

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

I, Tshidaho Reginald Matibe hereby declare that the dissertation for the degree of
Masters in Public Management at University of Venda hereby submitted by me, has not
been submitted previously for a degree at this or any other university; that it is my own
work in design and execution, and the reference material contained therein has
been duly acknowledged.

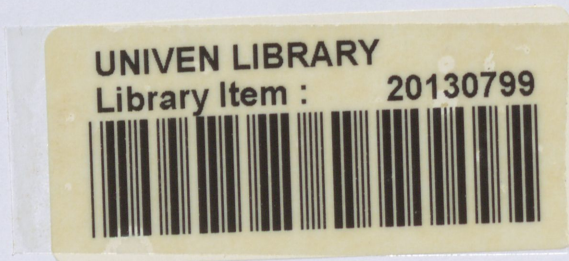
BY

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**A Mini Dissertation Submitted at School of Management Sciences of the
University of Venda in Partial Fulfillment of the Requirements for the Degree of
the Master of Public Management**

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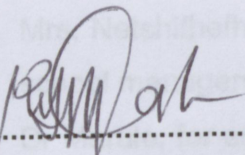


JULY 2012

DECLARATION

I, **Tshidaho Reginald Matibe** hereby declare that the dissertation for the degree of Masters in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

- My Promoter, Prof M.P. Kivweshaba for his valuable guidance and support during the course of my studies;
- My Friend, Lovemore Mangare thank you for your lovely support throughout my study;
- I would like to thank my Young daughter, Anah Matibe, You were there for me all the way;
- Mr. Kivweshaba T.J for assisting in the conceptualisation of this topic from the



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Signature

09/04/2013
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Date

- The Limpopo Department of Education for granting me permission to conduct this research in school management changes in Vhembe district, and
- Principals, Treasurers, and Chairpersons of School governing bodies of the schools studied, for responding unreservedly to the research questions.

For all these people my thanks are due.

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- The Limpopo Department of Education for granting me permission to conduct this research in school management changes in Vhembe district, and
- Principals, Treasurers, and Chairpersons of School governing bodies of the schools studied, for responding unreservedly to the research questions.

For all these people my thanks are due.

DEDICATION

The South African School's Act, No. 84 of 1996, calls for transformational leadership in schools. On my personal note, I dedicate this project to my parents, the late Mr. Matibe T.W and Mrs Mapule Maria Matibe. You were there for me all the way. School management and governance must be inclusive with roles and responsibilities defined for educators, parents and learners. Jointly they must ensure accountability, transparency in the delivery of quality public education.

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

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

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

ABSTRACT The study led to the following conclusions:

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

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

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

Findings of the study led to the following conclusions:

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

Several recommendations were drawn from the study. These included:

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

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PM	Performance Measurement
SASA	South African Schools Act No 84 of 1996
SDT	School Development Team
SEM	Superintendent of Education (Management)
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation

LIST OF ABBREVIATION

DSG	Development Support Group
IQMS	Integrated Quality Management System
PM	Performance Measurement
SASA	South African Schools Act No 84 of 1996
SDT	School Development Team
SEM	Superintendent of Education (Management)
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The democratization of education in South Africa took concrete manifestation in the constitutional Bill of Rights and the South African Schools Act No. 84 of 1996 (SASA). The primary aim was to transform the apartheid-based educational system into an egalitarian one. Schools are no longer regarded the sole responsibility of the Department of Education and the educators that service them. Parents, learners and the community that hosts the school are now joint guardians of education and need to ensure the delivery of quality public education that is responsive and relevant to the needs of the service community. Principals of the schools have become the custodians of change management. A new democratic or participative management style is called for.

The Department of Education Task Team (1996: 29) states that: "passing a law will not, by itself, ensure that change will occur." Transformation requires that schools develop the ability and expertise to manage change. The focus of educational transformation is on democratization, participation and inclusion, not on the authoritarian and top-down mode that was dominant prior the transformation era. Chetty (1998: 27) notes that the remnants of the Apartheid regime persists in dictator-like and authoritarian school management styles. It is very important for the principals to move away from an authoritarian, bureaucratic mode of educational management. The Department of Education (1996: 19) tasks school managers not only with supporting change, but also with developing action plans and management strategies to embrace changes holistically. Change management requires proactive thinking and implementation measures.

1.2 Background of the Study

School managers are under obligation to comply with the stipulations of the act, which compel them to work in democratic and participative ways. School management and governance must be inclusive with roles and responsibilities defined for educators, parents and learners. Jointly they must ensure accountability, transparency in the delivery of quality public education. Apartheid education, prior to 1994, was based on to Known management and leadership styles. Power and control were exercised from the top (Department of Education, 2002: 07). Principals worked in bureaucratic environments. The democratization of education was given momentum by the adoption of the South African constitution and legally guaranteed by the passing of the SASA (1996).

These initiatives prescribed a number of reforms that impacted on the organization of the schools in general and on managing and governing schools in particular. The SASA liberalized the governance of schools devolving (in part) the power to manage and govern schools to the School Management Teams (SMTs) and School Governing Bodies (SGBs). The Department of Education (2002: 13) highlights that schools are expected to resonate constitutional values such as democracy, equality, human dignity, freedom and justice.

1.3 Statement of the Problem

The South African School's Act, No. 84 of 1996, calls for transformational leadership in schools. Although policy documents such as the Policy Framework for Education and Training (1994: 33) and legal acts such as the SASA of 1996 prescribe and encourage participative and inclusive management and governance of schools, there are still some school managers who employ autocratic management styles in running their schools in Shambandou circuit. Some principals do not want staff, parents and learners to be involved at any level of managing schools. The devolution of power to institutions ought to be

matched by the empowerment of people within the school. Therefore all education stakeholders are to be empowered. Educators, SGB members, learners and managers will understand their roles and responsibilities better if they are empowered and developed in Sambandou circuit.

1.4 Research Aim

The overall aim of the study was to investigate the role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province

1.5 Research Objectives

- To investigate the challenges faced by school managers towards the management of the changes in Sambandou circuit;
- To come up with the effective strategies to implement and manage change in schools of Sambandou circuit
- To investigate and assess whether or not school managers are adopting effective and appropriate strategies to manage and implement change.
- To provide and make recommendations to school managers on effective change management.

1.6 Research questions

- What are the challenges faced by school managers towards the management of the change?
- What are the effective strategies to implement and manage change in schools of Sambandou circuit?
- How do the school managers adopt effective and appropriate strategies to manage and implement change?

• What are the recommendations to school managers for effective change management?

1.7 Delimitation of the Study

This study will be conducted in primary and secondary schools under Sambandou Circuit which is found in Vhembe district. The area is easily accessible by the researcher. Although multiple structures such as the SGB and SMT have been tasked with being agents of change management in schools, this study focuses on the role of the school managers in this process.

1.8 Limitation of the Study

This study will help the government to formulate strategies to implement and managing school changes. The study focuses almost exclusively on the role of the school managers in the management and implementation of change in schools. The role of parents, learners and other educators are given peripheral attention. The researcher were threatened by long distances from where some schools have been located for example, school as one of the more distance school in Sambandou circuit. Funds are a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. Due to the sensitivity of the topic, some people were felt uncomfortable to answer research questions because they are not sure where the information will be taken to.

1.9 Significance of the Study

This study is beneficial to those who are engaged in or have an interest in the management of schools. It will also be of interest to anyone who as a sociological interest in the evolution of democracy and its impact on educative forces.

The value of the research can be found in the interpretation of the perceptions generated by rural secondary school managers about their role as educational managers and leaders. Recognising that instructional leadership is at the centre of establishing a sound culture of teaching and learning in all schools (DoE, 2006:23), adaptability to the future demands of the rural education environment is crucial. The research further focused on the past empowerment practices of rural secondary school principals by their supervisory structures and explored the question whether these initiatives prepared them for their future role in a global civil society.

The research culminated in the development of an action-learning management and leadership empowerment model that will empower the rural secondary school managers to successfully manage the challenges inherent in the task and operating environment. Through the application of the principles in the work-based, action learning model the principal will excel in being an educational manager and institutional leader.

1.10 Definition of the terms

For the sake of clarity, it is essential that certain relevant concepts used in the study be defined. The discussion below defines several key concepts.

- **Role**

According to Gray (1979: 76) role is defined as a person's usual duty or activity. In this study role is defined as the duty or function of the school principal in managing and implementing change in schools.

- **Principal**

Cawood and Gibbon (1980: 05) define principal as an administrative and organizational and instructional leader of a school. In this study 'principal' refers to primary or secondary school heads.

- **Management**

Management is a noun derived from the verb manages which means to be in charge of, keep in order and control. The Task Team on Educational Management and Development, (1996: 27) points out that management is about doing things and working with people to make things happen. It is a process to which all can contribute and in which everyone in an organization ought to be involved. The term management is used in this study, to describe "the pro-active process of defining strategy and goals for an organization and ensuring that an organization works towards these goals efficiently (Fielder, Bowles and Hart, 1991: to).

- **Implementation**

According to Ghetty (1998: 29) implementation refers to a process of putting policy into practice. This definition is adopted for purposes of this study.

- **School**

According to the SASA school refers to a public school between grade zero and grade twelve. For the purpose of this study school refers to public schools, which accommodate learners from grade R to grade 12.

- **Educator**

According to Mkhize (2000:02), a teacher is anyone who teaches or instructs, especially as an occupation. In this study educator is used synonymously with 'teacher'.

1.11 Organisation of the Study

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

Chapter 1 is a general orientation to the study outlining Introduction, background of the study, statement of the problem, research aim, research objectives,

research questions, research hypothesis, delimitation of the study, limitation of the study, significance of the study, preliminary literature review, operational definition of the study, and organisation of the study

2.1 Introduction

CHAPTER 2: LITERATURE REVIEW

This chapter opens with a discussion of change drivers in South African Chapter 2 provides a literature review on the role of principals in the managing and implementing of change in schools and strategies consistent with this role.

to provide insight into the evolving role of the principal as the administrative and principals are cast as agents of change who have the positional power to ensure effective

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter 3 includes the detailed explanation of the research design, as well as a brief explanation of the theory underpinning the method, data collection instruments. A description of data analysis procedures is provided in this chapter.

are increasingly facing the challenge of competing with other schools to attract

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

Chapter 4 presents an analysis and interpretation of data collected from principals.

improvement (Bravis, Ngambi, Urba and Naicker, 2002: 294). The discussion below juxtaposes traditional management styles and democratic, traditional principals must make in the face of fast-paced educational

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATIONS

Chapter 5 presents a summary of findings, conclusions and recommendations. of education. Several concepts such as a Development Appraisal System (DAS), Whole School Evaluation (WSE), and Quality Assurance (QA) are now

compelling principals to shift from traditional ways of doing things to a democratic model of managing schools. South Africa stepped out of isolation and adopted a new democratic institution that guarantees the right to dignity, equality, freedom and security of all citizens.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter opens with a discussion of change drivers in South African education and juxtaposes the traditional autocratic style of school management with more democratic and participative management styles. This is done so as to provide insight into the evolving role of the principal as the administrative and organizational and instruction leader of a school. Currently principals are cast as agents of change who have the positional power to ensure effective transformation of public schools into centers of learning and teaching excellence that are relevant and responsive to their service constituencies. Schools without good leaders do not operate well in a rapidly changing environment. Principals are increasingly facing the challenge of competing with other schools to attract top-performing learners, innovative educators and well-resourced funders.

