

A CHANGE MANAGEMENT MODEL FOR SCHOOL MANAGERS

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DECLARATION

I hereby declare that **A CHANGE MANAGEMENT MODEL FOR SCHOOL MANAGERS**

is my own work, that all the resources used or quoted have been indicated and acknowledged by means of complete references, and this thesis was not previously submitted for a degree at any other university.

A Mabasa

Author

2006

Humanly speaking, it is impossible.

But with God everything is possible (Matthew 19:26).

DEDICATION

This study is dedicated to my wonderful wife, Jurieth Poiso and our two children, Amanda and Ndzhaka who always kept on enquiring on my study chapter reminding me to do what I could, with what I had, wherever I found myself. "You really keep my spirit with the desire to succeed."

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ABSTRACT

Education in South Africa faces challenges relating to change management as a result of transformation. The introduction of various legislative and transformational policy initiatives pose numerous challenges for schools' change management processes. Apart from ensuring that change is implemented to achieve equity and redress of past imbalances, schools still have to ensure that education delivery takes place without interruptions. This requires school managers to possess not only change management skills, but engage and utilise change management models and approaches that ensure the success of school improvement and transformational change.

This study presents a change management model for school managers. The focus of the study is on the nature of change management. The school is approached from a theoretical orientation that describes it as a social ecological system, which then requires a change management approach that recognises the ecological make-up of the school and thus focuses on the whole school change management processes. This implies creating school organisational conditions that are amenable to and promote change management efforts.

The model proposed in this study namely, the Integrated Change Management Model (ICMM) focuses on essential elements of holistic change management at school level, which are, knowledge of fundamental aspects of change and knowledge of the change process itself and are manifested in aspects such as goal setting, organisation setting, training and education, promotion, sharing of success stories, incentives and rewards, diagnosis and monitoring and achievement of results,

The ICMM brings a holistic dimension to change management. Its emphasis is on knowledge of the people side and the organisational side of change management. This is a critical aspect often overlooked by most change

management models, which tend to focus on specific and particular aspects of organisational change management.

ABSTRAK

Die Suid-Afrikaanse onderwys word deur uitdagings gekonfronteer wat verband hou met die bestuur van verandering wat voortspruit uit transformasie. Die aanwending van verskeie wetgewende en herskeppende beleidsinisiatiewe bring baie uitdagings vir skole se bestuursprosesse in hierdie verband mee. Benewens die versekering dat verandering ingestel word om regverdigheid en regstelling van ongelykhede van die verlede te verwesenlik, moet skole bowendien verseker dat die aflewering van onderwys sonder onderbreking voortgaan. Hiervoor moet skoolbestuurders nie slegs vaardighede ten opsigte van die bestuur van verandering besit nie, maar modelle en benaderings in verband daarmee aanwend sodat die sukses van skoolontwikkeling en herskeppende verandering verseker word.

Hierdie werkstuk bied 'n model vir veranderingsbestuur vir skoolbestuurders aan. Die skool word benader vanuit 'n teoretiese oriëntasie wat dit beskryf as 'n sosiale ekologiese sisteem wat dan 'n benadering ten opsigte van veranderingsbestuur benodig en dus fokus op bestuursprosesse vir die volledige skool. Dit impliseer die skep van organisatoriese toestande wat ontvanklik is vir die bevordering van pogings om verandering te bestuur.

Die model wat in hierdie studie voorgestel word, naamlik die geïntegreerde veranderingsbestuursmodel fokus op noodsaaklike elemente van holistiese veranderingsbestuur op skoolvlak wat kennis van fundamentele aspekte van verandering en van die veranderingsproses self behels en wat manifesteer in aspekte soos doelstelling, die inrig van die organisasie, opleiding en onderwys, bevordering, die deel van suksesstories, insentiewe en vergoeding, diagnose en monitering en veewerwing van resultate.

Die geïntegreerde veranderingsbestuursmodel bring 'n holistiese dimensie na veranderingsbestuur. Die klem val op kennis van die menslike en die organisatoriese kante van veranderingsbestuur. Dit is 'n kritiese aspek wat

dikwels misken word deur meeste veranderingsbestuursmodelle wat geneig is om op spesifieke aspekte van organisatoriese veranderingsbestuur te fokus.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND PROBLEM STATEMENT

Notwithstanding the remarkable changes in South Africa since the inception of the new dispensation in 1994, the country's education system is still confronted with serious problems regarding the culture of teaching and learning in many public schools, especially those in historically black areas. The steps taken by the new government to build a new South Africa through reconstruction, transformation and policy intervention initiatives seem not to have made much impact in bringing about real change in the teaching and learning cultures of some of these schools (Moloi, 2004:1).

The advent of the democratic change of 1994 saw the introduction of various policy initiatives in education. Most of these changes have redirected management practices to a focus on democratic management styles which emphasise collaborative, inclusive and participatory approaches to school management (Republic of South Africa, 1996a). Other significant changes include the introduction and implementation of provisions of among others, the Constitution, the Bill of Rights, the Outcomes Based Education, the Education Labour Relations Act, the South African Schools Act, the Employment Equity Act, the Skills Development Act, the National Education Policy Act and the Employment of Educators Act (South African Government Information, 2005).

The introduction and implementation of these Acts have had significant implications for management at school level. Among others, these Acts relate to

management and governance practices, employment relations, new teaching and learning approaches, staff development issues, the handling of discipline and misconduct as well as policies relating to the wellness and health of both educators and learners.

The most critical implication relates to the ability of school managers to introduce, implement and manage change at school level. Dimmock and O'Donoghue (1997:11) assert that policies on restructuring education initiated power sharing whereby authority was delegated from government officials to school managers, which requires people with change management expertise.

In this regard, Nkonoane (2001:14) asserts that the effectiveness of school management in managing and implementing change is assessed by the way the culture of teaching and learning is cultivated. However, Moonsammy and Hassett (1997:37) postulate that in most schools there are problems regarding lack of discipline and cooperation among learners and educators, with learners arriving late at schools and leaving school much earlier than they are supposed to. Added to that is the alarming rate of absenteeism, both on the side of educators and learners as well as learners not going to their classrooms to learn and instead, wandering around the school or staying in the toilets where some abuse alcohol or drugs.

Furthermore, educators often express feelings of dissatisfaction and despondency, feel unappreciated, overworked, not respected as professionals, under-supported, undervalued and unrewarded. Consequently, they have little faith in the administration, the public and even themselves, feel helpless, trapped and powerless to effect change in their jobs and express a sense of frustration at the non-teaching demands placed upon them and feel that it is increasingly difficult to

be effective as educators and to fill the requirements of their jobs (Moonsammy & Hassett, 1997:37).

A scrutiny of the above-mentioned problems in schools reveals that schools struggle with, among others:

- dealing with learner discipline as a result of the prohibition of corporal punishment (Hayward, 2002);
- dealing with educator misconduct as a result of the provisions of the Labour Relations Act and the Employment of Educators Acts (Mothemane, 2004);
- managing and implementing the new curriculum initiatives as is evidenced by educators who express complaints with regard to the new Revised Curriculum Statement;
- implementing the new Integrated Quality Management Systems (SADTU, <http://www.pmg.org.za/docs/2004/appendices/040601sadtu.htm>); and
- dealing with inclusive education (Philpott, 2002).

Clearly, school managers are at the centre of managing change at schools. This implies that school managers should possess the knowledge and skills to manage change effectively. However, the major question appears to be whether school managers have the necessary knowledge and skills to manage change. The fact that many schools still experience problems due to changes introduced , highlights the opposite.

The causes of these problems could be related to how these changes in schools were introduced and managed. Clearly, most changes implemented at schools have been “imposed” by legislation. This could have made it difficult for school managers to implement them. It is against this background that this research aims to develop a change management model for school managers. This is done by investigating how school managers currently manage change at schools.

This research therefore attempts to answer the following questions:

- What is the nature of change management?
- What is the role of school managers in managing change?
- How is change currently managed at schools? and
- How could school managers be assisted to manage change at schools?

1.2 AIMS OF THE STUDY

The overall aim of the study is to design a change management model for school managers. This aim is operationalised into the following objectives:

- to examine the nature of change management;
- to investigate the role of school managers in managing change;
- to establish how change is currently managed at schools; and
- to determine how school managers can be assisted to manage change effectively.

To realise the aim and achieve these objectives, the following research method will be employed:

1.3 METHOD OF RESEARCH

This study employs the following research process:

1.3.1 Literature review

This study is based on a literature review which includes primary and secondary sources to expose accumulated knowledge in the stated field of interest (Ary, Jacobs & Razavieh, 1999:67). Therefore primary and secondary literature sources were studied to gather information on the nature and understanding of change management by school managers. The following key words were therefore used:

change, change management, school improvement, change models and theories, roles of school managers, school development and school effectiveness.

1.3.2 Empirical Research

1.3.2.1 Aim

An empirical investigation was conducted to gather information to establish how change is currently managed at schools. A quantitative approach was used to gather information in this regard. According to Stubbs (2005, <http://www.mori.com/quantitative/index/shtml>), this entails incorporating a statistical element designed to quantify the extent to which a target group is aware of, thinks,

believes or is inclined to behave in a certain way. Statistics in this research would be used to quantify the research population's responses to the subject of inquiry. Leedy and Ormrod (2005:94) state that quantitative research is used to answer questions about relationships among measurable variables with the purpose of explaining, predicting and controlling phenomena and seeks explanations and predictions that will generalise to other persons or places. In this study the quantitative approach was used to determine the perceptions of educators about how change is currently managed at their schools.

1.3.2.2 *Measuring instrument*

Information gathered from the literature study was used to develop and design questionnaires to gather information from the study population. There are many questionnaires researchers use on the phenomenon of change management, especially in business settings. In this study, an existing questionnaire on the concept of change management was adapted to the school situation.

1.3.2.3 *Population and sampling*

The study population comprised all educators in the Free State Department of Education. However, due to the vast expanse of the Free State province and for purposes of logistics and accessibility, it was decided to delimit the research to the Free State Department of Education's Lejweleputswa District.

There are an estimated 418 schools in the Lejweleputswa district. The study population therefore comprised all educators in the district. A snap survey of staff establishments revealed an average of 20 educators per school and thus the sample of educators ($n = 600$) was randomly selected from the population ($N =$

8000) in the district in line with Leedy and Ormrod (2005:207) and Strydom and Venter's (2002) assertion that beyond a certain point, the sample size is irrelevant and a sample size of 400 should be adequate.

1.3.2.4 Pilot survey

The preliminary questionnaire was pre-tested with a selected number of respondents (n=40) from the study population in the adjacent Fezile Dabi District. The aim of the pilot study was to test the questionnaire's measurement qualities, appropriateness and clarity. This also served to determine its validity and reliability.

1.3.2.5 Research procedure

The research focused on change management at schools. Educators, comprising school managers and teaching educators formed the target population. A literature review was conducted to determine the nature of the management of change. A questionnaire was adapted from change management frameworks presented by Ford, Evans, Matthews and Burchill (2001:54) and Paré and Jutras (2004:10) to determine current school management practices at schools. Based on the literature and empirical study findings, a change management model for school managers was developed.

1.3.2.6 Ethical considerations

The prescribed research request protocol of the Free State Department was completed and submitted to the department for approval to administer the research questionnaire to the sample population. The questionnaire was accompanied by a covering letter requesting respondents to complete it and also assuring them of the confidentiality with which their responses would be handled.

The letter of approval was also attached to the questionnaire. Respondents were requested to complete the questionnaire after school hours.

1.3.2.7 *Statistical techniques*

The Statistical Consultancy Service of the North-West University: Vaal Triangle Campus was approached for assistance in the analysis and interpretation of data collected from questionnaires. Descriptive data were used to interpret the data collected. Frequency counts and tests for statistical differences in data analysis techniques were used from data presented in tabularised form.

1.4 OVERVIEW OF THE STUDY

- Chapter 1 presents the study orientation.
- Chapter 2 presents the literature review of the nature of change management.
- Chapter 3 presents the empirical research design.
- Chapter 4 presents the analysis of data and interpretation gathered from the empirical study.
- Chapter 5 presents a summary of research findings, conclusions, recommendations and a proposed change management model.

1.5 CONTRIBUTION OF STUDY

A plethora of literature on change management exists and in particular, research on school change management has been conducted and documented extensively. However, the nature of educational change and in particular, transformational change in South Africa and its uniqueness requires further research. This study recognises the complexity of change management in the South African education scenario and attempts to contribute to this phenomenon. The study looks especially at change management that recognises that schools are ecological social systems and change management requires therefore taking cognisance of the nature of schools.

1.6 CHAPTER SUMMARY

This chapter presented an orientation to the study by outlining the research problem, aim and method. The next chapter presents the literature review on the nature of change management.

CHAPTER 2

THE NATURE OF CHANGE MANAGEMENT

2.1 INTRODUCTION

In any changing society there is a need for school managers to generate new ideas to ensure improvement, efficiency and professionalism in the execution of their managerial duties. The most important function of school managers in South Africa presently is to manage change. This is mainly because the education system is undergoing change and various change initiatives are introduced. In order to improve the quality of education, efforts must be taken by the provincial department of education to assist school managers to improve their skills to manage change in schools. If school managers are capacitated, they will be able to handle change effectively (Department of Education, 2004:5).

The reason for change is that education has to respond to circumstances and events that happen in society. As a result, schools as organisations need to develop, mature and adjust to both internal and external changes (Blandford, 1997:175). Thus Paton and McCalman (2000:25) posit that to be able to manage change effectively, organisations need to be able to go through a process of identifying possible shortcomings, looking at alternatives to the current situation, weighing up the pros and cons of these alternatives and then reaching decisions on the future state of the organisation in order to implement the necessary change. This could alleviate the pain and suffering that is often caused by the implementation of change.

This is in the light of the need for managing change effectively and the realisation that schools, like the society in which they are located, are continuously confronted by change. Indeed, the notion of school improvement and educational reform and transformation indicate clearly that change will always be a feature of schools (cf. Mayeski & Gaddy, 2000:3).

This section presents the nature of change management within the context of South Africa's changing educational milieu.

2.2 EDUCATIONAL CHANGE IN THE SOUTH AFRICAN EDUCATION SYSTEM

2.2.1 Background

The preamble to the Constitution of South Africa (Republic of South Africa, 1996 b) sets the tone for what underpins education provision in the country as it states:

“We, the people of South Africa recognise the injustices of our past; honour those who suffered for justice and freedom in our land; ... We therefore, through our freely elected representatives, adopt this Constitution as the supreme law of the Republic so as to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;

- improve the quality of life of all citizens and free the potential of each person; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations."

