dear Sir

REQUEST FOR PERMISION TO CONDUCT EDUCATIONAL RESEARCH ON THE IMPACT OF PRINCIPALS' RESISTANCE ON MANAGEMENT OF CURRICULLAR REFORMS IN PRIMARY SCHOOLS.

I hereby request for permission to conduct research in the Department of Education. The title of my thesis is "The impact of principal's resistance on management of curriculum reform in primary schools". The research targeted public schools in Tshinane Circuit.

I am currently a registered student for Masters Degree at the University of Venda, School of Education under the supervision of Dr. AP Kutame and Dr. HN Mutshaeni (082 842 9155).

Hoping for a positive response.
Yours faithfully

MUDAU LIVHUWANI DORCUS

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Enq: Mudau LD
082 741 6583

P.O. BOX 3103
Sibasa
0970
29 April 2013

The Circuit Manager
Tshinane Circuit
Private Bag x 4000
Tshidimbini
0972

Dear Sir

REQUEST FOR PERMISION TO CONDUCT EDUCATIONAL RESEARCH ON THE IMPACT OF PRINCIPAL RESISTANCE TO CHANGE ON MANAGEMENT OF CURRICULAR REFORMS IN PRIMARY SCHOOLS.

I hereby request for permission to conduct research in the Department of Education. The title of my thesis is "The impact of principal's resistance on management of curriculum reform in primary schools". The research targeted public schools in Dzindi Circuit.

I am currently a registered student for Masters Degree at the University of Venda, School of Education under the supervision of Dr. AP Kutame and Dr. HN Mutshaeni (082 842 9155).

Hoping for a positive response.

Yours faithfully

MUDAU LIVHUWANI DORCUS

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Enq: Mudau LD
082 741 6583

P.O. BOX 3103
Sibasa
0970
29 April 2013

The Principal
.....
.....
.....

The principal

REQUEST FOR PERMISION TO CONDUCT EDUCATIONAL RESEARCH ON THE IMPACT OF PRINCIPAL RESISTANCE TO CHANGE ON MANAGEMENT OF CURRICULAR REFORMS IN PRIMARY SCHOOLS.

I am currently conducting research into the impact of principal's resistance on management of curriculum reform in primary schools. The research targeted public schools in Tshinane Circuit. In Tshinane Circuit in the Vhembe District of Limpopo Province for the year 2011-2013, and I have been granted permission by Limpopo Education Department to conduct research in the school in which you are currently managing as it has been selected to take part in this research.

- An interview will be and it will take approximately 30 minutes.
- There is no known risk involved in the research.
- There are no cost involed.

You are assured that your identity and responses to this interview will be regarded as extremely confidential at all times and that they will not be made available to any unauthorised user.

Should you have any quiries or comments you are welcome to contact me.

Hoping for a positive response.

Yours faithfully
MUDAU LIVHUWANI DORCUS

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CONSENT

In terms of the ethical requirements of the university of Venda, you are now requested to complete the following section:

I .....have read this letter and understand the terms involved.

On condition that the information provided by me is treated as confidential at all times, I hereby (MARK the appropriate section)

.....give consent

.....do not give consent that the results may be used

May be used for research purpose

Signature and date

QUESTIONNAIRE ON THE IMPACT OF PRINCIPALS RESISTANCE TO CHANGE OF MANAGEMENT OF CURRICULLUM REFORMS AND SCHOOLS IN PRIMARY SCHOOLS

This study aims at examining the impact of the principals' resistance to change on management of curriculum reforms in primary schools in Tshinane Circuit of the Limpopo Province. Your anonymity is absolutely guarantee. You are not required to state your name in the questionnaire. The integrated results will how ever be made available to each school involved in this study.

There are no rights or wrong answer, but please answer honestly as you can. It should take you about 30 minutes to complete the questionnaire.

PLEASE ANWER ALL QUESTIONS

YOU ASSISTANCE IS VERY MUCH APPRECIATED

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