In addition, they are being held accountable for academic performance and school improvement (Brevis, Ngambi, Urba and Naicker, 2002: 294). The discussion below juxtaposes traditional management styles and democratic, participative management styles so as to sensitize observers to the leap that traditional principals must make in the face of fast-paced educational transformation. Measurement instruments have been developed to ensure quality of education. Several concepts such as a Development Appraisal System (DAS), Whole School Evaluation (WSE), and Quality Assurance (QA) are now compelling principals to shift from traditional ways of doing things to a democratic model of managing schools. South Africa stepped out of isolation and adopted a new democratic institution that guarantees the right to dignity, equality, freedom and security of all citizens.

2.2 Management and implementation of changes in rural schools of Sambandou circuit

Reasons for organizational resistance to change in Sambandou circuit of Vhembe district:

- A lack of leadership skills which results in an absence of explicit aims and effective delegation.
- A lack of effective management skills which results in insufficient infrastructure to translate principles into action or to use resources optimally.
- A failure to recognise and accommodate individuality and a failure to provide a socially and professionally conducive working environment
- Lack of transparency in allocations of roles and responsibilities often roles and responsibilities are designated without due transparency. Power and political processes dictate assignments rather than a development impetus or recognition of competency and strength.
- Socio-political fragmentation of staff. Where the staff is not united, one often finds the promotion of hidden agendas, suspicion, obstructionist behaviour or just a general atmosphere of mistrust. It is very difficult to get support for change in such environments and often even more difficult to implement the changes.
- Poor communication often occurs in environments where there is a lack of information sharing, unidirectional (top-down) communication, miscommunication or fear of expression. This can serve as a huge stumbling block for change management

A bias in favour of tradition as opposed to innovation often results in stifled contributions and fear of participation. It will be difficult to embrace and implement change in such environments. Van der Westhuizen (1997: 175), states that the intensity of educator resistance to change depends on what is

being changed. It could also be argued that the methods employed in facilitating change will also impact on the intensity of the resistance to change. Properly managed change will be inclusive and win the cooperation of the majority of stakeholders whilst minimizing resistance of the detractors.

Full access to education (EFA) cannot be realistically achieved without addressing the issue of quality education (EFA Global monitoring report, 2005:17). Political leadership by the National and provincial ministers, institutional leadership from the heads of department in the National and provincial DoE and situational leadership from district offices are all prerequisites for the empowerment of all levels of school management.

It is at the operational level that quality education becomes directly dependent on the quality of institutional management as found in school management. The dynamics involved in the changing education environment, the cost of ensuring access to all learners, the challenges involved in interacting with the socioeconomic environment and the need for quality in education, highlighted the need to move away from traditional education management practises to a visionary, situational leadership approach with professional management competencies.

Problem solving and decision-making takes place while the principal is involved in all four of the management tasks. Decision-making is linked to the nature of the problem. Problems occur in a wide spectrum, from routine recurring problems requiring routine decisions to totally unstructured and unexpected problems requiring innovative decisions. Where the problem is structured, familiar and easily defined, programmed decision-making takes place through a series of procedures based on school policies and rules. However, some problems are unstructured, new or the information is incomplete or ambiguous and no programmed decision based on polices or rules exist.

Not only is the problem-solving process driven by the urgency of the problem, but the decision-making conditions, the prevailing management style, the level of management, the type of organizational structure and organizational relationships (power) also contribute to the success of the decisions taken. One of the most important leadership competencies of education leaders and managers is contained in the way that problems are turned into opportunities and the decision-making process results in commitment by all to improve the situation that led to the problem.

The ability to handle conflict is a key factor in managerial success. As conflict can occur between what is right and what is required, the potential for conflict expands proportionally when more people become role-players in the conflict. Conflict can occur between the principal and the senior management team, between the principal and a particular group of learners, educators or special interest groups, between educators, between learners, between politicians or between supervisory structures with special interests. Conflict can be managed by open communication channels, preventing unnecessary conflict, and focus on the win-win principle. As most of the conflict in the South African education environment is brought about by the interpretation of policies and changes in the education environment, the principal should appreciate the complexity of the change and prepare the organisation for change.

The school's budget is an important tool in bringing plans and resources together. A realistic budget, linked to a financial calendar with projected income and expected costs, supported by detailed budget motivations, are crucial for the effective utilisation of resources. One of the priorities of the planning cycle was identified, as being the management of the provision of textbooks. The expanded on the role of the principal as he stated that one of the primary roles of the principal is to institute clear guidelines for the budgeting process, cost controls, and fundraising initiatives in the school policies.

2.3 Legal Framework for education management

The Constitution, the South African Schools Act 84 of 1996 (SASA), the National Education Policy Act and the education legislation passed by the nine provinces in South Africa, govern schooling in South Africa. SASA divides powers and responsibilities in education between the National government, Provincial governments and the schools themselves. According to Section 16(1) of SASA, the governance of a school is vested in a school governing body (SGB) while the professional management of a public school is vested in a principal under the authority of the Head of Department (SASA, Section 16(3)). Governance therefore implies accountability (overall control, school policies and direction), while the principal is responsible for the planning, directing and coordinating of the activities inherent in day-to-day school management.

The management and leadership behaviour of principals is defined by various Acts of parliament complemented by departmental policies, rules and procedures. These Acts include the National Education Policy Act 27 of 1996 (as amended), SASA, the South African Council for Educators Act 31 of 2000, the Employment of Educators Act 76 of 1998 (as amended), the Education Labour Relations Council and the General and Further Education and Training Quality Assurance Act 58 of 2001. According to the Employment of Educators Act (3C-7), the management of the school and all staff, including the deputy principal, falls under the principal's control and supervision.

The responsibility of the principal is to execute the duties listed in SASA and the Personnel Administration Measures (PAM). Section 23 of SASA provides that the principal is an ex officio member of the School Governing Body (SGB). The principal therefore has a dual role, as employee and as member of the SGB. Van der Waldt (2004:8) transfers the public service principles to the education realm. He states that education leaders and managers should ensure the promotion of services while promoting high levels of professional ethics. According to Van der

Waldt (2004:10-12), excellence in service delivery means participation by the community through the governing body, the impartial enforcement of legal frameworks and establishing processes to ensure transparent decision making.

different education cultures.

The author is also of the opinion that implementation processes should happen through participation from the management teams, accountability of all for decisions and service delivery standards and meeting the needs of the society by the best use of the existing resources. Van Deventer and Kruger (2003:2-13) state that excellence in schools is directly dependent on the management profile and related behaviour pattern of the principal, the competencies and skills of the school management team (SMT), and the presence (or absence) of a sound culture of teaching and learning.

promote the vision and mission of the Department, promote stakeholders participation, uphold the Batho Pele principles, promote

All of these influence the attitudes and work practises of educators and learners. In the leadership realm, the principal is responsible for leading and facilitating the cultivation of a culture of teaching and learning, managing the relationship between the organizational climate and the culture, ensuring that organisational conflict remains constructive and establishing organisational conditions conducive to successful change while establishing processes to deal with organisational stress (Van Deventer & Kruger, 2003: 13).

(2007:72) highlight the importance of strategies to interpret the influence of various Aias and

Hofstede, as quoted by Sheldrake (2003:221) and Lemmer and Badenhorst (1997:207) warns that the vast bulk of management theories are produced in the United States under the direct influence of the American cultural circumstances and is subsequently exported to the rest of the world. They question the extent to which the various theories covering such key areas as motivation, leadership and organisation could be useful out of context.

Foskett and Lumby (2003:8) further warn that educationalists should be aware that the spread of the “good practice” internationally, through the educational management literature and through the development of professional

development programmes, is dominated by perspectives of western educational management practitioners and academia. These perspectives are in danger of presenting a global picture of good management and should be translated into different education cultures.

Foskett and Lumby (2003:7) also warned that educationalists should recognise that the values of education frequently differ from those of business, and that the emphasis on management as a generic term, risked detracting from the wide range of social and cultural purposes of education. Lemmer and Badenhorst (1997:206) propose that the concept of Ubuntu should be built into teaching and learning processes. In summary, the principal is responsible to uphold the Constitution of the Republic, promote the vision and mission of the Department, promote stakeholders participation, uphold the Batho Pele principles, promote skills development and equity, uphold professionalism and acceptable work ethos, and ensure that all services are rendered effectively and efficiently.

As the education environment in South Africa is regulated by various Acts and government regulations, managers at school level have to have strategies in place to interpret the influence of these Acts and regulations on their task environment. Hellriegel *et al.*, (2004:107) and Smit (2007:72) highlight the importance of strategies to interpret the influence of various Acts and government regulations on the task environment of the manager. The authors outline the importance of managers being able to accurately diagnose and effectively respond to the influence that these acts have on their task environment and human relations through educators' and learners' rights and responsibilities.

According to Mthabela (1997:19), a principal who permits his/her educators to share in the decision-making process even though he/she has no formal obligation to do so, is letting them to know that he/she values their judgment and recognises them as colleagues. If educators are involved in making decisions, they will be motivated to implement them. Responsibilities will be shared with

2.4 Toward participatory management

The Department of Education (1999: 46-48), provides the following suggestions to shift from traditional-autocratic management styles to participatory-inclusive styles:

- Lead rather than prescribe
- Flatten the decision-making hierarchy
- Promote shared responsibility
- Embrace and promote empowerment
- Adopt a development approach to curriculum delivery
- Command respect through stature
- Emphasize effectiveness
- Create a culture of learning

2.4.1 Lead rather than prescribe

The Department of Education (1999:46), states that the principal must be seen as leading learners and educators to achieve desired outcomes, rather than prescribing change. Kreitner (1989:529) recommends a participative leadership style where the principal consults constituencies, actively soliciting their suggestions and giving due consideration to those suggestions when making decisions.

2.4.2 Flatten the decision making hierarchy

According to Mthabela (1997:19), a principal who permits his/her educators to share in the decision-making making process even though he/she has no formal obligation to do so, is letting them to know that he/she values their judgment and recognises them as colleagues. If educators are involved in making decisions, they will be motivated to implement them. Responsibilities will be shared with

ease. The Department of Education (1999: 46) advises that the principal should try to produce flatter, more open, more participative structures when implementing changes. By being personally and meaningfully involved, educators' motivation and performance levels are said to improve (Kreitner, 1989: 451). This allows better information flow, and create an atmosphere in which all members feel sense of ownership (Kreitner, 1989:451). Albelt and Motlatla (1998) in MthabeJa (1997:130), state that when important decisions are to be made, the principal can institute decision-making by consensus. They further state that this method is the most advantageous approach, as it stimulates the participation of members and increases their commitment.