To realise these ideals as contained in the Constitution, it is reasonable to expect that change in education will mostly be initiated externally to the school in the form of various policy initiatives and legislation. Indeed, there have been numerous changes of this nature and this has had an influence on the way schools are managed and governed.

Since the inception of the new education dispensation, school managers have had to manage schools in an environment of change. Thus their roles have been more focussed on managing change. It is important to note that this has been by and large transformational change. Among others, the Constitution of South Africa Act No. 108 of 1996, the National Education Policy Act No. 27 of 1996, the South African Schools Act No. 84 of 1996, the Employment Equity Act No. 55 of 1998 and the Labour Relations Act No. 66 of 1995 all had significant implications on the way schools are managed and governed. In addition, such profound changes as the introduction of Outcomes Based Education (OBE), the implementation of the National Curriculum Statement and the introduction of the Integrated Quality Management Systems (IQMS) have seen an enormous emphasis on the ability of school managers to introduce and manage change.

While these are changes introduced as a result of educational transformation, schools are expected to continue delivering education in a stable and an uninterrupted manner.

This makes the situation of change in education unique in that, firstly, education delivery, school improvement and effectiveness efforts have to continue being a focus of school managers' management efforts and, secondly, transformational change initiatives have to be implemented. This has implications on how schools continue to function in a stable environment of school improvement and effectiveness, because transformational changes, by virtue of being radical in nature (Theron, 2002a:188), dictate change in the very essence of school improvement and effectiveness efforts.

Clearly, the nature of change in the South African education can be seen as both internal to schools in the form of schools' own efforts to bring about school improvement and effectiveness, and external in the form of transformational change emanating from the need to implement the provisions of the Constitution as the supreme law of the country and various other legislative and policy initiatives that seek to bring about redress and correct the previous education system's imbalances. In this regard, Blandford (1997:175) asserts that management of change is a recurring theme in education and that from the 1960s to the present, there has been a continuous series of changes to the education system. It can be stated that the reason for this recurring change is that education has to respond to the circumstances and events that happen in society. Furthermore, school managers have to be able to manage both forms of change and ensure that schools continue to deliver quality education in stable school conditions.

The implications of change in education mean that change must be accepted as a standing feature of the system. Doing so implies being ready and skilled to initiate, implement and manage change at all levels of the system. The most critical element relates to school managers being capacitated to manage change. This must be located within the context of the school as an organisation (Theron, 2002b:78) and in a continuously changing educational milieu. Paton and

McCalman (2000:25) postulate that to be able to manage change effectively, organisations need to be able to go through a process of identifying possible shortcomings, looking at alternatives to the current situation, weighing up the pros and cons of these alternatives and then reaching decisions on the future state of the organisation in order to implement the necessary change.

With this background of change in education taken into consideration, an attempt must be made to ensure that school managers can manage change with an understanding of change as a normal but hectic phenomenon of education, which involves both the structural entities and the human or people dimension of schools as organisation. An understanding of the essence of change management is therefore of critical importance for school managers.

2.2.2 The essence of change management

Change management implies a process of dealing with change. An understanding of change itself is therefore required.

2.2.2.1 *The meaning of change*

Theron (2002a:182) describes in its simplest terms, change as a struggle between what is and what is desired. Ragsdell (2000:104) sees change as entering a new territory and "playing the game by new rules", which implies a paradigm shift in that change really means moving an organisation from its current state to a more desirable and improved state.

In the case of the school, change has to be seen within the context of the school as an organisation. To this end, the school is seen as a social organisation consisting

of two dimensions, namely, the structural and people dimensions. According to Theron (2002b:79) the school is a complex system comprising the structural and the "people" dimensions. The structural dimension consists of the institution, roles and expectations while the people dimension consists of individuals, who belong to the institution and have unique personalities that are defined in terms of particular needs.

This school social organisational context implies seeing the school as (Branch, 2002:3):

- an "organism" that adjusts or evolves in response to fluctuations or contingencies in the environment and simultaneously influences its environment.
- an entity that must adapt to its environment.
- an institution influencing and influenced by its context.

Within the context of the foregoing exposition, school organisational change therefore implies a deliberate effort to alter the status quo by influencing or modifying functions and job characteristics, structure, technology, culture, power relations and or the purpose of the organisation and as such, affects all aspects of the school's life (cf. Bennebroek Gravenhorst, Werkman & Boonstra, 2003:86; Theron, 2002a: 182). It can be reasoned out that that could be the reason why Credaro (2001) posits that change emanates from internal and external forces. The former relates to the school's efforts to effect improvement while the latter relates to change from external influences, like transformational change.

Theron (2002a:189) classifies change into the following forms:

- *technocratic change*, which is a result of changes and improvements in technology. In South Africa, resources are expended for instance in equipping schools with such technology as computer networking systems. The Gauteng Online is one such system (Gauteng News, 2003). The necessity of managing change effectively is located in ensuring that these technological systems are put to use and as such, benefit school communities. To achieve this end, school managers are thus required to be able to manage technology integration into school curricular.
- *social change*, which is generated by changes in relationships, roles and philosophy. The South African population is undergoing many social changes that have an impact on how schools carry out their educational mandates. Among others, the effects of HIV/AIDS have seen an increase in orphans, child-headed households and shortage of skilled educators in key learning areas (Kwatubana, 2004:19). In addition, changes introduced by the South African Schools Act (Republic of South Africa, 1996 a) come in to play. Among other changes, the abolishment of corporal punishment, regulations relating to the suspension and expulsion of learners and provisions relating to teenage pregnancies are some of the most critical areas requiring effective change management at school level.
- *interactive change*, which occurs when a group of people decide to improve matters and effect changes in, for instance, the classroom, programmes and structures of a school. It can be argued that this type of change would require that school managers be skilled in matters involving creativity and innovativeness of educators. In other words, school managers would be required to reassess their leadership styles such that

they are able to create conditions for educator creativity and innovativeness as well as be inclusive and participatory. This certainly requires school managers to have leadership competencies that are commensurate with an open and collaborative school climate.

- *competitive change*, which is brought about by competition and the desire to be better than others or other schools. School managers would be required in this case to be able to create conditions that allow for healthy and yet goal-oriented competition. Such conditions can only be realised in a school culture that permits a holistic approach to change management (Ragsdell, 2000).
- *optional change*, which occurs when change is initiated by employees rather than being imposed. The same argument as the one raised for interactive change applies equally in this case. Indeed creating space for educators to initiate change requires effective change management. This is by way of its motivational effects and positive impact on educators' job satisfaction as postulated by the various theories on employee motivation (Xaba, 1996).
- *incremental change*, which seeks to improve the school's current operations further. According to Mayeski and Gaddy (2000:3), this means continually adjusting and implies creating better ways to involve parents or improving educators' conditions for helping learners effectively.
- *transformational change*, which is dramatic and rapid in impact and ultimately changes the school's culture radically. This kind of change requires new ways of organisational thinking and behaving and implies

changes that will affect all aspects of the school organisational life. Mayeski and Gaddy (2000:4) espouse the fact that in this kind of change, all stakeholders will need support and opportunities to learn and this requires a fundamental shift to revamp the school's whole system. This in essence, means effective change management and requires that school managers be able to manage change.

It can be accepted that in South Africa, change in schools is mainly transformational *via* legislative initiatives (see 2.2). This implies that school managers should initiate change within the school so as to accommodate legislative change. This in essence defines change management as two-fold, namely:

- introducing change or new things in a planned and systematic manner in response to a need for school improvement; and
- responding to change over which the school organization has no control, such as legislative and transformational change.

This means that schools must have the capacity to manage change. Therefore as highlighted earlier in this text, schools as organisations need to develop, mature and adjust to both internal and external changes. This is as Schlebusch (2001:13) contends: educational change is not an event but a process. In this regard, Kreitner and Kinicki (1998:619) advance the following assumptions about the change process:

- the change process involves learning something new, as well as discontinuing current attitudes, behaviours, or organisational practices;

- change will not affect transformation unless there is motivation to change ;
- change considers people as the hub of all organisational change, so that any change, whether in terms of structure, group process, reward system, or job design, requires individuals to change ;
- change invokes resistance even when the goals of change are highly desirable; and
- change requires reinforcement of new behaviours, attitudes and organisational practices.

It is important to note that change does not occur for the sake of change. In this regard, Mergal (2000:43) argues that change is vital to the existence of any institution and schools in particular, need to change in response to the demands of the stakeholders, which include academic matters, school facilities and services. To this end, Van der Walt and Knipe (1998:90) opine that the management of change thus focuses on the planned change of organisational structures and human resources to adapt to the changing circumstances, which may be motivated by change in organisational structures, management processes and lines of authority, utilisation of resources and functional activities.

It is in the light of this exposition of what change is that the importance of managing change is located and calls for an insight into factors affecting change in education.

2.2.2.2 ***Factors affecting change in education***

There are identifiable factors that determine the process and success of organisational change in education. According to Theron (2002 a:186) the most important factors are:

- *The community and local environment*

Education is located in the area of social contestation and as such is always political. The dominant political ethos has a n influence on education which in turn forms part of the overall socio-economic policy of the nation. The influence of the community and the local environment is according to Woods (2005:99), evident in such issues as diversity and difference, which require awareness, sensitivity and responsiveness and include economic, cultural and social resources. In South Africa, the influence of the community and local environment is manifested in the need for change from the past non - inclusive school practices to the current inclusive, collaborative and democratic practices as propounded by the SASA (Republic of South Africa, 1996a). This is also evident in such contested areas as language policies and religious policies at schools (see Plüddemann, Braam, Broeder, Extra & October, 2004; De Villiers, 2001; Asmal, 2000; Mchunu, 2006).

- *The content of change*

The impact of the envisaged change depends primarily on the form the change takes and the advantages from the change. In this regard, it is reasonable to expect that transformational change would bring about radical changes to the school (see Theron, 2002 a:188). Among others, this form of

change would impact on educator commitment, school conditions and school leadership practices, including, psychological states such as commitment; developmental press (changes in teachers' attitudes and/or behaviour), control press (the tendency for educators to feel that they must adhere to central demands for orderliness and structure and satisfaction (see Leithwood, Jantzi & Steinbach, 1999:34; Stewart, 2006).

In South Africa, the effect of the content of change can be seen in the introduction of the new curriculum and various other legislative initiatives introduced to effect redress of the past imbalances. This includes changes relating to new educator-learner ratios, which seem to advantage previously disadvantaged schools, the prohibition of corporal punishment, which seems to adversely affect educators (Republic of South Africa, 1996 a) and more recently, the declaration of non-fee-paying schools, which advantages mostly parents of learners in previously disadvantaged schools.

- *The unit of change*

Educational change is affected by, among other factors, the system of educational provision and the organisation of schools and educators. In this regard, Theron (2002b:187) asserts that consideration of the school as an organisation sees change affecting the structure, culture and climate of the school and that although educators cannot be seen as the sole determinants of the success of change, they nevertheless fulfill a key role in the process of change by determining what happens in the classroom.

Recklies (2001:2) cites more factors affecting change in organisations. Among other factors, he lists the following:

- *Barriers of perception*, which relate to stereotypes in analysis of change, difficulties to identify and analyse the core problem, too narrow scope of a problem, lack of the ability to see all sides of the problem, information overload and misjudgements. These perceptual factors occur mostly during the analysis of the change situation;
- *Emotional barriers*, which include lack of support, especially when change is seen as a threat, lack of ability to accept criticism due to managers perceiving themselves as always knowing the answer; and
- *Cognitive barriers*, which entail the use of wrong terminology, sticking to strategies and applying them rigidly or not rigid enough and lack of complete and correct information.

Holder (2002) cites the following factors as influencing change:

- *The failure of commitment and ownership*, where there is lack of system wide commitment and ownership and only executives and consultants assume responsibility for the change. This is especially true in schools where the success of change demands that stakeholders take ownership of the process so as to induce commitment (see Theron, 2002 a:192).
- *The expert syndrome and parental management*, where executives fail to use the intelligence and knowledge of organisational members to develop action plans and thus fail to recognise that effective change is based on using and coordinating the intelligence and knowledge of all organisational stakeholders to produce results.

- *Defect correction and problem solving focus*, which focuses on defect correction and problem solving. This does not necessarily lead to effectiveness or quality as it mostly is focused on damage containment and drains organisational energy and directs consciousness in the wrong direction.
- *An overemphasis on continuous improvement*.
- *Mass production change*, which involves mass production training and programmes such as team building to induce behavioural change.
- *Fear of chaos and being controlled*, which relates to the need for control and fear of chaos. In this case, management always steps in and imposes control.
- *Cosmetic change programmes designed to show off to outside parties*. In schools this can be expressed in renovated building and state of the art decorations which have nothing to do with the implementation of change. Leadership could just be focusing on creating the appearance while not being committed to change.
- *The use of punishment and reward systems and psychologies to reinforce change and gain compliance*, which translates to manipulation through incentives and fear and actually runs counter to the human impulse towards freedom.
- *Failure to learn to learn*, which relates to failing to learn by only correcting surface errors.

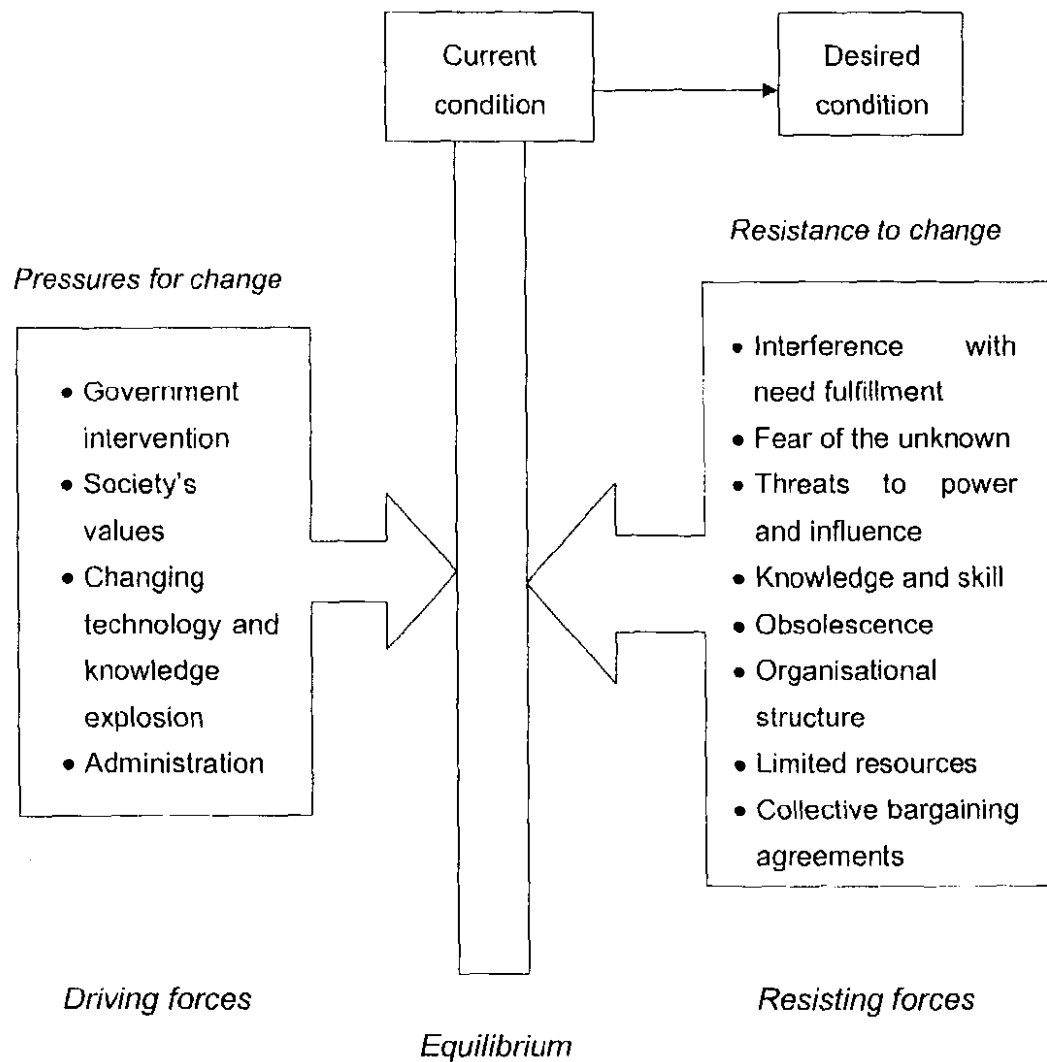
- *Denial and contentment among organisational members.*
- *Fragmentation of responsibility and authority*

The foregoing exposition of factors affecting change indicates clearly that the change process cannot be undertaken haphazardly or even *ad hoc*. It is clear that change needs to be planned and approached holistically in a way that takes cognisance of all organisational stakeholders' inputs and involvement. To successfully achieve this, an understanding of factors bringing about change in organisation is imperative.

2.2.2.3 *Factors that bring about change in organisations*

According to Theron (2002a:188), change contains driving forces or forces that tend to alter existing circumstances and forces of resistance or factors that tend to oppose or undermine the change and points out that these forces can exist in the internal or adjacent environments of the school or in the action of the agent of change. Figure 2.1 illustrates how these forces operate. From this figure, it can be seen that forces that drive change include government intervention, society's values, changing technology and knowledge explosion and administration and fulfilment of employees' needs. It can be averred from this that South Africa is currently experiencing these kinds of change drivers.

Figure 2.1 Forces for change and resistance to change



(Adapted from Theron, 2002b:189)

Gibson, Ivancevish and Donnely (2000:460) succinctly classify the factors that bring about change (driving forces) into environmental and internal forces.

- *Environmental forces*

Environmental forces are beyond management's control in that they originate from outside the school organisation (see Kreitner & Kinicki, 1998:614) and occur because organisations seldom undertake significant change without first receiving a strong shock from their environment. The external environment includes the following three groups of forces that can trigger the change process (Kreitner & Kinicki, 1998:614):

- *Economic forces*

School-based management, in which individual schools increasingly take responsibility for survival and development has resulted in schools taking an image of business enterprises. However, schools differ from pure business organisations in that they are not profit motivated, but they are the educational organisations that strive to bring improvement and to enhance successful learning through effective teaching.

- *Technology forces*

The knowledge explosion has introduced new technology for almost every school function and as a force for change, computer literacy and computer-based education have become indispensable .

This implies that schools have to strive continuously for change in their circumstances so as to accommodate technological changes and to be able to exploit them to the benefit of their service delivery. School leadership implies influencing educators, often to change in some way

and control may require new methods or techniques to achieve this (Lussier, 2003:220).

- *Social and political forces:*

These forces are created by social and political events. School managers must be familiar with the social and political movements over which they have no control but which, over time, influence their school fate. South African schools and the education system as a whole have in the past decade undergone many changes with regard to political forces, new legislations, *inter alia*, the Constitution, the Labour Relations Act and the introduction of OBE and this demands new perspectives. Social forces such as the alarming increase in all kinds of crime and HIV/ AIDS put pressure on the education system to help solve these problems (Deventer & Kruger 2003:38).

- *Internal forces*

Internal forces for change originate within the organisation and may be subtle or manifested in outward signs. These forces come from both human resource problems and managerial behaviour or decisions (Kreitner & Kinicki, 1998:617).

- *Human resource problems*

These are problems that stem from employee perceptions of how they are treated and the match between individual and organisational needs and desires. These problems are symptomised by dissatisfaction and

are visible in low levels of morale and high levels of absenteeism and turnover (see Deventer & Kruger 2003:39).

- *Managerial behaviour/decisions*

Inappropriate leader behaviours such as inadequate direction and support may result in human resource problems requiring change. Accordingly, Kreitner and Kinicki (1998:617) postulate that excessive interpersonal conflict between managers and their subordinates is a sign that change is needed and both the manager and the subordinate may need interpersonal skills' training or they may simply have to be separated or transferred to other departments. In a school situation the latter may pose real problems and effective management of change aimed at behavioural change may be called for.

The factors that bring about change illustrate the complexity of change at school organisational level. This is more so in consideration of the fact that change at school level may be external and provide no choice in so far as implementation is concerned. Change at school organisational level may also be internal and require effective management. This calls for an insight into the types of change that exist so as to be in a position to choose appropriate change intervention and management strategies.

2.2.3 Types of change: planned versus unplanned change

2.2.3.1 *Planned change*

Planned change involves the entire organisation or a major part of it, to adapt to significant changes in the organisation's goals or direction in reaction to expected change in the external environment and is designed and implemented in an orderly and timely fashion in anticipation of future events (Smit & Cronje 1997:261). This type of change also relates to initiatives that are driven "top-down" in an organisation (Cornelius & Associates, 2004). It can be concluded therefore that planned change involves deliberate actions aimed at its initiation and implementation. The challenge for schools in this regard would be managing planned change in a way that articulates the vision and plan for change and involves people and ensures that there is a support framework for the change (Cornelius & Associates, 2004).

2.2.3.2 *Unplanned change*

Unplanned change starts outside the system, in events out of control from the system and forces the organisation to adapt in an unplanned manner. Government regulations and economic conditions may lead to abrupt and unexpected changes for organisations. The unanticipated actions of competitors and introduction of technical innovations that threaten core activities of an organisation are also examples of unplanned change (Robbins & Barnwell 2002:350).

Various experts in the field of change management advance different models for change management. An analysis of most change models deals either with

managing planned change or managing unplanned change. A few of these models are discussed in the next section.

2.2.4 **Models of change**

The following models of change will be discussed: Lewin's change model, a systems model of change, Havelock's three models of change, the organisational development model and Kotter's eight steps for leading organisational change.

2.2.4.1 ***The Lewin's change model***

Kreitner and Kinicki (1998:618) explain that the Lewin's change model or three - stage model explains how to initiate, manage and stabilize the change process. This model is also called the force field model. McShane and Travaglione (2003:566) explain this model thus:

One side of the model represents the driving forces that push organisations towards a new state of affairs. Some of the driving forces in the external environment are information technology, globalisation, competition and demographics. Along with these external forces are driving forces that seem to originate from within the organisation such as competition across divisions of the school and the school managers need to make a mark on the department.

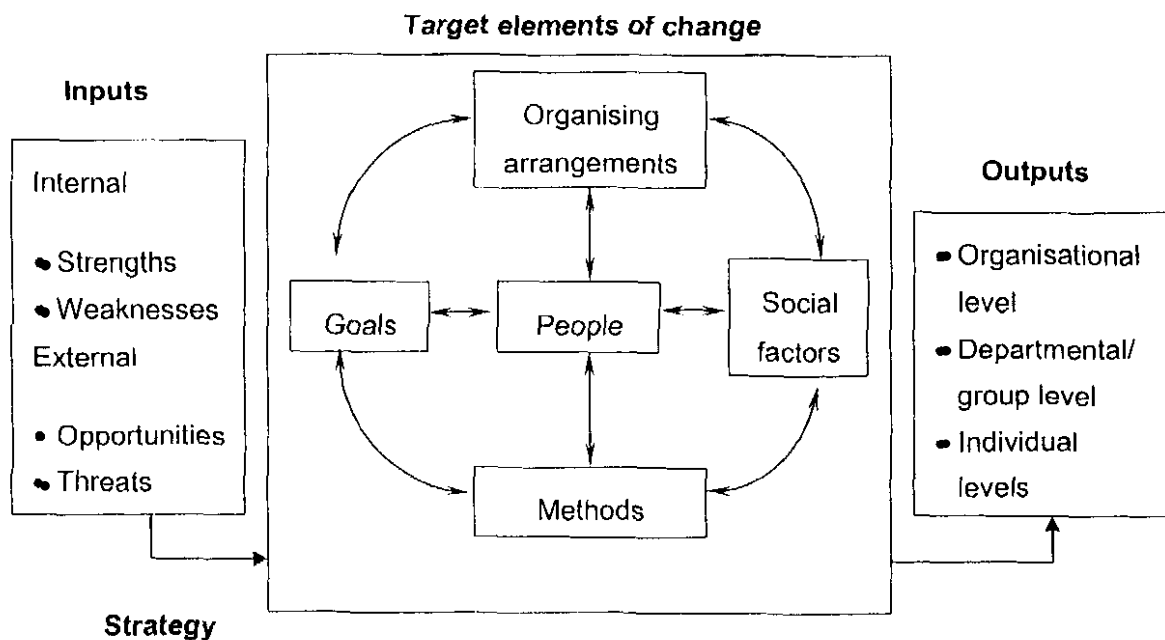
The other's side of Lewin's model represents the restraining forces that maintain the *status quo*. These restraining forces are commonly called resistance to change because they appear as staff behaviours that block the change process. Stability occurs when the driving and restraining forces are roughly in equilibrium , that is, they are of approximately equal strength and in opposite directions.

Lewin's force field model emphasizes that effective change occurs by unfreezing the current situation, moving to undesired conditions and the refreezing the system so that it remains in this desired state. Unfreezing involves producing disequilibrium between the driving and restraining forces. Refreezing occurs, when the organisation's system and structure are aligned with the desired behaviours. They must support and reinforce the new role patterns and prevent the organisation from slipping back into old ways of doing things. McShane and Travaglione (2003:567) and Hersey, Blanchard and Johnson (2001:381) assert that refreezing is the process by which the newly acquired behaviour comes to be integrated as patterned behaviour into the individual's personality or on going significant emotional relationships. According to Schein (1992:5), if the new behaviour has been internalized while being learned, this has automatically facilitated refreezing because it has been fitted naturally into the individual's personality.

2.2.4.2 A systems model of change

The systems model of change is based on the notion that no matter how large or small, any change has a cascading impact throughout the organisation and implies as such that change creates additional change (Kreitner & Kinicki, 1998:619). The model, as illustrated in figure 2.2, consists of three main components namely, *inputs, target elements of change and outputs* (Kreitner & Kinicki, 1998:620):

Figure 2.2 A systems Model of Change



(Adapted from Kreitner & Kinicki, 1998:620)

- *Inputs*

Inputs relate to the organisation's strategy to realise its reason for existence, that is, its mission and vision. In essence, inputs relate to activities an organisation engages in to ensure that all changes are consistent with its mission, vision and strategic plan. This is achieved by engaging in a comprehensive situational analysis that examines the organisation's internal and external environment so as to develop strategies to attain desired outputs.

- *Target elements of change*

Target elements of change represent components of an organisation that may be changed in order to attain the desired organisational outputs. These can be:

- organisational arrangements like policies, procedures, roles, structure, rewards and the physical setting;
- social factors like culture, group processes, interpersonal interactions, communication and leadership;
- methods like processes, work flow, job design and technology;
- goals including desired results, priorities, standards, resources and linkage throughout the organisation; and
- people, which includes knowledge, ability, attitudes, motivation and behaviour.

An example of how this operates is when lack of cooperation causes low productivity, change might be directed at people or tasks. In essence this highlights the assertion of this model that change in one part of the organisation creates additional changes.

- *Outputs*

Outputs represent the desired end result of change. It is important that these results be consistent with the organisation's strategic plan. Outputs can be a result of change directed at the organisational level, departmental or group level and at individual levels.

2.2.4.3 ***Havelock's three models of change***

Theron (2002a:183) explains Havelock's three different orientations for understanding change thus:

- *The social interaction model*

The emphasis of this model is on understanding the change process in terms of decision phases through which the individual adopter of change moves and in terms of how an innovation diffuses through the social system. The process of change is therefore characterised by five phases. The initial phase entails developing an awareness of the innovation. This phase is followed by an increased interest search for more information about innovation. The third phase is evaluation when a decision is made to adopt the innovation. In phase four, trial and adoption takes place. Rejection can interrupt the process at any point. Though the process is primarily applied to individual adopters of change, it is also applicable to groups or complex systems.

In this perspective the role of the school manager is that of a change agent and is more significant during the time that the adopter, that is, the educator or community, is becoming aware of the innovation and is seeking more information.

Once the adoption of decisions is made, there is little need for the agent. Information flow and media sources are important in this model, where individuals in a specific social network seem to rely on each other rather than on less credible outsiders to learn about innovations. This approach minimises the potential of the school manager or others in leadership roles to influence the change process (also see Mampuru 1999:36).