2.4.3 Shared responsibility

The Department of Education (1999:12) states that the school leaders (principals) have the responsibility to involve parents and other members of the community in managing and implementing change in schools. Kreitner (1989:514) observes that although leaders traditionally delegate a great deal of authority they seldom, if ever, delegate responsibility. Kreitner (1989:9), further states that shared responsibility means that the work is divided and assigned on the basis of participatory decision-making. The principal has to encourage educators to work as a team in implementing changes and decision-making powers must be devolved.

2.4.4 Embrace and promote empowerment

Shreuder et al., (1993:03), advise that principals must take a lead in creating a positive climate for professional development. The Department of Education (2002: 56) states that as leaders and managers they need to mentor others. Steyn and Van der Klerk (1999:359), emphasize the power of educators. Creating a collaborative management structure requires that those in senior

management (including principals) learn to define their leadership role as that of empowering others in an organization rather than controlling.

By focusing on teaching and learning as the goal of the school, educators and

2.4.5 Adopt a development approach to curriculum delivery

The principal's role is to create and develop a culture that fosters commitment and

A development approach to curriculum delivery is essential in embracing the current reforms. Educator and learner developmental supervision is an important part of appraisal. Ndlovu (1997: 45), states that formative evaluation (appraisal) serves the purpose of professional development through which the improvement of the individual is envisaged. The principal must assist educators who experience problems in implementing changes by providing in-service training for them. Day, Whitaker and Wren (1987: 18) warn that professional development cannot be forced. It is up to the educator to take part actively and ensure the effective implementation of change.

At the heart of educational reform in South Africa are the following key initiatives:

2.4.6 Command respect through stature

Outcomes-Based Education (and its current revisions as the Revised

The Department of Education (1999: 48), recommends that principals command respect without using their status in a threatening way. Respect is achieved through the stature of the educator or principal. Misusing positional power can jeopardize the effective initiation and implementing of change.

educational sector as described in the National Qualifications Framework (NQF) and legally

2.4.7 Promote a balance between effectiveness and efficiency

of 1995). The primary aims of the reforms are:

According to Kretitner (1989: 11), managers are responsible for balancing effectiveness and efficiency because too much emphasis in either direction leads to mismanagement of change. Effectiveness relates more especially to the management of human and material resources while efficiency relates to the management of time, money and processes (such as change). The balance between effectiveness and efficiency therefore lies in the hands of the school principal especially in the area of educational transformation.

2.4.8 Create a culture of learning

By focusing on teaching and learning as the goal of the school, educators and learners are being motivated (Department of Education, 1999: 43). The principal's role is to create and develop a culture that fosters commitment and enables educators and learners to do their work in a conducive learning and teaching environment. Principals need to motivate both educators and learners to do more than what is expected of them. In order to manage and implement change effectively, principals need to take into consideration all of the above practical suggestions on ways to shift their schools from top-down to participatory management.

2.5 Reform initiatives in South Africa

At the heart of educational reform in South Africa are the following key initiatives:

- Outcomes-Based Education (and its current revisions as the Renewed National Curriculum Statement), and
- The Integrated Quality Management System.

These two initiatives are supported by structural reform of the educational sector as described in the National Qualifications Framework (NQF) and legally supported by the SASSA and National Education Policy Act (No 27 of 1996). The primary aims of the reforms are:

- To democratize the divided and unequal system of education perpetuated under Apartheid;
- To facilitate syllabus revision and subject rationalization thereby laying the foundations for a single national core syllabus, and
- To improve education service delivery by ensuring accessibility, relevance, excellence, transparency and accountability.

The key initiatives described above are underpinned by several theoretical and practical policy revisions which need find articulation in schools. Principals are tasked with ensuring that an Integrated Quality Management System (IQMS) finds articulation in schools as part of the change management agenda. The IQMS and its underlying tenets and structures are discussed below with special reference to the role of the principal in its articulation.

2.5.1 Implementing an Integrated Quality Management System (IQMS)

The IQMS, in an educational context, is a collective concept that integrates three fundamental components of Whole School Development (WSD), namely the Developmental Appraisal System (DAS), the Performance Measurement (PM) and Whole School Evaluation (WSE). The aim of the IQMS is to ensure performance measurements for educators and schools that will help capitalise on strengths and create development support networks to eliminate weaknesses so that schools can operate as autonomous education centers of excellence. Before the school implements the IQMS, the principal has to establish the necessary structures that will be responsible for implementing the IQMS. The Staff Development Team (SDT) and Development Support Group (DSG) are two school-based resources that are indispensable in ensuring successful rollout of the IQMS.

2.5.2 Staff Development Team (SDT)

The principal must democratically elect a Staff Development Team (SDT). The principal will also be represented in this structure. The team will include some members of the SMTs as well as other educators. The principal together with the team must ensure that all educators are trained in the procedures and processes of the IQMS. Trained educators should prepare and monitor the change management plan, initiate the implementation of change and monitor the

effectiveness of the implementation (Department of Education, 2002: 67). The SDT needs to support the principal to implement and manage change.

2.5.3 Development Support Group

The principal's role in the formation of the DSG is to ensure that the DSG is fairly cons timed. The Department of Education (2003: 13), states that for each educator, the DSG consists of the educator's immediate learning area senior and a peer that serves in the same phase learning area. The DSG will work cooperatively with the principal in supporting educators to implement change and develop professionally.

2.5.4 Implementation of Whole School Evaluation (WSE)

The final draft on the National Policy on WSE (2000:23), introduces the monitoring and evaluation systems which are vital to the improvement of performance standards in schools. All public schools are required to undertake an annual self-evaluation process as part of the implementation of WSE. The principal is primarily responsible planning for the implementation of the WSE in his/her school. The role of the principal with regards to WSE, according to Department of Education (2002: 19), is to:

- Identify an evaluation Coordinator who will liaise with the evaluation team, that is, the external evaluators responsible for monitoring WSE.
- Be thoroughly acquainted with the reasons for the evaluation and be in the position to explain the process and answer questions from stakeholders.
- Encourage and motivate stakeholders, some of whom may be apprehensive, to ensure understanding and co-operation with the supervisors or external evaluators.
- Ensure that all the required documents are accurately prepared.

- Questions or areas of uncertainty for the team leader to respond to when he/she visits.
- Inform all stakeholders of the intended evaluation.

2.5.5 Developmental Appraisal System

The DAS mandates that teachers are to be appraised. The DAS is based on the premise of life-long learning and the principle that the school is a learning organization. It focuses primarily on the individuals, that is, it evaluates the development of individual educators (Department of Education, 2002: 04). Berth (1990: 56) states that the appraisal of educators is a powerful means of promoting professional growth. According to the IQMS policy document (2003: 03), the purpose of developmental appraisal is to appraise individual educators in a transparent manner with a view to determine areas of strength and weaknesses and to draw up programmes for individual development.

According to Middlewood (1997: 173), the way in which an appraisal is managed is fundamental to staff management in any organization. The role of the principal with regard to the DAS is to offer professional advice to educators where necessary and to develop staff training programmes (Department of Education, 2002: 67). To effectively manage the appraisal process, Middlewood (2001: 197-198) suggests that the managers consider the following:

- Ensuring that any system of performance review in the school is procedurally sound and consistently applied. This is fundamental to perceptions of fairness that staff have. The manager may begin by being appraised personally as the first member thereby demonstrating that there is nothing to be feared in the system.
- Establishing an agreed upon set of principles for carrying out appraisals.

These will be specific to individual schools but will be framed within the national norms. This not only develops a sense of ownership but clarifies what manager and staffs are committed to. For example, a commitment to appraisal for everyone was including the principal.

2.6 Performance Measurement (PM)

The Performance Measurement (PM), as highlighted in the IQMS policy document (2003:03) as an instrument used evaluate individual teachers for salary progression. Affirmation of appointments and rewards and incentives Smith and Cronje (1992:325), state that money as a reward can be used to reinforce positive job performance. Whilst incentives and rewards are indeed necessary to motivate teachers, these are secondary objectives in the IQMS instrument. The primary objective for measuring performance of educators is to ensure excellence in the quality of education delivered. According to the IQMS policy document (2003: 25), schools must inform educators of in-service training and other programmes that will be offered and make the necessary arrangements for educators to attend. The Department of Education (2003) further states that on-going mentoring must take place to assist educators to improve their performance.

2.7 Phases of a change management process

According to Brevis et al., (2002: 218) managing change is one of the most difficult challenges facing school management. Brevis et al., (2002: 219) highlight that following an established change management processes will greatly assist principals fulfil their obligations as change management agents and will broker trust and confidence in the measures taken to facilitate change. Kreitner (1986: 564), drawing on work done by Lewins (1999:90), recommends that the principal use a three-phased change management process to "unfreeze: "change" and

then "refreeze" the school social system. Each of these phases is discussed separately below.

2.7.1 Stage 1 – Unfreezing

The unfreezing process is usually necessary before individuals are willing to change. This stage involves reducing the forces maintaining the system behaviour at the current level. This phase usually requires an education campaign which outlines the nature of the changes proposed (sharing knowledge) and highlighting the benefits of the changes (both institutional and individual). The latter exercise is aimed at getting acceptance of and support for the proposed changes. A pilot group can be used to demonstrate how the changes will be implemented and what the benefits thereof are. Kreitner (1989: 564), states that unfreezing prepares the members for change and then helps neutralize initial resistance. At this stage the principal has to assess the situation and prescribe an appropriate change strategy. The next stage is moving or changing.

2.7.2 Stage 2 - Moving or changing

This stage shifts the system to a higher level of group participation. Change must be managed as a gradual and deliberate process. Transition from the old to the new must be paced appropriately to lower anxiety and allow for participants to gradually release their hold on anchors in the old system and latch onto support structures and anchors in the system being migrated to. Having a significant role clearly defined for you in the system being migrated to, assists immensely in combating insecurities and resistance to change.

The principal as a change agent has to implement strategies to enhance collaboration and co-operation. Chetty (2003: 116) quotes Kreitner et al., (1999:34), who states that because change involves learning, this stage entails

providing employees with new information, new behavioural models or new ways of looking at things. Chetty (2003:34), further quotes Kreitner et al., (1999:23), who claims that models mentors, experts benchmarking results and training are useful mechanisms to facilitate the change. The next stage is the "freezing stage". (2000: 56) emphasise that without stakeholder involvement there is no commitment. The principal is responsible for involving all stakeholders in the

2.7.3 Stage 3 - Freezing (Also called refreezing)

According to Gilgeous (1997: 139), anchoring changes firmly in the corporate culture, is known as the freezing stage. This stage stabilizes the system at a new state of quasi-stationary equilibrium (Orgland, 1997: 88). The new attitude becomes part of the person. It is necessary to follow-up on problems, complaints, unanticipated side-effects and any lingering resistance. In this way the new behaviours are reinforced. Kreitner (1989: 576) states that there must be a careful monitored refreezing period to ensure lasting change. The principal should guard against any form of resistance from the staff.