- *The research development and diffusion model*

The research development and diffusion model treats change as an orderly and planned sequence of events from problem identification to the development and diffusion of the solution. The model is guided by five assumptions namely,

- a rational sequence for evolving and applying a new practice;
- a large scale lengthy planning phase;
- a division and coordination of labour directly related to the rational sequence and planning;
- a passive but rational consumer who accepts and adopts innovation; and
- an acceptance of the high expense of development at the outset because of the innovation's advantages in terms of efficiency, quality and sustainability and the ease of use for mass dissemination.

According to Alfieri (1998:27), this model puts little emphasis on the user, assuming that the innovation makes such technical and rational sense that the user will have little choice but to accept and implement it quickly. This is indeed a shortcoming of this model when consideration is given to the significance of employee participation in initiating and implementing change.

- *The problem solving model*

Havelock's problem solving model focuses much more on the user and emphasises group dynamics and human relations. Alfieri (1998:27) posits that the most important factor in this model is the consideration of user need, which should be the primary concern of the change and that establishing this requirement or diagnosing the user need is an integral part of this change process. The problem-solving model involves the users or adopters working together and with change agents throughout the innovation adoption process. For maximum success, change agents should not be directive or authoritative with users or advocate a particular solution but should instead, guide the users to select the best solution for their particular situation, mainly because strongest user commitments can result from self-initiated, internally-sustained innovations (Alfieri, 1998:28). Therefore the problem solving model considers the adopters to be significant contributors throughout the innovation process with the goal of developing and increasing team-building and process skills, which skills will enable users to analyse their own problems better and to generate alternative solutions (Alfieri, 1998 & Theron, 2002 a). As such, the most successful change agents will be ones who encourage and empower users to determine their own solutions and methods of implementation.

With regard to problems solving, Morrison (1998:20) claims that the essence of many problem solving approaches is that of identifying a real problem, carefully

focusing and gathering information, moving to divergent phases of generating solutions, then to convergent phases of deciding on the approach or solution, moving to the implementation of the solution and finally, moving to evaluation of the extent to which the problem has been solved. To this end, Buchanan and Boddy's (1992) nine-stage approach attains relevance and suggests identifying the problem, gathering relevant data, analysing the data gathered, generating possible solutions, selecting a solution, planning the implementation of the solution, implementing the solution, evaluating the implementation and outcomes and continuing to improve.

2.2.4.4 ***Kotter's eight steps for leading organisational change***

According to Kotter (1998), an expert in leadership and change management, organisational change typically fails because senior management does not pay attention to eight critical stages of organisational change. He further asserts that mismanaging any of the eight steps can undermine an otherwise well conceived vision. Kotter cites four mistakes which he postulates, are in particular, the source of most failures:

- *Writing a memo instead of lighting a fire*, which implies failure to establish a sense of urgency, which means that too often leaders launch their initiatives by calling a meeting or circulating a consultant's report and expect people to rally to the cause.
- *Talking too much and saying too little*, which refers to the situation where leaders under-communicate their change vision and use the least effective message conveyance media like speeches and memos on top of including new change strategies and structures, also aligning

behaviours with the expected change, that is, being exemplary and spending more time with clients, cutting wasteful expenditure or pulling the plug on pet projects that do not measure up. This way, leaders would be communicating their vision even more effectively.

- *Declaring victory before the war is over*, which refers to the fact that it is tempting, when a project is completed or an initial goal is met, to congratulate all involved and proclaim the event as the advent of a new era, which is tantamount to settling for too little too soon and celebrating incremental improvement and forgetting how much work still needs to be done. This is likely to result in the loss of ground already gained.
- *Looking for villains in all the wrong places*, which implies the unfair and untrue perception that all organisations are filled with recalcitrant people who resist all change. The fact is, in professional service organisations (like schools) and in organisations with an educated workforce, people at every level are engaged in change processes and that is why it is crucial to build a guiding coalition that represents all levels of the organisation.

In the light of these management failures, Kotter (1998) asserts that managing change thus requires managers to engage in three tasks namely, managing multiple timelines, building coalitions and creating a vision. He recommends that organisations should follow eight sequential steps in doing this in order to overcome problems afore-mentioned namely:

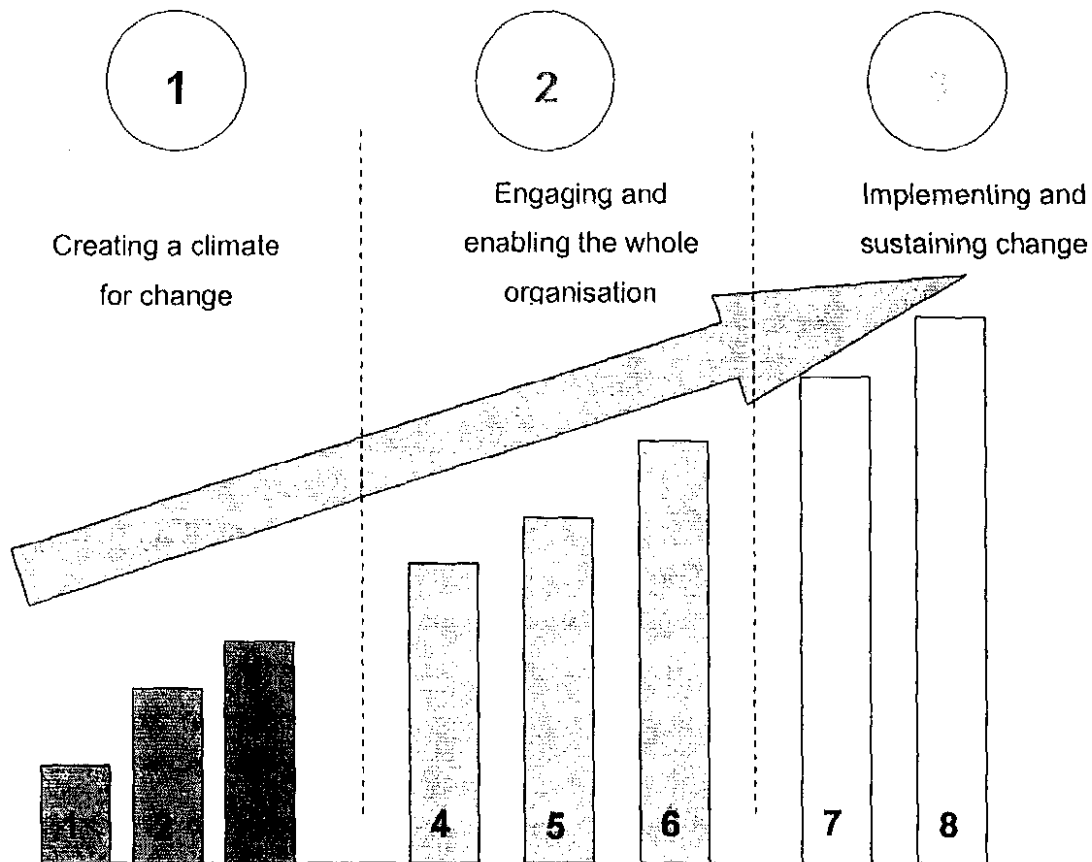
- *Establish a sense of urgency*, which implies examining market and competitive realities and identifying crises, potential crises and major opportunities.

- *Form a powerful guiding coalition* , which implies assembling a group with enough power to lead the change effort and encourage the group to work as a team.
- *Create a vision* to help direct the change effort and develop strategies for achieving that vision.
- *Communicate the vision*, which requires using every possible vehicle possible to communicate the new vision and strategies and teach new behaviours by the example of the guiding coalition.
- *Empower others to act on the vision*, which implies getting rid of obstacles to change and systems or structures that seriously undermine the vision and encourage risk taking and non -traditional ideas, activities and actions.
- *Plan for and create short-term wins*, which means planning for visible performance improvements, creating those improvements and recognising and rewarding employees involved in the improvements.
- *Consolidate improvements and produce still more change* , which means using increased credibility to change systems, structures and policies that do not fit the vision, hiring, promoting and developing employees who can implement the vision and reinvigorate the process with new projects, themes and change agents.
- *Institutionalise new approaches*, which means articulating the connections between new behaviours and organisational success and

developing the means to ensure leadership development and succession.

The success of managing change resides in managers taking responsibility for creating a climate for change, engaging and enabling the whole organisation and implementing and sustaining the change. These three bands in the change process accommodate each of Kotter's eight steps as illustrated in figure 2.3.

Figure 2.3 Kotter's steps for leading organisational change



Adapted from Kotter, 1998

Kotter's eight steps for change management indicate clearly that change management usually fails because managers and leaders of organisations tend to shortcut critical phases of the change process. In essence, change management is about 80% leadership, which means establishing direction, aligning, motivating and inspiring people, and 20% management, which entails *inter alia*, planning, budgeting, organising and problem solving.

2.2.4.5 ***Organisational development model***

Theron (2002a:184) presents the organisational development (OD) model as aiming at organisational adaptability and improving the effectiveness of its subsystems. Kreitner and Kinicki (1998:622) describe OD as aiming at enhancing both the effectiveness of organisations and the well being of their members through planned interventions in the organisation's human processes, structures and systems, using knowledge of behavioural sciences and its intervention methods to implement change.

Theron (2002a:184) indicates that the core strategy of the OD model targets interpersonal skills necessary for subsystem effectiveness namely, clarifying communication, establish goals, uncovering and working with conflict, improving group procedures in meetings, solving problems, making decisions and assessing changes.

Therefore as Kreitner and Kinicki (1998:622) point out, the techniques used by the OD apply to most change models. For instance, the OD model is used during Lewin's "changing" state (2.2.4.1). It is also used to identify and implement targeted elements of change within the systems model of change and might be used during Kotter's steps 1, 3, 5, 6 and 7.

2.2.4.6 ***The Concerns-based Adoption Model***

According to Theron (2002a:185) the Concerns-based Adoption Model (CBAM) takes change as a process for the people by the people, so that it has a technical as well as a human side and starts and ends with individuals who in combination, make schools effective.

The CBAM is thus based on the following assertions and assumptions (Theron, 2002a:185):

- *Understanding the point of view of the participants in the change process is critical*, which means that for change to be successful in an organisation or school, it is critical to have insight into educators' perceptions about the change. Therefore change must be perceived as being relevant by the people most likely to be affected by it.
- *Change is a process, not an event*, which implies that implementing change requires time and that there are phases and steps in managing the implementation of change that are important. This is in line with Kotter's assertion espoused above.
- *It is possible to anticipate much that will occur during the change process*, which refers to the possibility of predicting certain events in connection with the purported change. The most likely reactions to typical interventions and the emergence of particular needs can therefore be anticipated and many aspects of the change process can be planned. Anticipating such events will help change management and implementation and help in the efficient use of limited time and resources.
- *Innovations and therefore change come in all shapes and sizes.*
- *Innovation and implementation are two sides of the coin of the change*, which implies that in all cases, regardless of the type of change, developing the innovation and implementing it requires parallel sets of

steps and procedures.

- *To change something, someone has to change first*, which means that the effectiveness of an innovation depends on whether educators and others change in order to incorporate the new practice, of which the first step is to develop a picture of how each staff member experiences the change process as an individual.
- *Everyone can be a change facilitator*, which implies that change facilitation is not a task that can be assigned to one person and then forgotten but has to be a shared responsibility that involves everyone at one time or another.

The foregoing section has described the nature of change in organisations. While an insight into what change really is and entails is important, it is equally critical to understand what the essence of managing change is.

2.2 THE ESSENCE OF MANAGING CHANGE

2.3.1 Introduction

The previous section explored the nature of change in organisations. The complexity of change has highlighted the importance of change management. This section deals with the essence of managing change.

In the South African school and education context, much of the change in schools is mainly transformational via legislative initiatives, and thus managing change has to be seen in the context of change for school improvement and the

implementation of transformational change over which schools have no choice but to implement it. Consequently, school managers are compelled to implement and manage this change. However, doing so implies initiating and implementing change within the school. This indeed is what managing change is about. Therefore, school managers need to effect changes in a planned, managed and systematic manner through effective innovative strategies as well as to respond to changes over which the school has no control. This will ensure that all action aimed at change results in effective change management at schools.

It is therefore important to gain an insight into the whole concept of managing change by exploring all issues pertinent to it. An insight into the concept of managing change in this research is underpinned by assumptions held about change and change management.

2.3.2 Theoretical orientation

There are many approaches, theories and models regarding the management of change in organisations. A significant volume of studies on managing educational change has also been written. However, this research focuses on managing change at school level, especially in consideration of the nature of change in South African schools. The point was made earlier that educational change in South Africa is largely transformational, which implies managing change on a radical, broad and far-reaching scale at schools. It is also important to note that while large scale and fundamental change takes place at schools, there needs to be continuity and stability so as to avoid chaos in schools.

This is because, firstly, as new changes are brought about and implemented, some areas of schools remain unchanged. In this regard, Hargreaves and Fullan

(1998:217) assert that school stakeholders expect as minimal disruptions in educational standards and performance as possible. This implies that change at school has to be managed in a planned and systematic manner and necessitates responding to changes over which people have no control, that is, externally imposed change initiatives (Mayeski & Gaddy, 2000:5).

In this sense, managing change in schools requires that the school's social context should be considered and that as portrayed by Theron (2002b:79), the school is a complex system comprising the structural and the "people" dimensions. The structural dimension consists of the institution, roles and expectations while the people dimension consists of individuals, who belong to the institution and have unique personalities that are defined in terms of particular needs. It is the interaction of these dimensions that defines the social context of the school.

Boyd (1992:2) refers to the social context of the school as the ecology of the school consisting of physical and inorganic aspects. The physical aspect relates to arrangements for organising people, scheduling patterns, size of the school and the degree of safety in the school. The inorganic aspects consists of, *inter alia*, policies and rules that govern the school.

In the South African schools' context, the interaction of these aspects of the school's ecology portrays the social context and gives expression to the context of change in schools.

Mitchell's report (1999), presents the context of change in South Africa as being characterised by, *inter alia*, rationalisation of staff in schools; curriculum 2005 (RNCS) and OBE; increased learner diversity; reduced budget resources; policy changes like the abolishment of corporal punishment; participatory and

representative school governance and management; increased parental involvement; educator morale; tradition; lawless and violent social environment; internally generated change; relationship with educator unions; and norms and standards.