Van Daventer (2003: 46) proposes a complementary model for successful change management. His model is attractive as it allows changes that have been implemented to be evaluated and processes to be modified where necessary. The cyclic nature of the model ensures that there is no stagnation.

2.8 Strategies for the effective management and implementation of change

There are several strategies that principals can adopt to effectively manage and implement change. This section reviews proven strategies that will assist principals in fulfilling their mandate as change managers.

2.8.1 Involvement of parents and SGBs

The Task Team on Education Management and Development (1996: 330) encourages decentralization of school governance and management Singh and Manner (2000: 56) emphasise that without stakeholder involvement there is no commitment. The principal is responsible for involving all stakeholders in the running of the school. Involvement is one of the strategies of managing and implementing change in schools.

Educators, parents, members of the SGB and learners as well as businesses and community need to be actively involved in school matters. Bushel (1995:79) states that: the successful functioning of the school is dependent on good relations between the principal and the SGB. The SGB needs to be treated with genuine respect and due recognition of their duties and powers.

Research conducted by Chetty (1998:17) provides evidence that although schools have structures like SGBs. there is still very little participation from external stakeholders in the running of the school. Collaboration is supported by Buchel (1995:78), who states that the principal has to establish professional relationship with members of the SGB, as they are the official link between parents and the school.

The Task Team on Education Management and Development (1996:47), states that people make education work. The quality of our school and of our education service depends on support staff, teachers, principals, school governors and administrators throughout the system. The principal should develop practical activities to motivate parent involvement in the schools. The Department of Education (2003:96) identifies the following activities that promote parent involvement

- Monitoring learner progress and consulting with educators on performance improvement strategies.
- Involvement in classroom activities by way of being teacher assistants, relief teachers, volunteer teachers, learning material co-coordinators or portfolio administrators.
- Involvement in extra-curricular activities, Van Schalkwyk (1988:18) and Wolfendale (1989:5-6) identify supervising activities, running societies, coaching of sporting events, organizing sports and cultural activities, transporting pupils and catering and fund raising as areas where parents can be particularly effective.
- Participation in open career days where parent speakers from different vocations deliver presentations.

2.8.2 Involvement of Educators

Kanter (1993: 41) states that: "change is always a threat when it is done to me, but it is an opportunity when it is done by me. The ultimate key to creating pleasure in the hard work of change... is to give people the autonomy to make their own contributions to change." The democratic involvement of all educators in the management of change is the key to future success. Educators are to be involved in the discussion of change and the decision-making process. Teachers as individuals and as members of working groups must feel that they own and are in control change. A school may aim at change consensus where entire staff feels that they can work together to change in structured and desirable ways. The involvement of educators increases their interest in and satisfaction with their job (Kanter, 1993: 41)

Evarard and Morris (1990) in Squelch and Lemmer (1994:140), state that, for effective change management, educators must understand what change is. The reason for change and its sources, Schreuder et al., (1993: 03), advise that. The principal must take a lead in creating a positive climate for professional

development. Any change or improvement requires that individuals learn how to do something new. The implementation of school improvement requires on-going professional development activities within the school (Hopkins. 1987: 196).

primarily driven and reinforced by the principal.

All educators must be encouraged and developed to become competent change managers and must take their lead in this regard from their principal. Hopkins (1987) is supported by Van der Westhuizen (1990: 648); who states that: it is important that change should take place on a continuous basis and that the organisation should not experience this process in the form of shock waves. Hopkins, West and Ainsc6w (1996:26) state that staff development is a central strategy for supporting educators to accept and implement change. Van der Westhuizen (1990:65), states that man is able to learn and master his tasks duties and responsibilities by means of training and development. This mastery gives him confidence and security.

2.3.4 Motivation

2.8.3 Strategic Planning

Planning may not be enough to effectively implement and manage change.

Kreitner (1989: 141) defines planning as the process of preparing for change and coping with uncertainty by formulating future courses of action. He (1989: 151) goes on to say that strategic planning determines how best to pursue the organizations long-term goals with current and envisaged resources. Planning, according to Musaaazi (1982:119), is a rational process of preparing and reflecting on a set of decisions for future actions directed at achieving goals and objectives by optimal means. Without strategic planning, implementation of change will be hampered. Dean (1987: 70) states that a major change will at some stage require a proper plan. According to Everard and Morris (1996: 254), strategic planning is a method which is being used more and more in education systems and schools throughout the world in order to strive towards ongoing renewal and quality.

within the school.

According to Department of Education (1992:02), strategic planning is given concrete manifestation in an organization's vision, mission, priority targets, action

plans, implementation plans and evaluation mechanisms. The principal's role is critically important in all of the stages of strategic planning. Although the vision and mission of the school must be shared by all in the school, it must be primarily driven and reinforced by the principal.

The principal is the one person who has a global view of all activities in the school and together with his deputies, SMT and SGB must formulate priority targets for integration into the school improvement plan (SIP). Human resource planning and defining roles and responsibilities as well as delivery timeframes must be agreed upon by all constituencies but again the principal serves as primary gatekeeper for these items. Implementation plans and evaluation mechanisms are also directly driven by the principal who will be assisted by his/her SMT and SGB.

2.8.4 Motivation

Planning may not be enough to effectively implement and manage change. Principals need to engage in multiple strategies which include motivation of educators who are predominantly responsible for and affected by change. According to Robbins (1993: 205), motivation is a willingness to exert a high level of effort towards achieving an organization's goals. This view is supported by Le Roux and De Beer (1999:132), who state that motivation is an effort that an entrepreneur makes to inspire his/her employees so that they will voluntarily do their best to achieve the objectives of the enterprise. The principal, as a leader, has a responsibility to influence educators to implement changes in schools. Mthabela (1997:23) states that the principal is the focal point of staff motivation and responsible for boosting the morale of educators. Motivation and morale are intrinsically linked and collectively serve to enhance the professional ethos within the school.

Le Roux and De Beer (1999:132) state that motivation is required when an individual experiences tension because of an unsatisfied need. Le Roux and De Beer (ibid) further state that motivation is a driving force that develops spontaneously in a person: For the principal to be able to motivate educators successfully he/she must have profound knowledge of his educators' needs as well the holistic needs of the organization. The principal's ability to motivate educators will help him/her manage and implement change effectively. The principal must help people build the capacity to change.

2.8.5 The role of principal in managing change

Squelch and Lemmer (1996: 136) state that change should be managed in such a way that it makes the school more effective and does not disrupt the educational process. Squelch and Lemmer (1996:34), further point out that the starting point for understanding change is having an extensive knowledge of policies, rules and procedures and how these impact on peoples attitudes, behaviour and performance. Knowledge of processes must necessarily be married with knowledge of people to create a shared and safe environment which embraces change as a force of progress rather than a force of bureaucratic control.

According to McNeil (1981: 144), the most effective projects are those in which the architects of change are involved at all stages including planning implementation, evaluation and adaptation. McNeil (1981:75), further states that the success and failure in the implementation of change hinges largely on the role of the principal. The principal should show the ability to initiate, innovate and take the lead in making things happen at school.

The role of the principal according to Bayne-Jardine (1994:14) is to create a vision which provides the criteria for all policy development. He has to assist the educators to understand the vision by highlighting values that underpin the

vision. Kotter (1996: 19) strongly argues that without vision, a transformation effort can easily dissolve into a list of confusing, incompatible and time-consuming projects. Schools cannot function effectively without a vision. Everard and Morris (1996: 242) and Reitburg and Burello (1995:40) maintain that in managing change principals should:

- Know clearly what they want to achieve,
- Interpret the proposed change not only from their point of view but also from that of others,
- Explain change by means of two-way communication,
- Involve educators in the management of change,
- Present change as a rational decision,
- Make change personally rewarding,
- Show that change is related to survival and development excellence, and
- Ensure that change is paced comfortably.

The Department of Education (2002:62) stipulates that the principal, as the nerve centre of the organization, has the role of monitoring processes, disseminating information and being the spokesperson in for change in schools. Since principals are regarded as key figures in building successful educational organisations, it is thus imperative that they are aware of resistance to change and are able to investigate and determine the underlying reasons that precipitated the resistance. The discussion below aims at foregrounding resistance to change and providing some strategies to counter or negate them.

2.9 Resistance to change

Resistance to change is a complex issue that may be a result of a mix of factors including:

- Psychological make-up and scarring of those affected by change,

- Historical experiences of change,
- Perceptions of change,
- Motivational factors,
- Structural support for change,
- Pace of change implementation (deadlines and timeframes),
- Knowledge about the nature of the change and its rationale,
- Skills and competencies demanded by the change, and
- Power-relations between change architects, change agents and beneficiaries of change.

For ease of discussion the above factors are grouped and discussed under the following headings:

- Reasons for personal and psychological resistance to change, and
- Reasons for organizational resistance to change.

2.9.1 Reasons for personal and psychological resistance to change

Van der Westhuizen (1997: 178) identifies the following factors that contribute to personal and psychological resistance to change:

- Lack of the familiar and reliable: As soon as any deviation from the familiar situation occurs or existing practices are discontinued, a feeling of insecurity is experienced that gives rise to resistance to change.
- Loss of personal choice and values: Familiar environment habits or practices provide trust and security, whereas change contributes to a lack of self-confidence.
- Possible loss of authority: Change can affect individuals in existing positions of authority. An unwillingness to surrender power may lead to fierce protection and defence of the status quo.

2.10.2 Not understanding the reason for change: Insufficient information often results in a misreading of the significance of change or a complete misunderstanding of the rationale for change. Educators very often demand proof that their practices do not work: before they will consider change.

Lack of skills and innovation: Rather than admitting their lack of necessary skills to deal with change as the reason for resistance, educators often attribute their resistance to the nature of the proposed change itself. Educators with low motivation, self-esteem or/and commitment to work are unlikely to be receptive to any form of change here are also organizational reasons for resistance to change. These are discussed below.

2.10 Role of the school managers in managing resistance of changes

The school managers have three primary roles to play in managing resistance to change.

These are:

- An interpersonal role,
- An informational role, and
- A decisional role

2.10.1 Interpersonal Role

In managing change, principals have the authority and status to engage in a good deal of interpersonal contact with educators and other stakeholders. This role is of great importance in motivating people to get the work done and ensuring that every individual feels safe and comfortable in the transitional environment

2.10.2 Informational Role

Kreitner (1989:19) states that the principal is the gatekeeper of information needed for the implementation of change. Information must be cascaded to the stakeholders, sifting for relevance and ensuring that the pace and amount of information is not overwhelming. Kreitner (1989:19) makes it clear that the informational roles of the principal make him/her the nerve centre; the disseminator of information and a spokesperson for change.

2.10.3 Decisional Roles

The principal is an entrepreneur responsible for designing and initiating change within the organisation (Kreitner, 1989: 20). Although time must be taken to build consensus, decisions have to be made even if they are unpopular at times. Decisions must be made transparently and with sufficient consistency to be evaluated as fair. In managing organisational resistance to change, the principal as a change agent, needs to persuade people to change and then support them through the process of change (Department of Education, 2003: 42). The principal must keep a balance of pressure and support in implementing change. This will help the principal gauge the support still required to ensure acceptance of change.

2.11 Strategies for overcoming resistance to change

Principals need to be aware of strategies that may help them in managing resistance to change. Kreitner (1989: 558-559), Squelch and Lemmer (1994:139) and the Task Team on Educational Management and Development (1996:32) identify five strategies for overcoming resistance to change. These are listed here but discussed in greater detail below:

- Promote open communication on the nature and implications of Change

- Encourage inclusive participation and involvement
- Build facilitation and support structures
- Facilitation through negotiation and agreement
- Use explicit and implicit coercion

Strategy No. 1 - Promote Open Communication on the Nature and Implications of Change. Communication comes in both words and deeds. Kotter (1996: 20) clarifies that nothing undermines change more, than a discord between what is said and what is done. Architects and agents of change must personify in their behaviour, attitudes and actions the changes that they desire in policy. The principal must as leader of the school exemplify and amplify desired attitudes, behaviours and actions. The principal must provide adequate information and make sure that the change is clearly communicated to those involved. Educators must be assisted to embrace not only the change but the rationale that prompted it as well.

The principal must ensure that structures such as the SMT, DSO and SDT are Squelch and Lemmer (1994: 139), state that the open channel of communication encourages confidence and trust and also avoids uncertainty, speculation and rumors. Steyn and De Klerk (1999: 155), state that members of staff at schools, pupils and parents should be fully informed of all relevant decisions taken. There should be no hidden agenda and all implications of the proposed change should be openly discussed and debated.

Strategy No. 2 - Encouraging Inclusive Participation and Involvement; The Department of Education (2002: 33), states that participation increases understanding of the change, allows employees to offer their own ideas in making it successful, and frequently improves the final outcome. People must be allowed to participate in the planning and implementation of a change. The SASA (1996) promotes partnership as an important component of the education system. The government is emphatic that is not the sole provider of education. Schools must form partnerships with businesses and non-government

organisations for example and work together to implement and manage changes in schools. Squelch and Lemmer (1994: 11) state that the principal is not the only person who is responsible for school improvement. Change is collaborative and all stakeholders must be involved. Clearly defined roles and responsibilities must be negotiated, and deliverables and deadlines determined. Only structured participation and involvement will be truly effective.

Strategy No. 3 - Build Facilitation and Support Structures When fear and anxiety are responsible for resistance to doing things in new and different ways, support from management in the form of special training, job stress counselling and compensatory time off can be helpful (Kreitner, 1989:559). Facilitation and support involves providing the necessary resources that employees need to implement and manage change effectively. This may include decentralization of authority (Brevoseta, 2002: 226).

The principal must ensure that structures such as the SMT, DSG and SDT are operational and can be easily accessed. In addition, it may be useful to establish regular staff seminars, position papers and conferences on policy changes and its implications for teaching and learning. This will allow for uninhibited exploration of change in non-threatening peer environments. A best practice forum may also be established where educators in clusters can share what works and how change was successfully implemented.

Strategy No. 4 - Facilitation through Negotiation and Agreement Building consensus for change is extremely important and must be diplomatically handled. The principal must be open to exploring multiple routes to achieve the same end (as required by the change). Sometimes it is better to approach change piecemeal than to undertake systemic revisions all at once. Pacing change is important in creating a non-threatening environment for implementation of the change. Often a change in scenery helps alter perspective. It may be useful to have staff go on joint outings where changes can be

discussed and negotiated. Sometimes negotiated agreements involve conceding something to other party in order to reduce resistance (Smit and Cranje, 2002: 226). Principals must be open to this possibility.

Strategy No. 5 - Use Explicit and Implicit Coercion According to Kreitner (1989: 252), explicit and implicit coercion is the direct or indirect use of power to pressure detractors to conform. Orgland (1997: 99) cautions that coercion should be used sparingly and very carefully as no one has ever been able to change what was really important to people through force. Strategies such as rewarding those who readily embrace and facilitate change and advertising why they were rewarded, may well serve to lower the resistance of detractors who also wish to be rewarded similarly. Incentive schemes may work in a similar way. The principal is in a position of power and can make these rewards and incentives a reality. If he/she is innovative enough he/she could get business to sponsor some of these incentives and rewards. A higher education or training centre may, for example, sponsor a short course.

Sometimes manager find it useful to analyze the situation and consider appropriate options for overcoming resistance to change through the use of force-field analysis (Kreitner, 1989: 254). Force-field analysis is a method that involves analyzing the two types of forces that influence any proposed change. These forces have been identified as driving forces or restraining forces. Kreitner (1989:23), define driving forces as those factors that pressure for a particular change whereas restraining forces are those factors that pressure against a change. The principal has to increase driving forces and decrease restraining forces. Orgland (1997: 88) supports this methodology stating that the essence of this technique is to analyze the forces that are keeping quasi-stationary equilibrium in its present state, and from this diagnosis determine which driving forces and restraining forces need to be altered in order to unfreeze and move the system.

2.12 Conclusion RESEARCH DESIGN AND METHODOLOGY

The next three chapters are dedicated to an empirical study that tests the extent to which principals are indeed employing these strategies. Chapter 3 discusses the research methodology used in soliciting and analyzing educator responses to questions on their role as change agents and the strategies that they adopt to facilitate change.

It also describes the overall methodology adopted, population identification, sampling procedures and unit of analysis, the means to study site methods for data collection and analysis. The chapter was concluded by discussing what I call 'reflections', a section which is about my main learning areas and the difficulties that I encountered during the process of this research.

3.2 The study area

This study was conducted in Sambandou Circuit under Vhembe District of Education which is found in Limpopo Province. The overall aim of the study is to investigate the role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province.

3.3 Research Methodology

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279) as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73).

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this chapter is to illustrate an overall methodology together with the methods used to achieve the objectives of this research as stated in chapter one. It also describes the overall methodology adopted, population identification, sampling procedures and unit of analysis, the means to study site methods for data collection and analysis. The chapter was concluded by discussing what I call 'reflections', a section which is about my main learning areas and the difficulties that I encountered during the process of this research.

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A quantitative paradigm allowed the researcher to best obtain an insider perspective (Babbie & Mouton, 2002:270) of the socially constructed nature of reality (Denzin & Lincoln, 2003:13) as experienced by rural secondary school managers. The quantitative research design further allows the researcher to gain an understanding of the life world (Husserl, in Henning et al., 2004:9; Cohen, Manion & Morrison, 2002:24) of the school managers in rural secondary schools in Limpopo Province. In addition, sufficiently detailed thick descriptions (Babbie & Mouton, 2002: 277; Denzin & Lincoln, 2003:25; Henning et al., 2004:7), could be obtained from the respondents regarding their perceptions and experiences in their natural settings (Babbie, 2004:282). According to Creswell (1994:145), the quantitative researcher is more interested with the process than the outcome or products of how people make sense of their lives, experiences and their structures of the world. Within a quantitative research paradigm, the researcher gathered knowledge and embarked on a social science research journey (De Vos, 2005:40).

According to Neuman (in De Vos, Strydom, Fouché & Delport, 2005:41), the study of social sciences entails the study of people, their beliefs, behaviour, interaction, and institutions. Mouton and Marais (in De Vos et al., 2005:41), define social sciences research as the study of social reality with the aim of gaining a valid understanding of it. This journey ended with an action-learning model that could prepare rural secondary school managers in Limpopo Province for their role as education managers and institutional leaders in the 21st century.

3.4 Population of the Study

Donald and Pamela (2003:78), defined population as the group upon which the researcher is interested in making inferences. Population is defined as a set of entities in which all the measurements of interests to the practitioner or researcher are presented. (Powers, Meenaghan & Toomey 1985:235). The population in this study was comprised of school principals, educators, parent's

component of SGBs, Circuit manager and stakeholders (parents) of Sambandou Circuit.

3.5 Sampling

Creswell et al., (2007:79) define sampling as the process of selection of a portion of the identified population, or the process used to select cases for inclusion in the research study (Terre Blanche & Durrheim, 2004:274). Terre Blanche and Durrheim (2004:45) define sampling as the decision-making process deciding which people, events, behaviour and/or social processes to observe. According to Kuzel and Morse (in Miles & Huberman, 2004:27), quantitative sampling tend to be purposive rather than random.

The sampling framework in this quantitative study consisted of a purposive, multicasst framework (Miles & Huberman, 2004:27). Purposive sampling is defined as the sampling framework that allows the researcher to identify participants on the basis of their particular knowledge (Babbie & Mouton, 2002:287; Creswell et al., 2007:79; Miles & Huberman, 2004:27; Patton, 2002:243; Silverman, 2004:250,) “their typicality “(Cohen, et al., 2002:103), or their “usefulness” (Babbie, 2004:183). The sampling framework in this quantitative study consisted of a purposive, multi case framework, complemented by snowball sampling (Babbie, 2004:184; Cohen, et al., 2002:104; De Vos, 2003:336; Henning, 2004:71; Miles & Huberman, 2004:29).

3.6 Sampling Methods

Purposive and simple random sampling was used to select the schools, as well as the respondents who participated in the study (Leedy and Ormrod, 2005:144-145). This type of sampling was the result of my judgment, on the basis of the characteristics or typical attributes that required from the studied population, of

which the sample was part. The sample can thus be regarded as representative of the population from which it has been drawn (Strydom and De Vos, 2000:198).

3.7 Sampling size

The total sample size consisted of fifty participants selected from rural schools, in other words, one principal, one head of a department, and one teacher from each school. All the respondents gave their written consent to participate in the research. A total 30 participants was drawn which comprised learners, Principal, Heads of Department, circuit manager, principals, SMT and teachers from the two sampled schools. The study used self-administered questionnaires with 5-likert questions for both learners and teachers.

3.8 Research Instrument

Both primary and secondary data was used for this study. Secondary data was obtained from government publications, research publications and reports. Secondary data was collected through literature reviews aimed at role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province. Primary data was obtained through questionnaires.

3.8.1 Questionnaire Survey

A questionnaire was used to determine the role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province. Biographical and demographical information from the participants such as age, teaching experience and location of schools were collected together with quantitative and qualitative information with regard to participants' experiences with management and implementation of the changes. Structured items requested participants to give quantitative

responses by selecting item response options of their choice while open-ended items allowed participants to share their own views and offer suggestions on aspects related to Continuous Assessment. Thus, the data contained in 30 questionnaires could be analysed.