The interplay between and among these features dictates the change management approach at schools. This in essence, implies managing change within the context of such social factors as listed above. To this end, the school can be regarded as a societal structure, which will be influenced by societal events such as the change in the macro-political sphere of society (Van der Westhuizen & Mentz, 2002:67). This implies focussing on both the structural and people contexts of the school. In essence this refers to ensuring that the school functions within a context of education delivery while implementing externally-initiated change as is the case with transformational change initiatives (Motshoeneng, 2006:22).

This research considers change management as a function of the school's attempts at creating a school ecology whose social context dictates a holistic and systematic change management approach that considers both the structural and people dimensions of the school. This essentially implies understanding the essence of change management from assumptions about change to approaches that focus on getting the whole school ready for any form of change.

2.3.3 Assumptions about change and change management

As exposed elsewhere in this text (2.2.2.1), change is regarded as a struggle between what is and what is desired or moving from the known to the unknown (Schumacher, 1997). Thus, managing change implies that change management focuses on creating readiness for change and overcoming resistance to it by

proposing, designing and executing effective intervention at individual, group and organisational levels. This is indeed true for the school organisation because change at that level influences and is influenced by both internal and external factors to the school (cf. 2.2.2.3) and can be a result of planned or unplanned actions (cf. 2.2.3). For school managers and in the context of this research, managing change involves interventions aimed at both internally initiated change and externally originating change. Therefore managing change in this context entails internal and or external, and planned or unplanned change. A holistic view of change management is thus advocated. This is based on the following assumptions:

- *Change management is a process.*
- *Change has become and is a permanent feature of school improvement.*
- *Change affects both the structural and functional aspects of school via its impact on school service delivery processes and human resources.*
- *Managing change in school organisations require s a holistic intervention strategy that takes cognisance of the school's own attempts at renewal and improvement, and transformational change which is mostly external in nature.*

These assumptions put to the fore the importance of managing change. This implies as a starting point, a scrutiny of the reasons for managing change.

2.3.4 The importance of managing change effectively

The point of departure with regard to why change has to be managed effectively relates to the fact that change is vital to the existence of any organisation (Mergal, 2000:43). For instance, educational institutions require change because demands of parents, educators, learners and society continually change in response to changing life demands. Therefore as Mergal (2000:44) asserts, if the school is true to its mission, change is inevitable.

However, schools function within many directives from education authorities. For instance, authorities prescribe through various legislative directives and policies how matters at school have to be undertaken. Amongst other things, directives are provided regarding usage of financial and human resources, school governance as well as curriculum matters. This may give a sense of direction to the school and lead to the non-recognition of the need for renewal and adaptation to advancements that require change. Indeed, this may even lead to tensions and conflict regarding the independence of schools to self manage and renew. This is why an assertion is made here that an insight into the nature of change and the management thereof is of prime importance. This is to ensure that the need for change is identified and the best method of managing it is pursued.

Apart from an understanding of change and how it should be managed, effectively managing change is important for the following reasons:

- Change has become an organisational constant (Kaniss, 2006). Therefore, managing change effectively will help to reduce the stress of change, especially on the side of people involved.

- Managing change mirrors the "grieving cycle" which include shock, fear, anger, denial, sorrow and acceptance with regard to change (Kaniss, 2006). This basically translates to resistance to change as change is introduced and implemented.
- Change impacts on people in different ways (Anon., 2006). Managing change effectively will ensure that an impact analysis is conducted so as to prepare appropriate change management strategies. In this regard, Anon. (2006) postulates that treating all groups of people the same way can be detrimental to the success of the change process.
- The success of change is influenced by organisational attributes. Anon (2006) posits in this regard that the organisational culture and history play an important role in the change process and therefore understanding these attributes can assist in determining potential obstacles in implementing change.

Various writers highlight the importance of effectively managing change (see Hay & Härtel, 2001; De Witt, 2004; Van der Westhuizen & Theron, 2002). Among other factors, the importance of effectively managing change is related to ensuring that change is implemented successfully and that resistance is limited to the change itself. In this regard effective management of change implies the following:

- ensuring that change fits the needs of the organisation;
- carefully planning, designing and implementing the change;
- reducing as much disruption in the organisation as possible so as to ensure that

- there is no loss of the familiar and reliable;
- there is no loss of authority;
- change is meaningful;
- fear for change is reduced ;
- tolerance for change is heightened ;
- misperceptions about the change are dispelled ;
- there is involvement of people involved and affected by the change ;
- there is continuous evaluation and feedback so as to ensure that there is a clear relationship between the actual and the planned objectives of change; and
- infrastructural support and communication is adequately catered for.

Hay and Härtel (2001) cite the following dimensions with regard to employee reaction to change as factors making it important to manage change effectively:

- emotional reaction, which relates to employees reaction to change;
- organisational environment and attribution, which relates to the culture, climate and economic reality of the organisation and determines the context within which change takes place and may have an effect on employees attributional appraisals of the change; and

- decision to resist and resistance behaviour, where employees may decide to resist the change and actually resist the change effort.

From the foregoing exposition, it is clear that change cannot be left to chance at schools. It is important and imperative that it be managed effectively. It is equally important to have an insight into the prerequisites for the effective management of change.

2.3.5 **Prerequisites for effective management of change**

As highlighted in the foregoing section, managing change is an ongoing process, affects the school organisation's functional and structural aspects and requires a holistic approach, certain prerequisites are essential in the process of managing change. Amongst other aspects, Theron (2002 a:191) cites taking cognisance of the school community and the impact change would have on them, determining the readiness for change in the school and soliciting active support for the change from the educators. Clearly doing so requires much more than merely understanding the nature of change, but involves taking active steps to ensure that the change "playing fields" are level enough to introduce and implement it. Syren (2005) presents six conditions for effectively managing change, namely:

2.3.5.1 ***Establishing objectives***

This implies beginning with a clear and detailed statement of objectives and moving towards goal designing, which entails constant interaction with stakeholders to ensure that goals and objectives are pertinent to the needs as well as the organisation's greater purpose or vision. It can be asserted in this case that the objectives of any change effort at school should be aligned with the greater

purpose of the school as an organisation and consequently, education. Educative teaching should thus be a priority in all change efforts. Put differently, an attempt at change should be informed by how that change will improve and enhance the education delivery activities of the school. For that reason, stakeholder interaction plays a crucial role in aligning change with educational needs.

2.3.5.2 *Organising and planning*

This step highlights the requirement for the ability and resources to develop and effectively communicate change plans and realistic schedules while maintaining a balance between the broad view and day to day school operations. This is an important aspect of change management since it indicates the need for continuity of school processes while dealing with school improvement activities. This is important in consideration of the fact that change at school cannot be undertaken haphazardly or in way that requires a halt to other school processes. An example hereof relates to the introduction of change in a cascading manner while other parts of the school system operate in the old manner. A pertinent example is be the cascade implementation of the Curriculum 2005.

In this regard, Syren (*ibid*) emphasises that the existing departmental structure is all-important to the success of the change plan and though transitional towards a complete revamp, structure must take precedence, which often is a challenge in an atmosphere of change.

2.3.5.3 *Communicating*

The importance of communication in the change process cannot be overemphasised. Communication ensures the delivery of information about the

true state of things and needs to be timely, pertinent and requires confirmation that the message is understood. Syren asserts that the more information is given, the more believable it becomes and the more likely that initiating action will be possible. This is mainly because clear communication ensures that a course of action is determined and pertinent information is given and goals are met.

2.3.5.4 ***Motivating***

Motivation provides purpose and impetus for action because it becomes ideal to have the full cooperation of those directly affected by the change process and for the leaders to have a good understanding of and rapport with teams and team members. Because change is a disturbance of the *status quo*, and always involves a degree of resistance, it is important to motivate and involve key staff members in the design and implementation of the change process, particularly when it involves drastic structure changes.

2.3.5.5 ***Developing staff***

Developing people should to be a primary goal of any organisation and developing existing staff during a period of transition is practical and profitable. Therefore leaders have the power to and should provide an environment rich in opportunity and resource, in which employees are encouraged in the area of self-development. Placing staff appropriately is critical to ensuring that they become long-term contributors who can be counted on in periods of growth and transition. Effective change leadership understands that discerning the right fit of individual to position is critical to all present and future change endeavors and that ignorance in this area can be a costly flaw surfacing during periods of change. It can be asserted that staff development on a continuous basis is thus critical, especially with regards

to implementation of externally imposed change like curriculum change as is currently the case in schools.

2.3.5.6 *Measuring and analysing*

The final step in the change process projects the fact that management is responsible for measurement and analysis of both processes and individuals during the change process. Staff must be made aware of their progress in new and developing settings as well as in familiar ones in order to draft and adjust personal goals and improve performance effectively. Therefore measurement and evaluation should be designed to reflect the vision while motivating and initiating self-government of individuals in the new or transitional stage of the change process.

It is clear that managing change requires a number of aspects as highlighted in the preceding section. It is also clear that managing change in a planned and orderly manner seems to evolve and requires unfolding over a series of phases.

2.3.6 *Phases in managing change*

Theron (2002a:195) presents the following phases in managing change:

2.3.6.1 *Diagnosis*

Diagnosis essentially implies recognition that participants in the educational process lose faith in the current practices and activities and thus see a need for change. This can happen when firstly, the school manager becomes aware of a situation that requires alteration in the school. Secondly, staff may become aware of a situation that needs to be altered and may report this to the school manager ,

and finally parents or members of the public may become aware of something that needs to be changed and may bring their concerns to the attention of the school manager.

This realisation necessitates unfreezing and diagnosis by revealing the extent and reality of the situation that needs to be changed (Theron, 2002 a:195). Therefore diagnosis involves identifying and understanding the nature and scope of the pending change. Diagnosis should thus be the basis for planning for change (see Deventer & Kruger 2003:45).

2.3.6.2 Planning

Planning refers to finding creative alternatives to the problems that have been diagnosed as needing to be changed, analysing these alternatives and finally making a choice between possible solutions. According to CSChE (in Motshoeneng 2006:6) planning includes identifying those action items that have to be completed before the change is implemented and others that can be completed after the change.

This phase should determine employee readiness for change, assess employee skills in terms of which skills will be needed to be upgraded and how many will need to learn new skills (De Witt, 2004). This includes planning for limiting any resistance to the proposed change. Planning is thus a blueprint for implementation of change.

Theron emphasises that an appropriate climate should be created by continuously communicating with those involved in the change. It can be pointed out here that it is important to handle these phases of change in an inclusive and collaborative manner, as propounded in the spirit of the new approach to educational management, which promotes collaborative and inclusive school management.

Kirkpatrick (2001:33) postulates that tentative plans should be developed in order to implement change. The emphasis should be on the word tentative which means subject to change. It is important at this step that those who develop tentative plans be open to change and not take a defensive attitude when reactions are negative and or suggest modification. To be open-minded at this point is a prerequisite for the effective implementation of the change otherwise those who have other ideas will recognize that their input is not really being considered. The consequences will be a reluctance to speak freely as well as resentment for being asked for ideas without being listened to.

Brainstorming at this point can be very productive because it can elicit ideas that can be worked into tentative plans. It can also emphasise the fact that higher management really wants their input. Implementation should begin as soon as the existing situation has been diagnosed and unfrozen and the alternative solution planned.

2.3.6.3 ***Implementation***

Implementation involves putting into practice the outcomes of diagnosis and planning. In this regard, McNamara (1999) and De Witt (2004) postulate that implementation means that new structures are created, rules and regulations changed, objectives set and training provided. During implementation, effective communication, involvement, sensible allocation of duties and facilitation are necessary supporting forces. De Witt (2004) specifically alludes to communication as involving, not only giving people regular updates, but also, "selling" the change, defining segments and developing key messages for each segment as well as understanding people's viewpoints.

Fullan (1991) suggests that there are a range of factors that causally influence implementation and contribute to the process of successful change. Some of these include the quality and practicality of the change, clarity of the proposed change and the effect of the change on individuals and therefore for school managers, the main tasks during the implementation phase are the carrying out of action plans, developing and sustaining commitment, checking progress and overcoming problems.

Busher and Harris (2000:22) point out that during this phase there will be a need for a combination of pressure on and support for educators from the school manager, so that there has to be enough pressure to ensure the momentum of change continues and that action takes place. However, there needs to be technical, emotional and professional support to ensure staff members feel equipped to take on the tasks related to the change (see Stoll & Fink, 1998).

It is therefore important for school managers to retain a balance between pressure and support in order to move change through the implementation phase.

Busher and Harris (2000:22) claim that during the implementation phase, there will be a crucial time when the change appears to be making little progress. Hargreaves and Fullan (1998:25) term this the implementation dip which is inevitable in most change progress. School managers need to recognise that this is an intrinsic part of the change process and does not mean the change has failed. Instead, it indicates that the change is at a critical stage and that additional effort is required to mobilise change. The key factors for success at this stage include the following features:

- shared clarity about the purpose and intentions of the change ;

- shared control over implementation, that is, team responsibility;
- a mix of pressure and support;
- early feedback on progress made; and
- educator trust and collegiality

2.3.6.4 ***Stabilisation***

The stabilisation phase involves people's involvement as a result of loyalty to new norms which come into existence during the stabilisation phase and essentially relates to the normalisation process resulting from people's internalisation of the change effort.

2.3.6.5 ***Evaluation***

The evaluation phase indicates the degree of success of the change process and the change itself and enables the school manager to ascertain the success of change or serves as a point of departure for other changes. The evaluation of success with change however, depends on the thoroughness and accuracy with which the outcomes of the proposed change have been established prior to implementation (Deventer & Kruger, 2003:43).

The phases of the change process are a main characteristic of the role of the school managers in managing change and indicate that the most important element is people and that this requires leadership. An analysis of change models and theories presented elsewhere in this chapter (2.3.5) highlighted a number of essential elements of managing change.

2.3.7 **The essential elements of managing change**

As described in the various change management models earlier (2.3.5) , change management requires that a process that focuses on three stages of change be followed. These stages describe the period of contemplating and preparing for change, the actual change implementation period and the post change implementation period. The emphasis in these models relates to among other aspects, diagnosing the need for change, agitating for change and returning to a normal and stabilised organisational position. The models emphasise the importance of a thorough planning and implementation stage through ensuring that staff members are involved and effective communication is undertaken.

These aspects require that schools be prepared for change management. Indeed this is a prerequisite since change is an ongoing feature of schools and has to be managed in order for it to be effectively implemented. Based on this position, it is asserted in this study that a holistic and integrated approach to change management is a critical element for a change management framework that focuses on the school's social and ecological context.