The second part of the questionnaire consisted directions and 25 five point Likert-scale items for rating personnel's perceptions of role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province. The items asked participants to rate the extent to which they agreed or disagreed with certain aspects of their management of changes in school. The rating scale had the following designations: 5=strongly agree; 4=agree; 3=Uncertain; 2=disagree; 1=strongly disagree.

The Likert type scale was employed because it provided greater flexibility since the scale descriptions varied to fit into the nature of the question (McMillan and Schumacher, 1993:245). The development of the items in the questionnaire was formulated from each management variable which had their base in the literature review in chapter 2 and the items were spread out as follows: role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Vhembe district, Limpopo province.

3.10.1 Protection from harm

3.9 Data Analysis

In cases where the nature of a study involved creating a small amount of data, the researcher used both qualitative and quantitative methods of data analysis. Firstly thematic method was used from research questions to arrange data into various themes. The researcher used a computer to analyze data descriptively which resulted in the drawing of tables. Those tables helped the researcher to analyze data qualitatively using percentages. The questionnaire items formed the basis of discussion for the results of the study. Tables were used to describe values derived from questions on the

questionnaire. Those values were expressed in the form of percentages for comparison purposes.

Participants were told in advance about the nature of the study to be conducted. Researcher made notes during the interviews and transcribed the respondents' answers. Researcher read repeatedly through the data in order to familiarize myself with it. During the reading process, researcher underlined some key words and sentences. Having arranged those words and sentences logically, coded these on the basis of their relatedness to the role of school managers in the management and implementation of changes in rural schools of Sambandou circuit in Limpopo province, Vhembe district. Categories derived from the above codes were identified and later translated into themes.

3.10 Ethical Consideration

In the context of research, according to Saunders, Lewis and Thornhill, (2000:130), "... ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work, or are affected by it". Most ethical issues in research fall into one of four categories namely, protection from harm, informed consent, right to privacy, and honesty with professional colleagues (Leedy & Ormrod, 2001:107-108):

3.10.1 Protection from harm

In cases where the nature of a study involved creating a small amount of psychological discomfort, participants, would know about it ahead of time, and any necessary debriefing or counseling followed immediately after their participation.

3.10.2 Informed consent

Participants were told in advance about the nature of the study to be conducted, and be given the choice of either the right to withdraw from the study at any time, as participation in a study should be strictly voluntary. It was suggested that an informed consent form that describes the nature of research as well the nature of the required participation be presented to participants in a research study. Such a form according to Leedy & Ormrod (2001:108) contained the following information:

- A brief description of the nature of the study.
- A description of what participation will involve in terms of activities and duration.
- A statement indicating that participation is voluntary and can be terminated at any time without penalty.
- A list of potential risk and/or discomfort that participants may encounter.
- The guarantee that all responses will remain confidential and anonymous.
- The researcher's name, plus information about how the researcher can be contacted.
- An individual or office that participants can contact, should they have questions or concerns about the study.
- An offer to provide detailed information about the study (e.g., a summary of findings) upon its completion.
- A place for participants to sign and date the consent form, indicating agreement to participate.

3.10.3 Right to privacy

The research project respected participants' right to privacy. In general, a researcher kept the nature and quality of participants' performance strictly confidential.

3.10.4 Honesty with professional colleagues

Researchers reported their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others as to the nature of their findings. Under no circumstances could a researcher fabricate data to support a particular conclusion, no matter how seemingly 'noble' that conclusion may be.

3.11 Conclusion

This chapter provides a detailed explanation of the research design which is a plan the researcher used when attempting to answer questions objectively. This plan includes the discussion of the qualitative approach, as applied in the study, and the reasons for the selection of this approach. The chapter concludes with a discussion of the data analysis procedures. Emphasis was placed on the organization and coding of data, the generation of themes, categories and patterns. The next chapter discusses the results of the research study in view of the stated theoretical framework.

Table 4.1 reflects that 47% of the respondents were male while 53% of the respondents were female. Most primary schools appoint female respondents. The majority of primary school teachers (77%) are women.

Table 4.2: Frequency distribution according to the age of the respondents

Age	Frequency	Percentage
20-30	0	0
31-40	15	40
41-50	13	44
Over 50	2	7
Total	30	100

CHAPTER 4: DATA INTERPRETATION, PRESENTATION AND ANALYSIS

and 40 years, while 44% respondents were between 41 and 50 years. None of the respondents were under 30 and only 7% were over 50. The majority of the respondents were in the age category of 31 to 40 years. As a result of their relative youth, these ages of respondents were active, energetic and productive.

4.1 Introduction

A structured questionnaire with both open-ended as well as closed-ended questions was administered to 30 participants in order to solicit information from them about their role managing and implementing change in schools. This chapter collates and presents their responses, analyses the said responses and interprets them.

4.2 Biographical Information

Table 4.1: Frequency distribution according to gender of the respondents

Gender	Frequency	Percentage
Male	14	47
female	16	53
Total	30	100

Table 4.1 reflects that 47% of the respondents were male while 53% of the respondents were female. Most primary schools appoint female respondents. The majority of primary school teachers (77%) are women.

Table 4.2: Frequency distribution according to the age of the respondents

Age	Frequency	Percentage
20-30	0	0
31-40	15	49
41-50	13	44
Over 50	2	7
Total	30	100

Table 4.2 indicates that 49 percent of the respondents were aged between 31 and 40 years, while 44% respondents were between 41 and 50 years. None of the respondents were under 30 and only 7% were over 50. The majority of respondents fell into the age category of 31 to 40 years. As a result of their relative youth, these ages of respondents were active, energetic and productive. Therefore, they could be trained in managing and implementing change effectively. 29% of the respondent's revealed that younger school managers might have more to offer in terms of time, energy and productivity. The fact that they held such a high position so early in their careers was also positive since it could ensure long term stability and continuity.

Table 4.3: Frequency distribution according to highest qualification of the respondents

	Frequency	Percentage
Lower than matric	0	0
Matric	0	0
Diploma	16	53
Degree	14	47
Total	30	100

Table 4.3 indicates that 53% of the targeted school managers held a college or university diploma as highest qualification, whilst 47% had university degrees. The previous chapter highlighted that in order to manage and implement change effectively, managers of the schools are to be developed professionally, self-improvement and professional development, equips the educator with confidence and skills to implement educational transformation. It is encouraging to note that most of the respondents had continued their initial studies and obtained further qualifications. This suggests that they were dynamic, knowledgeable about current thinking on teaching and learning and cognizant of the value of change.

Table 4.4: Frequency distribution according to working experience

Gender	Frequency	Percentage
1-5	0	0
6-10	1	2
11-15	10	33
16-20	16	53
Over 20	3	12
Total	30	100

Table 4.4 indicates that two percent of principals had between 6 and 10 years of teaching experience. The majority of principals (53%) had between 16 to 20 years of teaching experience. Thirty-three principals have 11 to 15 years of teaching experience and twelve percent had in excess of 20 years of experience. This finding confirms that principals in the Sambandou circuit have great depth of experience. 98 percent of principals have more than 10 years of experience.

One could conclude that these principals are already seasoned change managers. Respondents indicated that experience together with adequate training is needed for the responsibilities and the demands imposed on educators in managerial position. The more experience and training principals had, the more confidence and expertise they would have acquired over the years as educational leaders.

	Frequency	Percentage
Strongly disagree	6	20
Disagree	3	10
Uncertain	0	0
Agree	12	40
Strongly agree	9	30
Total	30	100

4.3 The role of school managers in the management and implementation of changes in rural schools of sambandou circuit

Table 4.5: Our school has a documented (written) school improvement plan

	Frequency	Percentages
Strongly disagree	9	30
Disagree	11	37
Uncertain	0	0
Agree	9	30
Strongly agree	1	3
Total	30	100

Tables 4.5 indicate that 33% of respondents agreed that their schools had a documented (written) school improvement plan and 67% disagreed. The data shows that the majority of the schools do not have the documented school improvement plans. Schools without improvement plans reveal a lack of capacity to managing and implementing change in their schools. The school management team needs to design and develop the school structure, which will make the implementation of plans possible.

Table 4.6: The school includes the SGB in decision-making

	Frequency	Percentages
Strongly disagree	6	20
Disagree	3	10
Uncertain	0	0
Agree	12	40
Strongly agree	9	30
Total	30	100

70% of respondents indicated that they included the SGB in decision making. This is in line with the SASA (1996), which calls for the involvement of the SGB in the management of change. The involvement of the SGB and parents in decision-making is one of the strategies for managing and implementing change in schools. By ensuring that decision making is inclusive, principals can effectively lower resistance to change. It is discouraging to note that 30% of the respondents do not involve SGBs in decision-making. Parents and guardians have the primary responsibility for education of their children and have the right to be consulted on matters pertaining to the education of their children.

Table 4.7: There is a whole school development (WSD) committee in our school

	Frequency	Percentages
Strongly disagree	2	5
Disagree	0	0
Uncertain	1	2
Agree	15	50
Strongly agree	12	43
Total	30	100

Table 4.7 reveals that 93% of respondents agreed that their schools had a WSD committee. Only 5% disagreed and 2% were uncertain. WSD committees are important in ensuring that that everyone is informed of the need for change understands the nature of change and are equipped to implement change effectively within published timeframes. It can be inferred that change is not being managed and implemented effectively in those schools where there are no WSD committees.

Table 4.8: The school code of conduct has been generated through a democratic process

	Frequency	Percentages
Strongly disagree	9	30
Disagree	9	30
Uncertain	0	0
Agree	6	20
Strongly agree	6	20
Total	30	100

Tables 4.8 indicate that 60 of respondents did not involve other stakeholders in the formulation of the school code of conduct. Only 40% of respondents agreed that the school code of conduct was generated through a democratic process. This means that educators, parents and learners were involved in the decision-making and decision-making was transparent. Respondents who excluded stakeholders from making a meaningful contribution to the code of conduct should recognize democratic participation as a strategy for the effective management and implementation of change.

Table 4.9: Educators are given a fair chance to air their views

	Frequency	Percentages
Strongly disagree	2	5
Disagree	0	0
Uncertain	0	0
Agree	15	50
Strongly agree	13	45
Total	30	100

Any social structure to be successful, the viewpoints of all persons has to be listened to. This view is supported by most of the respondents. Tables 4.9 indicate that 95% agreed that educators were given a fair chance to air their

views, 5% disagreed. Educators wanted a say in decisions and were not content to merely accept autocratic decisions of the principal. Educators often experience frustration when management does not listen to them. Being autocratic has a significant impact on the management and implementation of change. The leader should offer opportunities for original and creative contributions by staff members. It is evident that some school managers (5%) did not encourage participative management such autocratic management styles were inconsistent with the democratic principles of stakeholder participation.

Table 4.10: Educators are involved in the decision-making structures of the school

	Frequency	Percentages
Strongly disagree	2	5
Disagree	1	4
Uncertain	0	0
Agree	12	40
Strongly agree	15	51
Total	30	100

Table 4.10 reveals that 91% of respondents agreed that they involved educators in the decision-making structures of the school. 9% did not involve educators. The involvement of educators ensures empowerment and promotes co-operation. Failure to involve educators in decision-making fosters discord between management and staff and often induces reluctance to change even if the fruits of change may be desired. Respondents stated that to build a democratic school then we have to build democratic decision-making structures and procedures had to be built.

Table 4.11: Educators are involved in curriculum planning

	Frequency	Percentages
Strongly disagree	0	0
Disagree	0	0
Uncertain	0	0
Agree	15	50
Strongly agree	15	50
Total	30	100

It is encouraging to note that all the respondents involved educators in curriculum planning. If educators are involved they are encouraged to make a valuable contribution. They will cooperate with decisions and show responsibility towards planning the curriculum. Educator involvement in curriculum planning allows educators to take ownership of curriculum changes have a vested interest in its successful delivery.

Table 4.12: The principal establishes support committees to assist educators to excel at their work

	Frequency	Percentages
Strongly disagree	3	9
Disagree	3	10
Uncertain	0	0
Agree	9	30
Strongly agree	15	51
Total	30	100

It is encouraging to note that 81% of the respondents established support committees to assist educators to excel at their work. Involvement in support committees encourages educators to work co-operatively, supporting each other and showing responsibility towards the implementation of change. The remaining 19% of respondents did not establish support committees. These

principals are not doing enough to support educators to embrace change in schools. Developmental support structures ensure that the staff does not feel threatened. A developmental environment allows educators to try new things without fear of failure or punitive action resulting from failure.

Table 4.13: School policies are discussed with the staff

	Frequency	Percentages
Strongly disagree	6	20
Disagree	11	36
Uncertain	0	0
Agree	6	20
Strongly agree	7	24
Total	30	100

Only 44% of respondents discussed policies with the staff. 56% of respondents suggested that staff was not party to discussions on school policy. It is difficult for educators to implement change if they are not involved in policy discussions and are unfamiliar with the school policies. The SASA (1996) mandates that educators, parents, learners and the community at large should be involved defining and refining school policy. They all have stake in education. They thus have to be involved especially in the role of monitoring the impact of change.

Table 4.14: The principal promotes networking with other schools

	Frequency	Percentages
Strongly disagree	9	30
Disagree	10	32
Uncertain	0	0
Agree	5	18
Strongly agree	6	20
Total	30	100

38% of respondents promoted networking with other schools. The improvement of what is offered in schools greatly depends on the effectiveness of the available human resources by networking with other schools. Principals can share their experiences and learn from each other about effective methods in managing and implementing change in schools. It is discouraging to note that 62% of the schools did not promote networking with other schools. Principals who did not promote networking with other schools will not learn from others about the different strategies for managing and implementing change in schools.

Table 4.15: Collaboration among staff members is encouraged

	Frequency	Percentages
Strongly disagree	2	5
Disagree	0	0
Uncertain	0	0
Agree	12	40
Strongly agree	16	55
Total	30	100

It is encouraging to note that 95% of principals agreed with the statement that suggested that educators must be partners in the planning of change. Teachers learn most from other teachers and good practitioners working together to effect change. 5% of principals did not encourage collaboration among the staff. These principals are doing their staff a disservice. Educators will adopt change more readily if they find that it promotes efficiencies or see it working successfully in other environments. Collaboration among staff promotes sharing and can provide ready examples of successful change implementation.

Table 4.16: Educators were involved in the development of the school mission statement

	Frequency	Percentages
Strongly disagree	3	10
Disagree	3	9
Uncertain	0	0
Agree	15	50
Strongly agree	9	31
Total	150	100

A vision exists when everybody participated in the creation and maintenance of the school vision. It is encouraging to note that 81% of the respondents indicated that educators were involved in the development of the school mission statement 19% of the respondents suggested that educators were not involved in the development of the school mission. This leads to a dangerous situation where the educators may feel that their own views of the school's mission and the published version of the school mission are misaligned. In such cases educators may not feel obligated to realize the schools mission, may become apathetic toward it or even work to undermine the mission. For change to be effective, all stakeholders must work in unison in the direction of the change. The importance of a shared mission that facilitates this cannot be understated.

Table 4.17: Educators are sent to workshops to develop their expertise in teaching

	Frequency	Percentages
Strongly disagree	6	20
Disagree	2	8
Uncertain	0	0
Agree	12	40
Strongly agree	10	32
Total	30	100

Tables 4.17 indicate that 72% of respondents agreed that educators were sent to workshops to develop their expertise in teaching. The implementation of school improvement requires ongoing professional development within the school. A remarkable 28% of respondents stated that educators were not sent to development workshops. In such schools, effective management and implementation of change may be undermined. Educators in these schools may not be familiar with the rationale and philosophy that underpins the change. They also may not have the necessary skills to implement the change or the desire to embrace the change. Respondents indicated that any change or improvement requires that individuals learn how to do something new. Acquiring new skills and understanding, is a difficult enterprise. The implementation of change requires on-going professional development, also within the school.

Table 4.18: Departmental circulars are brought to the attention of all staff

	Frequency	Percentages
Strongly disagree	12	40
Disagree	5	16
Uncertain	0	0
Agree	6	20
Strongly agree	7	24
Total	30	100

The majority (56%) of respondents did not actively draw the attention of staff to the content of departmental circulars. It is impossible for educators to implement policies if they are not conversant with them. Management and implementation of policies will only be effective if the departmental circulars are given to educators and also discussed. It is encouraging to note that 44% of respondents indicated that departmental circulars were distributed to all educators or at very least circulated among them. This suggests that, in these schools, the communication channels were always kept clear and open. The Department of Education is emphatic that it is the duty and responsibility of the principal to ensure that

departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner. However, evidence reveals that some school managers (56%) were ineffective in managing departmental circulars.

Table 4.19: Partnership is encouraged between the staff and the SGB

Agree	Frequency	Percentages
Strongly disagree	6	20
Disagree	9	31
Uncertain	2	7
Agree	7	22
Strongly agree	6	20
Total	30	100

It is disappointing to note that 51% of respondents did not encourage partnership between the staff and the SGB. Whilst 42% of respondents claimed to encourage partnership between the staff and the SGB, and 7% of the respondents were non-committal on this point. If partnership between the staff and the SGB is not encouraged, change cannot be managed and implemented effectively. The importance of partnership between the staff and SGB believes that the principal and the governing body need to work in close and well-balanced partnership. School managers, who do not encourage partnership between the staff and the SGB, reflect a lack of commitment to participative management.

Strongly disagree	7	22
Disagree	9	30
Uncertain	0	0
Agree	8	26
Strongly agree	6	20
Total	30	100

Table 4.20: Implementing changes relevant to policy mandates as per the SASA (1996) a code of conduct for learners

	Frequency	Percentages
Strongly disagree	3	10
Disagree	2	6
Uncertain	0	0
Agree	12	40
Strongly agree	13	44
Total	30	100

84% of respondents agreed that parents participated in developing a code of conduct for learners. The remaining 16% of respondents disagreed. This response indicated that there were still principals who maintain the learner code of conduct was an educational issue reserved for exclusive consideration by the educators. School managers support the involvement of parents in the maintenance of school discipline. The SASA (1996) stipulates that, it is the function of the SGB to adopt a code of conduct for learners. This mandate is violated by principals who do not involve parents in discussions about the code of conduct. It is thus clear that some principals are ineffective in initiating changes mandated by policy.

Table 4.21: Implementing changes relevant to an admission policy

	Frequency	Percentages
Strongly disagree	7	22
Disagree	9	30
Uncertain	0	0
Agree	8	28
Strongly agree	6	20
Total	30	100

48% of respondents agreed that parents participated in developing an admission policy and 52% disagreed. One of the aims of this study was to investigate whether or not principals are adopting effective and appropriate strategies to manage and implement change. Not encouraging parents to participate in formulating admission policy is contrary to the new approach to school management, which emphasizes the involvement of all stakeholders in school management.

Total

12

40

30

100

Table 4.22: Implementing changes relevant to language policy

	Frequency	Percentages
Strongly disagree	0	0
Disagree	2	7
Uncertain	0	0
Agree	24	80
Strongly agree	4	13
Total	30	100

It is encouraging to note that 93% of respondents agreed that parents were involved in developing a language policy. The Department of Education states that the SGB and the school community also have views that are important. The principal needs to work with them and get their approval before any of the policies are finalized. However, it was disconcerting to note that seven percent of respondents did not involve parents in developing a language policy. This response indicated that some principals were not implementing prescribed changes.

Table 4.23: Implementing changes relevant to Staff selection

	Frequency	Percentages
<i>Strongly disagree</i>	0	0
Disagree	0	0
Uncertain	0	0
Agree	18	60
Strongly agree	12	40
Total	30	100

All respondents agreed that governors were involved in staff selection. This finding indicates principals have been progressive in adopting this change.

Table 4.24: implementing changes relevant to democratic election of the SGB

	Frequency	Percentages
Strongly disagree	0	0
Disagree	0	0
Uncertain	0	0
Agree	21	70
Strongly agree	9	30
Total	30	100

Respondents indicated that effective schools practiced a spirit of collaboration among staff, between staff and students, between the school and larger educational structures of the state, between the school and the community, especially parents. This view reinforces the observation that effective school management demands the participation of all stakeholders, including learners. It was encouraging to note that all the respondents agreed that their SGBs were democratically elected.

Table 4.25: implementing changes relevant to deciding the school budget

changes	Frequency	Percentages
Strongly disagree	4	12
Disagree	3	10
Uncertain	0	0
Agree	12	40
Strongly agree	11	38
Total	30	100

78% of respondents agreed that governors participated in deciding school budget. Respondents indicated that the budget is the primary business planning instrument in more school programmes. Therefore, the SGB should be involved in deciding the school budget. Responses to this question showed that a significant number of school principals have made strides toward ensuring transparency and accountability in public school budgeting by involving SGBs in the accounting processes of the school. 22% of respondents indicated that they do not involve governors in deciding school budget. The exclusion of parents from decision making on school policies in some schools suggests that some school principals are not embracing national policies like the National Constitution No. 108 of 1996 and the National Education Policy Act No. 27 of 1996 that give greater powers of control to parents in policy decisions. These principals are exposing themselves as ineffective change agents.

Table 4.26: Insufficient training for principals to manage and implement changes

	Frequency	Percentages
Strongly disagree	3	10
Disagree	3	10
Uncertain	3	10
Agree	12	40
Strongly agree	9	30
Total	30	100

The fact that the majority of respondents (70%) agreed that insufficient training meant that they were grappling to implement changes effectively. Whilst 6 respondents constituting 20% of the total sample disagreed that the Department of Education did have workshops to train principals in respect of policy and curriculum changes. There were suggestions that training workshops were insufficient if principals were to implement changes effectively and on-going training was imperative.