2.3.7.1 ***Elements of an integrated change management framework***

Paré and Jutras (2004:10) makes some important comments about the change management process. Firstly, predicting the organisational impact of change is difficult and thus an approach that takes cognisance of the fact that change is an ongoing process rather than a discreet event is necessary. This should be an approach that recognises that only anticipated change can be planned, while unanticipated change can either be emergent or opportunity -based. It is important to recognise that both forms of change – anticipated and unanticipated, require a

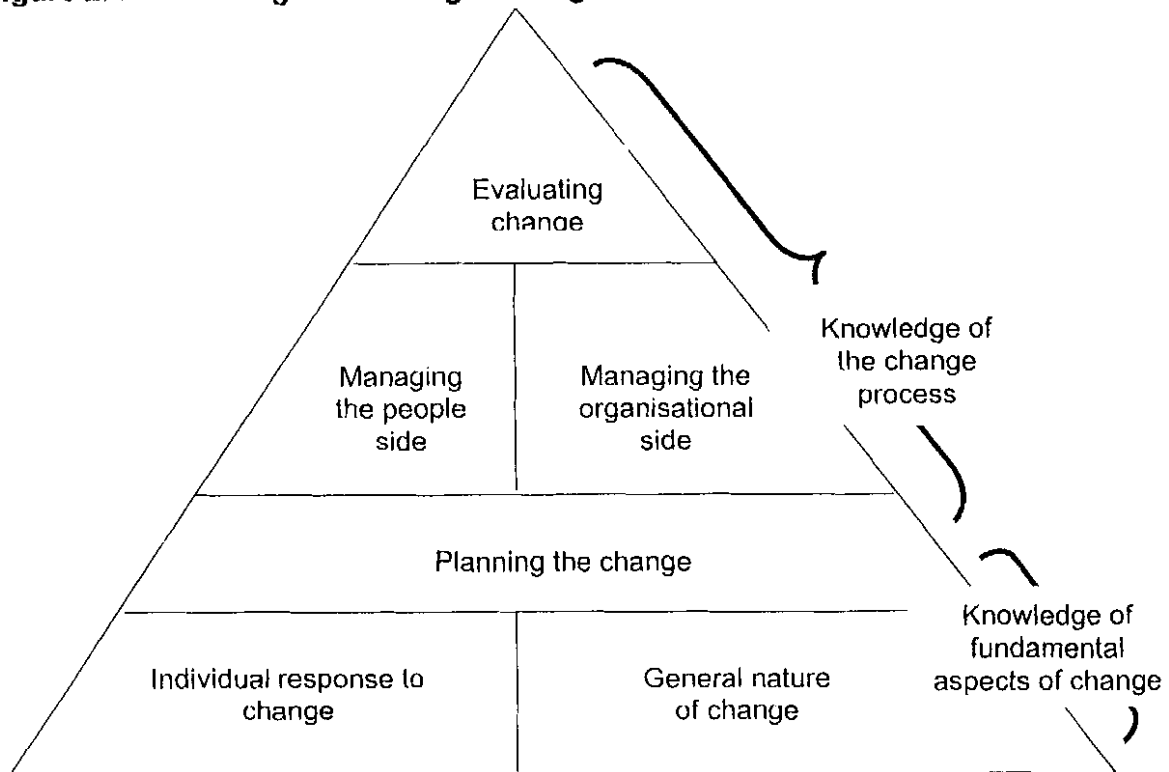
response as they occur, thus the need for an iterative sequence of plans and responses.

Secondly, for successful change to occur, it is critical to manage the synchronisation of the different aspects of change and not just individual pieces. An example relates to addressing inconsistencies during the change process such as management policies, success measures and rewards that undermine the credibility of the change effort by ensuring among others things, that messages, metrics, management behaviour and incentives all match the overall thrust of the change initiative.

Thirdly, the experiences of individuals during the change process need to be considered. The main focus in this regard relates to resistance to the change effort. In this regard, the psychological adjustment of people and their perceptions of the school's readiness for change are crucial aspects to be recognised. This is because resistance can have a wide variety of antecedents and manifestations that evolve and change in nature over time, so that the change effort needs to build momentum, excitement and buy-in because organisational members' attitudes towards change can affect morale, productivity and turnover intentions.

On the basis of these observations about the change management process, it is important that change management should be comprehensive and should integrate an understanding of the change process. Such a change management framework, according to Paré and Jutras (2004:8) consists of six dimensions. These dimensions are grouped into two main elements namely, the fundamental knowledge about aspects of change and knowledge of the change process itself (figure 2.4).

Figure 2.4 An integrated change management framework



Adapted from Paré and Jutras, 2004:10

- *Knowledge of fundamental aspects of change*

This element comprises knowledge about individual response to change and the general nature of change, which relates to the following (Paré & Jutras, 2004:8):

- *The individual response to change* concerns the nature, prevalence and utility of resistance to change. Examples of related issues include knowledge of the fact that:

- ❖ change is not always resisted;

- apathy can be more difficult to work with than resistance; and
- ❖ involvement in the direction of change reduces resistance.
- *The general nature of change* is concerned with whether effective large system change is evolutionary or revolutionary in nature and the characteristic patterns that typify change efforts in organisations. Examples of related issues include the fact that (Paré & Jutras, 2004:8):
 - ❖ certain patterns typify change efforts;
 - ❖ effective change requires certain elements or transformation or dramatic steps.
- *Knowledge of the change process*

Knowledge of the change process involves four dimensions namely, planning the change, managing the people side of change, managing the organisational side of the change and evaluating change.

- *Planning change* deals with causes of change in organisations, articulation of the vision, how to get from the present to the future and barriers to effective transitions. Examples of related issues include (Paré & Jutras, 2004:8):
 - ❖ the importance of surfacing dissatisfaction with the present state and articulating a desired future;

- ❖ the power of “turf issues” among and between different groups and subcultures;
 - ❖ invoking people from all areas of the organisation in the planning process rather than relying on a single entity or group.
- *Managing the people side of change* is concerned with how, when and how much to communicate about change within the organisation and psychological issues related to transition. Examples of related issues include (Paré & Jutras, 2004:8):
- ❖ The need to communicate what will and will not change;
 - ❖ Allowing people to disengage from and grieve the loss of the present state
 - ❖ Utilising the power inherent in groups as a positive force.
- *Managing the organisation side of change* is concerned with the design of and structural issues of systemic and long-term change efforts. Examples of related issues include (Paré & Jutras, 2004:8):
- ❖ the contribution of slogans and symbols establishing credibility and importance;
 - the need to reduce barriers and restraints to achieving goals rather than applying more pressure.

- *Evaluating change* deals with the indicators of a change effort's effectiveness. Examples of related issues include (Paré & Jutras, 2004:8):
 - ❖ recognising that complains can often be a sign of progress and positive energy;
 - ❖ the need to modify reward systems to support changes in other areas; and
 - ❖ the importance of providing feedback to people regarding progress made.

A careful analysis of these elements reveals clearly distinct categories of a change management framework. The categories of this framework are succinctly captured by Ford, *et al.* (2001:54) as follows:

- *Goal setting*, which relates to the degree to which the objective (s) of change is understood. This category addresses such aspects as:
 - identifying the need for change on the basis of fact -based data.
 - evaluating current organisational conditions (financial, competition, labour, etc.) prior to setting goals for the change .
 - determining the gap between "where we are" and "where we want to be".

- including feedback from affected people, like customers, shareholders and suppliers.
- stating the goal of the change clearly.
- *Organisation setting*, which relates to the degree to which the resources and support structures are in place to initiate change. This category addresses such aspects as:-
 - providing the necessary resources to support the change effort .
 - developing an action plan for the change.
 - establishing a time line for the successful completion of the change process.
 - communicating the organisation's priorities to guide decisions during implementation.
 - examining and adjusting standard policies and procedures to support the change effort.
- *Training and education* or skill development, which relates to the degree to which the capabilities are in place to accomplish the change. The category relates to:
 - organisational leaders identifying important skills and capabilities needed

to support the change.

- a process for delivering the required skills and capabilities which should include selection of the resources, attention to timing and evaluation.
 - a relationship that should be observed between skill development and individual performance related to the change.
- *Promotion*, which relates to the degree to which the change objectives and activities are communicated to the organisation. This relates to issues like:
 - the need for the change initiative being broadcast throughout the organisation.
 - managers being supportive of the change through their behaviour and examples.
 - the ongoing status of the change implementation being regularly communicated to employers or staff members.
 - *Sharing of success stories*, which relates to the degree to which positive activities and results are shared within the organisation. This category relates to such aspects as:
 - proper media channels being employed effectively to communicate the change.

- local lessons learned related to the change being diffused through the organisation.
- *Incentives and rewards*, which relates to the degree to which behaviour consistent with the change is reinforced and recognised. This category includes such issues as:
 - new roles and responsibilities being established so that individuals understand what is expected of them.
 - employee performance being reviewed in a way that allows determination of whether employees are performing in ways that support the change.
 - rewards recognising and reinforcing behaviour needed to achieve the change.
 - organisational leaders being held accountable for their behaviour in relation to the change.
- *Diagnosis and monitoring*, which relates to the degree to which the change process is evaluated and corrections made. This category includes such aspects as:
 - effective control requiring obtaining information about the change at regular intervals.

- corrective action being effective – corrections positively affecting the implementation of change itself.
- corrective action being taken when information suggests that the change is off track.
- evaluating the change process itself at some point for possible ways to improve the process for future change initiatives.
- *Achievement of results*, which relates to the degree to which desired results are realised from the change. This category captures the outcomes of the change process and deals with the following aspects:
 - the success of a change relating to its effect on the organisational and financial performance and the success of a change relating to the timelines of implementation.
 - the success of the change being related to the degree to which desirable new behaviours are observed.
 - the success of the change being related to the perceived effectiveness of the change and the implementation of the change.

The change management framework presented above seems to cover all aspects of organisational change. This is clearly because no single change management strategy can address the dynamism of change currently taking place in schools. In particular it seems to address the crucial aspects of a school change context in that it covers both the organisational and human sides of the school. This is in line with

the theoretical orientation that considers the school as a social -ecological system that comprises the structural dimension and the people dimension of the school. It is at this point that the role of the principal in change management becomes crucial.

2.3.7.2 *The role of the principal in change management*

The school principal's role is basically located in the overall school management and leadership functions. Regarding the implementation of change and its management, Blair (2000:2) asserts that the principal's role is that of:

- articulating a vision for the schools so that everyone understands it and sharing influence, authority, responsibility, and accountability with the staff in shaping the vision so that shared ownership of the vision occurs.
- checking or assessing progress , which is about monitoring and evaluation. These actions represent the principal's continual efforts to "touch base" with implementers, seek input about their needs and assess implementation progress in a formative mode, involve more formal data collection, analysis, reporting and transferring data and include summative evaluation purposes.
- investing in professional development and training, which relates to *inter alia*, promoting implementation through coaching, problem solving, and technical assistance to individual users.
- creating a context conducive to change and developing supportive organisational arrangements by planning and providing resources and creating an environment supportive of individuals in the process of change.

To succeed in doing this, the principal should be in the position to understand the elements of change management and have the necessary skills to manage it (see 2.4.6.1). First, the school principal must create school organisational conditions that support change and its implementation.

This in essence implies an understanding and knowledge of the fundamental aspects of change, that is, how individuals respond to change and the general nature of change; and the knowledge of the change process itself.

The leadership style of the principal becomes a critical aspect in the process of change. This study takes the position that to implement and manage change effectively, transformational leadership is the most suitable leadership style (Mergal, 2000:49). Without delving much on transformational leadership as a phenomenon, it suffices to cite Mergal (2000:49) who asserts that

“transformational leaders(hip) build(s) man's needs for meaning, focuses more on mission and strategies, identifies and develops new talents, releases human potential, leads in new directions, models love and aligns organisational structures to the needs of the staff.”

Clearly all these are attributes for effective change management and implementation (2.4.6.1). Finally, in creating a school environment that is conducive to change, the principal must understand the cultural dynamics of the school and create a strategic practical course of action and balance the current reality with the need for rapid adoption of the desired reality.

2.4 CHAPTER SUMMARY

This chapter explored the literature review with regard to the nature of change management and has fore-grounded the development of a change management model for school managers.

The following chapter presents the empirical research design.

CHAPTER 3

EMPIRICAL RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter investigated the essence of change management through a literature study. Educational change in South African was found to be largely transformational. It is also clear that introducing this change at school level and ensuring its implementation requires an integrated change management process that recognises the dynamics of externally introduced change as well as the need for change brought about by the need for school improvement. It is thus important that change management attempts to balance the effects of the two forms of change in education.

This chapter presents the empirical research design and outlines the research methodology to investigate the current change management modes at schools.

3.2 THE EMPIRICAL RESEARCH DESIGN AND METHODOLOGY

The empirical study aimed to investigate the perceptions of educators regarding change management at schools. This was done with reference to the Lejweleputswa District of the Free State Department of Education.

The data were collected quantitatively, which is taken as the most appropriate and practical technique in achieving the objectives of this research. Quantitative research is defined as a formal, objective and systematic process where data is used to obtain information about study phenomena (Stubbs, 2005).

3.3 THE RESEARCH INSTRUMENT

According to Vockel and Asher (1995:192), quantitative research involves description and data-collection processes, research designs and statistical procedures and includes among others, questionnaires. To this end, this study makes use of a questionnaire as a quantitative research instrument.

3.3.1 The questionnaire as a research tool

McMillan and Schumacher (2001:257) assert that the questionnaire, for many reasons is the most widely used technique for obtaining information from subjects. Among other reasons for using it, a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity. In developing a questionnaire, McMillan and Schumacher (2001:259) allude to the fact that questionnaires can use statements or questions, but in all cases the subject is responding to something written for specific purposes.

It is noted, however, that questionnaires are limited by certain disadvantages, especially in a survey of this nature, where respondents have to indicate what pertains to the situation at their own schools (Leedy & Ormrod, 2001:185). According to Tuckman (1994:216), questionnaires are limited by, among others, misleading responses as a result of not being able to check the motivation of respondents, socially desirable responses as a result of respondents being unwilling to respond to questions bordering on private or controversial issues, indiscriminate answering of the questionnaire due to little interest in a particular problem and failure to get a true picture of opinions and feelings as a result of the questionnaire not being able to probe deep enough as is the case with interviews.

In this research the questionnaire was chosen because of its advantages, especially the anonymity factor and such advantages as the relatively low cost of administering it, the ability to cover a large geographic area and the ability to reach a large sample, which factors ensured increased accessibility to the research subjects (Delpont, 2002:172).

The questionnaire in this study was used as a data collection instrument because it would be easy to distribute and would be cost-effective with regard to financial resourcing and time (Charles & Mertler, 2002:159). The questionnaire was also used because it satisfies the assumptions on which questionnaires are based (Leedy and Omrod, 2001:202), viz.:

- that the respondents can read and understand the questions;
- that the respondents are in the position to supply the information to answer the questions, especially in view of the prevailing conditions in their schools, and
- lastly, that the possibility of willingness to answer the questions exists.

To ensure effectiveness, questionnaire items should be constructed meticulously.

3.3.2 The design and construction of the questionnaire items

Questionnaire design and construction is a well-organised and thorough process. According to McMillan and Schumacher (2001:258), this involves preparing, constructing items and formatting the questionnaire.

McMillan and Schumacher (2001:265) contend that there are many questionnaire formats, among others, writing items and using boxes for respondents' answers as well as using contingency questions. The questionnaire for this study comprises two sections (Annexure D). Section A relates to the general information of the respondents. Section B relates to current change management practices in schools in the Lejweleputswa District.

A survey inquiry in which statistics were used to quantify and analyse data was used. A 35-item questionnaire was constructed. The items pertained to the perceptions of educators with regard to the change management at schools.

The questionnaire (annexure D) was constructed using change management frameworks developed by Ford, Evans, Matthews and Burchill (2001:54) and Paré and Jutras (2004:10). The final questionnaire was subdivided into the following two main sections:

- *Section A: General information (questions 1- 10)*

Items in this section relate to the biographical information of the respondents. The questions have to do with a respondent's gender; age cohort; teaching experience; position held; number of staff members and the number of learners and the location of schools under investigation. This information is important to the study as it directly relates to perceptions of respondents in so far as change management at their schools is concerned and because variables like the location of the school, numbers of staff members and learners will serve as independent variables which will assist in the data analysis and interpretation.

- *Section B: Change management practices in schools*

This section comprises thirty five (35) questions grouped into eight sections focusing on dimensions relating to change management namely:

- *Goal setting*
- *Organisation setting*
- *Training and education*
- *Promotion*
- *Sharing of success stories*
- *Incentives and rewards*
- *Diagnosis and monitoring*
- *Achievement of results.*

For these dimensions, respondents were requested to indicate on a five-point Likert-type scale indicating:

1 = Strongly agree

2 = Agree

3. = Unsure

4 = Disagree

5 = Strongly disagree

In constructing and formatting the questionnaires, guidelines provided by authors on research designs were considered and used to finalise the questionnaires (Leedy & Ormrod, 2005:190; Delport, 2002:176; McMillan & Schumacher, 2001:258). The questionnaire was subject to a process of administration, which included the pilot survey, finalisation and distribution.

3.3.3 Administering the questionnaire

3.3.3.1 *Reliability and validity*

The validity of a measuring instrument is determined by whether the instrument measures what it is supposed to measure and measures it accurately. This can be achieved by ensuring that the instrument has content validity, face validity, criterion validity or construct validity (Delport, 2002:167 -168). Reliability on the other hand, is determined by the accuracy or precision of an instrument and the extent to which an instrument yields the same or similar results under comparable conditions (Delport, 2002:168). However, Delport (2002:169) asserts that reliability does not guarantee valid results. Validity on the other hand measures the appropriateness of an instrument. Delport (2002:168) defines validity as referring to the instrument actually measuring the concept in question accurately.

According to Anon. (<http://www.musc.edu/bmt738/Semler/index.htm>), content validity is the extent to which the content of the instrument appears to logically examine and comprehensively include the characteristic it is intended to measure. To this end, the standardised change management framework referred to elsewhere in this chapter was adapted to local school environments in terms of terminology and it was ensured that questionnaire items covered the theoretical framework of the change management framework.

The promotor and his colleagues scrutinized the questionnaire to establish its reliability and validity. Only after their inputs, especially regarding the terminology appropriate for local school environmental conditions was the final draft of the questionnaire pre-tested. The questionnaire was then pre-tested to ascertain reliability. A sample of educators in the Fezile Dabi District (n=40) was used for this purpose. A Cronbach Alpha test was computed and yielded a Cronbach coefficient of 0.968414 and an average inter-item correlation of 0.469236, which in consultation with the Statistical Services of the North-West University: Vaal Triangle Campus was considered highly valid.

3.3.3.2 *Final questionnaire*

After the pilot study, the necessary adjustments were made and the final questionnaire developed (see annexure D). The questionnaire was thereafter distributed to schools by the researcher. Covering letters were enclosed (annexures B & C) with the aim of respectively orienting the respondents to the questionnaire and assuring them of confidentiality and anonymity, and indicating to them that permission to conduct the research had been granted by the Head of Education through the District Director (Leedy and Ormrod, 2001:203).

3.3.3.3 *Questionnaire distribution*

A total of 600 questionnaires were delivered to the randomly selected educators at schools. The school principals were asked for permission to distribute the questionnaires.

Copies of the questionnaire were personally distributed to the sample population through contact persons at schools. It was stated in the letter that educators should not take more than 15 minutes to complete the questionnaire.

Educators were requested to complete these questionnaires and hand them back to the contact person as soon as was possible.

3.3.4 Population and sampling

The study population comprised all educators in the Free State Department of Education. However, due to the vast expanse of the Free State province and for purposes of logistics and accessibility, it was decided to delimit the research to the Free State Department of Education's Lejweleputswa District.

There are 418 public schools in the Lejweleputswa District of the Free State Department of Education (Free State Department of Education, 2005). The study population therefore comprised all educators in the district. A snap survey of staff establishments revealed an average of 20 educators per school and thus the sample of educators ($n = 600$) was randomly selected from an estimated population ($N = 8\,000$) in the district in line with Leedy and Ormrod (2005:207) and Strydom and Venter's (2002) assertion that beyond a certain point, (5 000) the sample size is irrelevant and a sample size of 400 should be adequate.

3.4 RESPONSE RATE

Of the questionnaires returned, 511 were usable. Table 3. 1 illustrates the return rate of the questionnaires per population category.

Table 3.1 The response rate of questionnaires

Population category	Questionnaires distributed	Usable questionnaires returned	% return
Educators	600	511	85.2%

It can be seen from Table 3.2 that the return rate from the educators was 85.2% which, according to Delport (2002:172) is considered an acceptable return rate. This return rate can be attributed in part to the personal distribution and collection of questionnaires from schools as well as the use of contact persons.

3.5 ADMINISTRATIVE PROCEDURES

Administrative procedures include getting approval from education authorities to conduct research at schools and following up on outstanding questionnaires.

3.5.1 Approval from Free State Department of education

Approval to conduct research in schools was requested from the Head of the Free State Department of Education as per departmental protocol (Annexure B).

3.5.2 Follow-up on questionnaire

Personal follow-up visits were undertaken to collect outstanding questionnaires. These were mainly in schools where educators were engaged in school activities that required the researcher to allow for delays in collecting the questionnaires. The whole process took six weeks to complete.

3.6 DATA ANALYSIS

The Statistical Consultancy Service of the North-West University: Vaal Triangle Campus was approached for assistance in the analysis and interpretation of data collected from questionnaires. Frequency statistics were computed and these were scheduled in tabular and graphic form where necessary.

3.7 SUMMARY

The focus of this chapter was on the research design and methodology used in this research. The next chapter will present the data analysis and its interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter three focused on the outline of the empirical study. The intention of this chapter is to attach meaning and interpretation to the collected data, in order to establish if there is a need for new enquiry into related research through conclusions drawn from data analysis and thus suggest a change management model for school managers.

4.2 DATA ANALYSIS

Data analysis is a set of information obtained through systematic investigation. It can refer to information that is numerical or narrative (De Poy & Gitlin, 1998:305). Neumann (1997:271) asserts that data analysis is a technique for gathering and explaining the content of the text. The content refers to words, meanings, ideas or any messages that can be communicated. The text is anything written, visual or spoken that serves as a medium of communication.

The study follows the quantitative method of data analysis with narrative reporting and interpretation of results. Monnette, Sullivan and Cornell (1999:11) advocate that analysis of data in quantitative research involves inferences which, in this study imply that judgement is passed, reasoning is used and a conclusion is reached based on evidence.

According to Creswell (1998:140) the effective strategy of reducing the data, is to develop codes or categories and sort text or visual images and categories.

Therefore the interpretation of the text serves to develop the theory and is at the same time that basis for the decision about which additional data should be collected (Flick, 1998:178). The summary of data collected is presented in this chapter. Tables are used to indicate frequency counts as well as tests for statistical significance.

4.2.1 Data on the demographic details of respondents

Respondents' demographic data indicate information about their background and provides the opportunity to get insight of who they are and where they are located.

4.2.2 Review of respondents

The number of questionnaires distributed to educators in the Lejweleputswa District was 600. Of the questionnaires 511 were returned. Of this number, 293 (57.3%) came from educators, 91 (17.8%) from HODs, 73 (14.3%) from deputy school managers, 53 (10.4%) from school managers and 1 (0.2%) was a null response (NR).

4.2.2.1 Gender

Figures 4.1 – 4.4 below depict the data on respondents' gender.

Figure 4.1: Gender – post level 1 educators

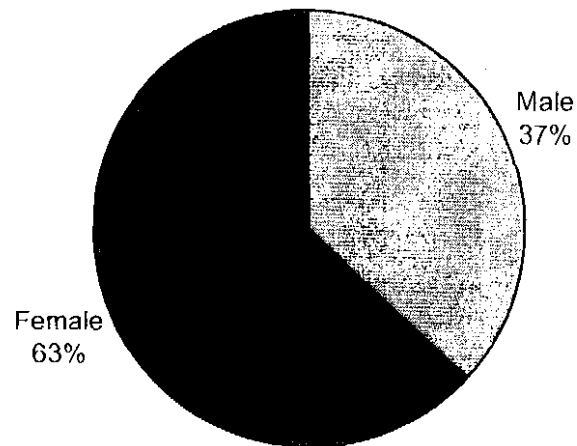


Figure 4.1 above indicates that the majority of educators (63%) in the Lejweleputswa District are females and 37% are males. It can be deduced from these responses that the teaching profession is dominated by females.

Figure 4.2 below illustrates data on the gender of post level 2 educators.

Figure 4.2: Gender – post level 2 educators

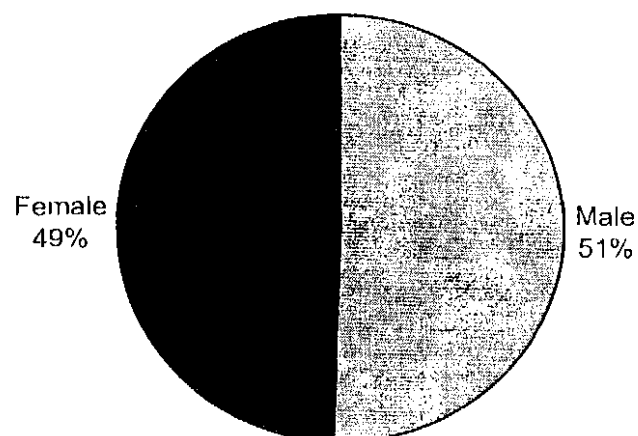


Figure 4.2 above indicates 51% males and 49% females as post level 2 educators (HODs*). This is indicative of the male dominated management positions at schools. This could be related to the reflection of the legacies of the past which favoured males over females in management positions and thus created an impression that males possess the required management and leadership attributes necessary to lead schools and institutions over females.

Figure 4.3: Gender - post level 3 educators (deputy school managers)**

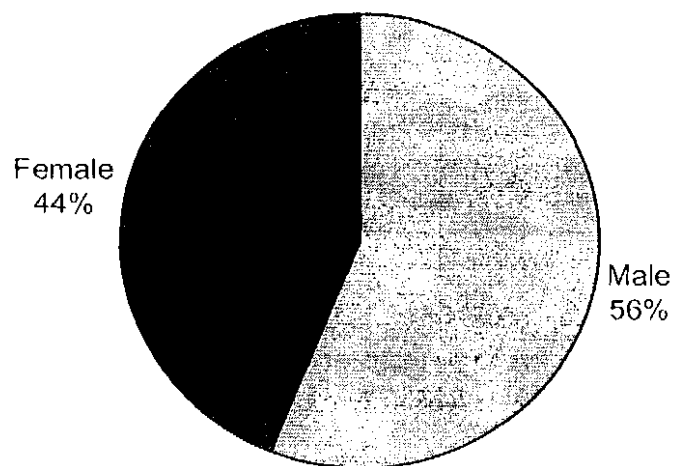


Figure 4.3 above indicates that the majority of deputy school managers are males (56%) and females make up only 44%. The same deduction as above is made even here.

* HODs are Heads of Departments un terms of post provisioning norms

** Post level 3 educators are deputy princials

Figure 4.4: Gender – post level four^{††} educators (school managers)

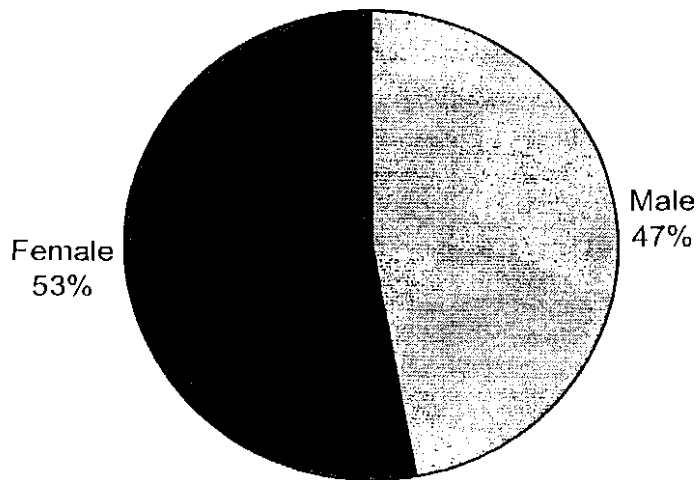


Figure 4.4 above indicates that the majority (53%) of school managers are females and males comprise 47%. It would seem that the drive for gender equity is beginning to be realised and suggests that that current educational transformation processes that afford leadership opportunities to redress the imbalances of the past are showing some successes.