Table 4.27: Lack of expertise in the management and implementation of change

	Frequency	Percentages
Strongly disagree	9	30
Disagree	9	30
Uncertain	0	0
Agree	6	20
Strongly agree	6	20
Total	30	100

The confession by some respondents (40%) about their lack of expertise in the management and implementation of change suggests that this. Whilst 18 respondents constituting 60% of the total sample disagreed that lack of expertise

in the management and implementation of changes could compromise changes proposed in recent education policies. Success and failure in the implementation of change is largely determined by the principal. Support for these principals is essential. They would probably benefit from mentorship programmes.

Table 4.28: Lack of interest and support for change in the general community

Total	Frequency	Percentages
Strongly disagree	3	10
Disagree	0	0
Uncertain	0	0
Agree	15	50
Strongly agree	12	40
Total	30	100

Table 4.28 revealed that 90% of the respondents indicated that some parents do not want to cooperate with the school on issues that have to do with the management and implementation of change. Lack of co-operation affects the effective management and implementation of change. Parents and the community at large need to be motivated to work co-operatively with the school in implementing changes. If community members lack interest, it becomes difficult for principals to recruit parents to support the school. 10% of respondents revealed that even parents who serve in the SGB often do not participate actively in supporting the principal to manage change. They are merely there to rubberstamp decisions made by some principals and to ensure compliance with the SASA (1996).

Table 4.29: Educators are not clear about the policies that mandate change

	Frequency	Percentages
Strongly disagree	6	20
Disagree	3	10
Uncertain	0	0
Agree	12	40
Strongly agree	9	30
Total	150	100

70% of the respondents agreed that educators are not clear about the policies that mandate change. This finding indicates that educators are not capacitated in dealing with change. Principals must play a proactive role in disseminating information on policy changes and must actively engage educators in training workshops that aim at promoting understanding and support for change.

Table 4.30: Educators resist change

	Frequency	Percentages
Strongly disagree	3	10
Disagree	0	0
Uncertain	0	0
Agree	12	40
Strongly agree	15	50
Total	150	100

90% of the respondents agreed that educators resist change. The reasons for resistance to change and ways of managing resistance have been discussed in the previous chapter. Responses to the previous question indicate that educators are not clear about the policies that mandate change. This is a key source of resistance. Levels of resistance are inevitably high if involvement and information

are low. The less the educators know about the plan to change, the more they direct their energy into being counter-productive.

4.4 Conclusion

In this chapter data was statistically analysed and insights were formulated about role that principals play in managing and implementing change in schools. Recommendations, based on these findings, are made in the next chapter.

5.2 Major Finding

The following discussion represents a summary of the most salient findings of the empirical research conducted and conclusions drawn from them.

- There is a lack of open communication between school governors and educators.
- The fact that 51% of respondents indicated that they do not encourage partnership between staff and the SGB shows that there is a lack of open communication. The majority of respondents also indicated that it is difficult to work with parents in implementing and managing change as most of them are illiterate.
- Principals are not fully capacitated to implement changes in schools. Principals are aware of the changes that are taking place in education system but do not know how to implement those changes. Where changes were implemented, they were often but ineffective and did not result in the original aims of the change being fully realized. Table 4.3 for instance demonstrates how the principles of inclusivity and participation are undermined - 60% of respondents suggested that the school code of conduct was undemocratically constructed. It is apparent from the findings

CHAPTER 5: FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter evaluates the findings in the previous chapter critically in order to draw conclusions and make recommendations that will assist school managers to effectively manage and implement change in schools.

5.2 Major Finding

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- There is a lack of open communication between school governors and educators;
- The fact that 51% of respondents indicated that they do not encourage partnership between staff and the SGB shows that there is a lack of open communication. The majority of respondents also indicated that it is difficult to work with parents in implementing and managing change as most of them are illiterate.
- Principals are not fully capacitated to implement changes in schools; Principals are aware of the changes that are taking place in education system but do not know how to implement those changes. Where changes were implemented, they were often but ineffective and did not result in the original aims of the change being fully realized. Table 4.6 for instance demonstrates how the principles of inclusively and participation are undermined - 60% of respondents suggested that the school code of conduct was undemocratically constructed. It is apparent from the findings

in the previous chapter that some school managers do not adopt effective and appropriate strategies to manage and implement change. They thus, require great capacity to manage and implement change.

- There is lack of knowledge about managing and implementing; change in schools

8.3 Recommendations

- Sixty-five percent of principals confessed that they lack expertise in managing and implementing change. Principals are aware of their role in managing and implementing change, however they lack capacity to implement their knowledge.
- Principals need to acquire skills on how to manage and implement change in schools. They often look to external entities like the Department of Education or District Office to assist in implementing change.
- Educators resist the implementation of changes; Educators resist change when they have to implement it they have not been fully capacitated to deal with change and were not motivated to accept change. Respondents suggest that for effective change management, educators must understand what change is, the reason for change and its sources.
- Respondents indicated that educators must be actively engaged in planning and implementing change so that they can take ownership of the change.
- This study recommends that continuous professional development is a must for educators. Educators feel empowered if they are developed. They will support what they help create. Principals must understand the phases of change management and apply appropriate change management strategies to lower resistance to change. Educators must be able to draw readily on resources and skills that will assist them in implementing the change. The principal and his/her management team are responsible for ensuring that these resources and skills are readily

available to educators. The principal must also ensure high motivation, low anxiety and a general sense of progress if change is to be effectively implemented. Issues of pace of implementation, timeframes and deadlines and roles and responsibilities must be carefully planned and clearly articulated.

5.3 Recommendations

In the light of the above findings, the following recommendations are made:

- Principals should involve parents in managing and implementing change in schools. Principals should create transparent, democratic structures with full participation of all stakeholders. Principals should make an effort to ensure that parents are involved in the school matters. Involvement of parents will ensure effective management and implementation of change. Parents should be well informed about their roles in managing and implementing change in schools.
- Principals should create opportunities for staff development; Principals need to create opportunities for staff development. Educators must be motivated to fully embrace the changes. They can be motivated through staff development. Educators feel empowered if they are developed. They will be able to overcome problem areas and be able to implement changes expected of them.
- This study recommends that continuous professional development is a prerequisite for leaders to keep up with the rapid pace of change in knowledge, advancement of technology and increasing demands on educational leaders. There should be committees to facilitate staff development and motivate educators. These committees should be tasked with designing staff training programmes. Staff training should include

discussion of policy documents and their implications for the school. Educators must be familiar with the policies that mandate change so as to enhance effective management of change.

- The Department of Education should organize on-going capacity, building workshops to support school principals in managing and implementing change
- Professional development should be on-going. Courses on policy changes, leadership and management should be organized for school principals. Department Officials must be on hand to give expert guidance when required to do so.
- SGBs should be trained to support the principal to implement change SGB members must be equipped with the requisite change management skills and must be fully informed of policy mandates for change. The principal must commission training courses for SGB members. This can be facilitated by drawing on available school resources or by soliciting external assistance from the District Office or directly from the Department of Education. Training sessions must be timed for convenience and maximum participation. Weekends would probably suit most members best.
- A principals' association should be established to promote networking and co-ordinate change management efforts Principals of the same circuit should establish a principals' association where they will share and develop their management and leadership skills. External consultants can be invited to assist with particularly problematic areas of management.
- Department of Education sanctioned and accredited short courses on managing and implementing changes in schools could be offered

- Universities and colleges could offer short courses to develop change management skills. These courses could be offered over weekends and in school holidays teaching and learning time remain unaffected.

5.4 Conclusion

A key finding of this study is that many principals are struggling to keep pace with policy-mandated changes. Many have already lagged behind in implementing changes. A number of principals have made candid confessions about their lack of change management skills. Evidence gathered via the empirical study suggests that the implementation of change is often superficial rather than systemic. In order to make real progress in capacitating principals to become effective change agents, the following areas need to be addressed with some urgency:

- School managers must led to recognize that given the pace of change, only a collaborative, participative approach to change management and implementation will be effective and persistent,
- The timing and pace of change implementation must be re-evaluated as it is currently a source of anxiety for principals struggling to keep in lock-step with proposed changes;
- The mechanisms of information dissemination must be re-evaluated. Information must be made more "digestible". The current format of publishing policy and change drivers in government gazettes, policy statements and Department circulars is ineffective since information needs to be "sifted" to prevent information overload. Information customized to "fir different constituencies and must be made wholly relevant and accessible before dissemination.

- Short courses and workshops focused on change management skills and strategies are urgently required;

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- More support structures with a developmental impetus are required for change agents. The researcher is confident that sufficient goodwill exists among principals to implement changes that democratize education. It is now incumbent upon all of us to ensure that appropriate strategies, skills and support structures to facilitate change are readily available. It is the sincere hope of the researcher that this study has contributed to an understanding of the gaps in change management and that some of the strategies proposed to bridge these gaps will find practical application.

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APPENDIXES

SECTION A: BIOGRAPHICAL INFORMATION

Table 4.1: Frequency distribution according to gender of the respondents

Gender	
Male	
female	

Table 4.2: Frequency distribution according to the age of the respondents

Age	
20-30	
31-40	
41-50	
Over 50	

Table 4.3: Frequency distribution according to highest qualification of the respondents

Lower than matric	
Matric	
Diploma	
Degree	

Table 4.4: Frequency distribution according to working experience

1-5	
6-10	
11-15	
16-20	
Over 20	

SECTION B

The role of school managers in the management and implementation of changes in rural schools of Sambandou circuit

Please complete all questions Mark with an "x" Mark from Strongly Agree to Strongly Disagree

Statement	Strongly agree	agree	uncertain	disagree	Strongly disagree
Our school has a documented (written) school improvement plan					
The school includes the SGB in decision-making					
There is a whole school development (WSD) committee in our school					
The school code of conduct has been generated through a democratic process					
Educators are given a fair chance to air their views					
Educators are involved in the decision-making structures of the school					
Educators are involved in curriculum planning					
The principal establishes support committees to					

assist educators to excel at their work					
School policies are discussed with the staff					
The principal promotes networking with other schools					
Collaboration among staff members is encouraged					
Educators were involved in the development of the school mission statement					
Educators are sent to workshops to develop their expertise in teaching					
Departmental circulars are brought to the attention of all staff					
Partnership is encouraged between the staff and the SGB					
Implementing changes relevant to policy mandates as per the SASA (1996) a code of conduct for learners					
Implementing changes relevant to an admission policy					

Implementing changes relevant to language policy					
Implementing changes relevant to Staff selection					
implementing changes relevant to democratic election of the SGB					
implementing changes relevant to deciding the school budget					
Insufficient training for principals to manage and implement changes					
Lack of expertise in the management and implementation of change					
Lack of interest and support for change in the general community					
Educators are not clear about the policies that mandate change					
Educators resist change					

Thank you for your Participation