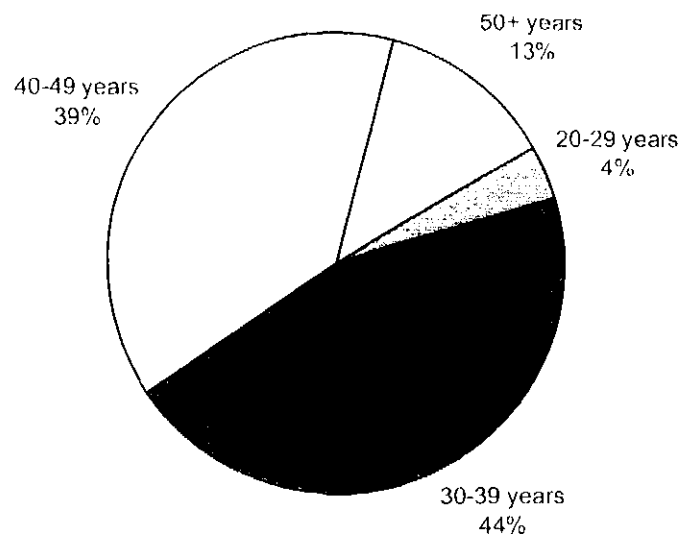
The next figure depicts the ages of the respondents.

4.2.2.2 Ages of respondents

Figures 4.5 – 4.8 below present data on the age of the respondents.

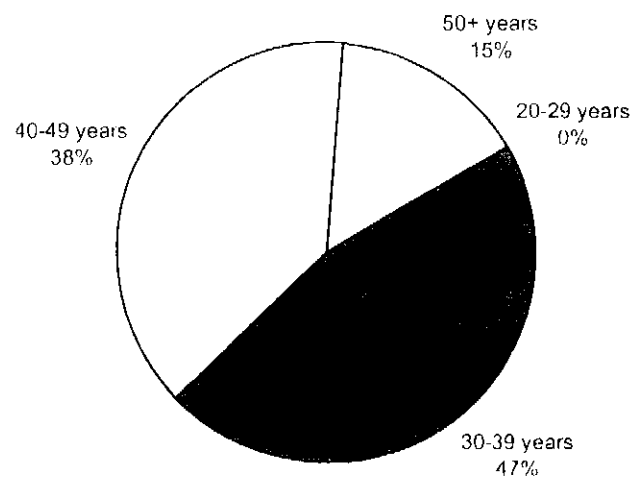
^{††} post level four educators are school principals

Figure 4.5: Age of educators



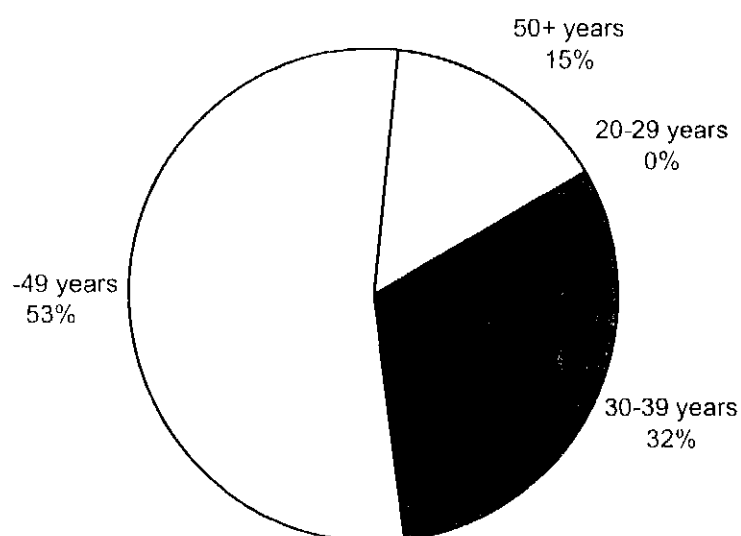
Responses in figure 4.5 above indicate that the majority of educators (44%) fall within the 30 and 39 year age category. This is followed by educators in the 40 to 49 category (39%) and 13% in the 50+ years age category. A sizeable number (4%) of educators fall within the 20 – 30 age category.

Figure 4.6: Age of heads of department



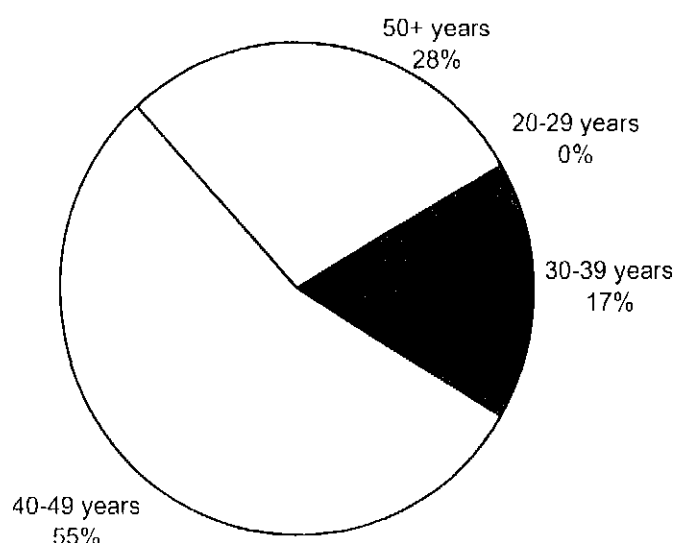
The majority of heads of department (47%) fall within the age category of 30-39 years (figure 4.6). This is followed by 38% who are in the 40-49 years age category with the smallest being 15% in the 50+ year age group. Indications are that schools have HODs who are mostly in advanced years and this could, if properly exploited, be advantageous for change management efforts in terms of their maturity levels.

Figure 4.7: Age of deputy school managers



Responses in figure 4.7 above indicate that the majority of deputy school managers (53%) fall within the 40-49 years age category. This is followed by deputy school managers in the 30-39 years age category (32%) and 15% in the 50+ years age category. The same as in the case of HODs could be inferred in the case of deputy principals.

Figure 4.8: Age of school managers



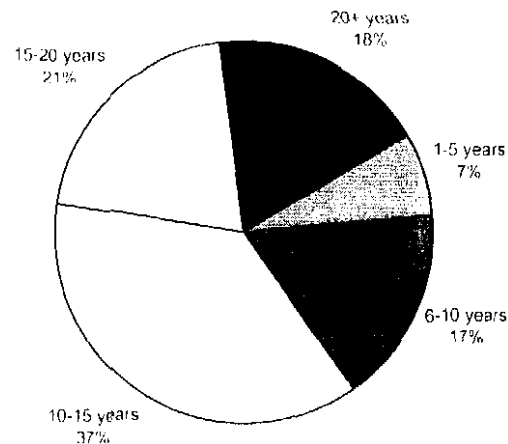
The majority of school managers (55%) fall within the age group category of 40-49 years (fig. 4.8). This is followed by 28% who are in the 50+ age category and 17% in the 30-39 years age category.

The age composition of educators bears significant implications in terms of change management processes. It is imperative to indicate that school management teams' ages place them in favourable situations regarding educational transformation. To that end, it can be deduced that most school managers, as 'old hands', in educational management, are acquainted with the requirements and expectations of educational stakeholders about change management. This observation is made even more important when their actual experience as educators is considered.

4.2.2.3 Experience in the current position

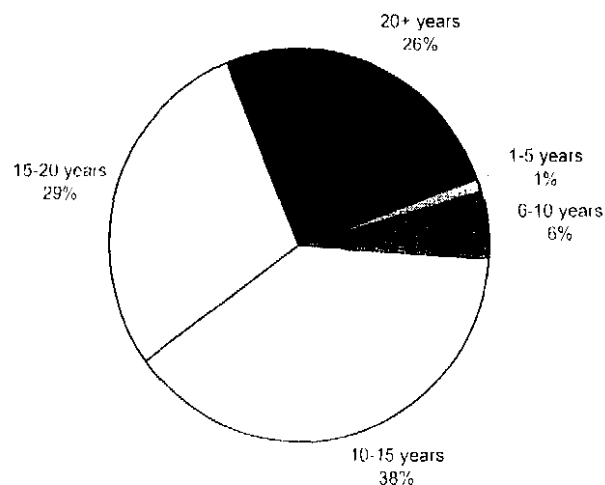
Figures 4.9 – 4.12 illustrate data on the respondents' experience in the current positions.

Figure 4.9: Educators' experience in the current position



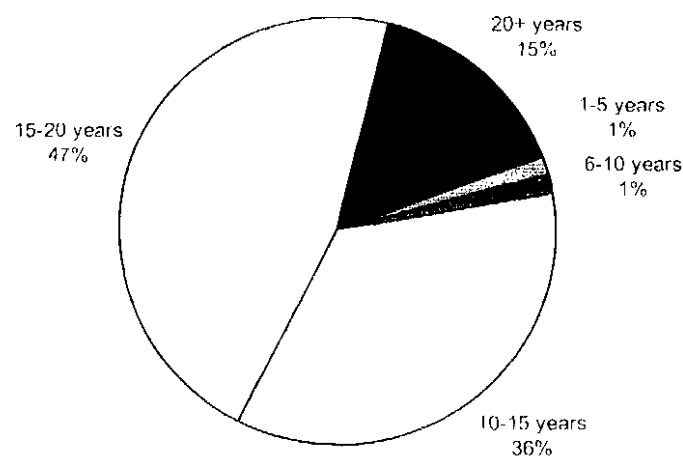
The data in figure 4.9 indicate that the majority of educators (37%) have been in the current position for between 10 and 15 years. Some educators (21%) have been in the current position for between 15 and 20 years. The data also indicate that 18% have been in the current position for more than 20 years. Some educators (7%) were appointed recently (1-5 years). The data also indicates that 17% have been in the current position for 5 to 10 years. This is an important aspect in the ability of schools to manage change. The experience in the current positions implies experience of how conditions are and a possible ability to create amenable conditions for whole school change management.

Figure 4.10: HODs' experience in the current position



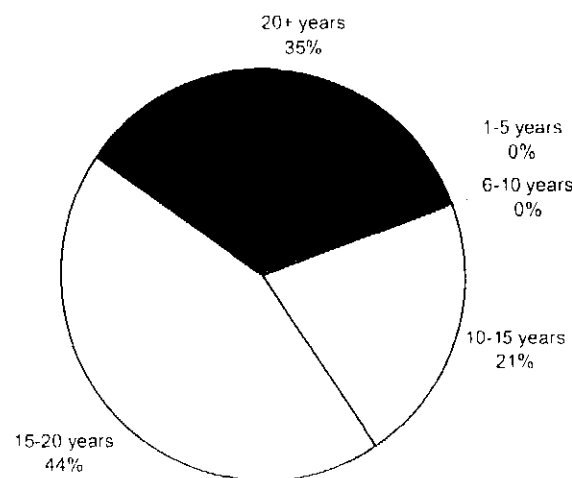
The data in figure 4.10 indicate that the majority of HODs (36%) have been in the managerial position for 10 to 15 years. This highlights the possible potential for experienced personnel in terms of creating conditions that are conducive to change management, especially when inclusivity and collaboration in decision making is considered. This further illustrates the need for harnessing specialised knowledge and skills of heads of departments gained through experience in their post of managing change in schools.

Figure 4.11: Deputy School managers' experience in the current position



It is also evident that the majority of deputy school managers (47%) occupied their current positions during the apartheid era as they have been 15 to 20 years in the current position (fig. 4.11). This, plus the experience they have in both dispensations can be properly put to use in change management efforts.

Figure 4.12: School managers' experience in the current position



Data in figure 4.12 above indicate that the majority of school managers (44%) have been in the managerial position for 15 to 20 years. This implies that schools have experienced principals. This experience can be an advantage for change management efforts. On the other hand, it can be a source of resistance to change due to threatened comfort zones and a resultant dismal change management effort on their side. This is based on the notion that for change management to succeed and be effective, school managers should be at the forefront and be effective change facilitators and agents.

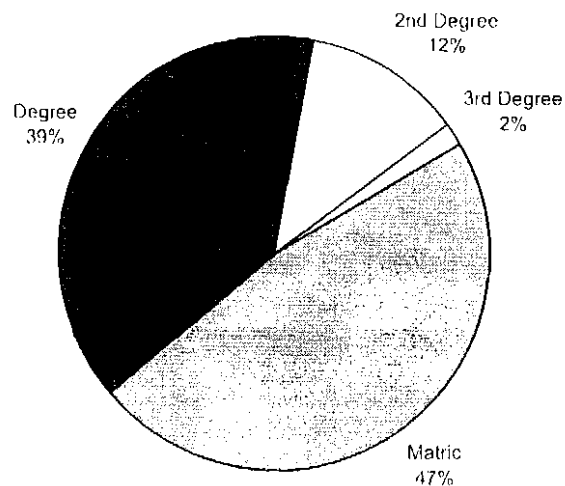
It can therefore be deduced that school managers as immediate leaders of SMTs are expected to empower their colleagues on transformational issues regarding education. This situation therefore necessitates a focus on the current leadership skills that are appropriate in facilitating change implementation and management.

Change management practices could also be influenced by academic qualifications.

4.2.2.4 Respondents' academic qualifications

Figures 4.13 – 4.16 depict data on the respondents' academic qualifications.

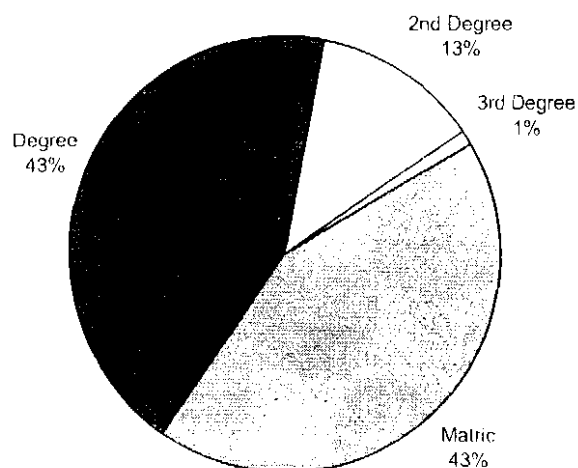
Figure 4.13: Educators' academic qualifications



From the responses on academic qualifications (figure 4.13), it is evident that the majority of educators (47%) possess only matric while 39% and 14% respectively possess a degree and post graduate degree.

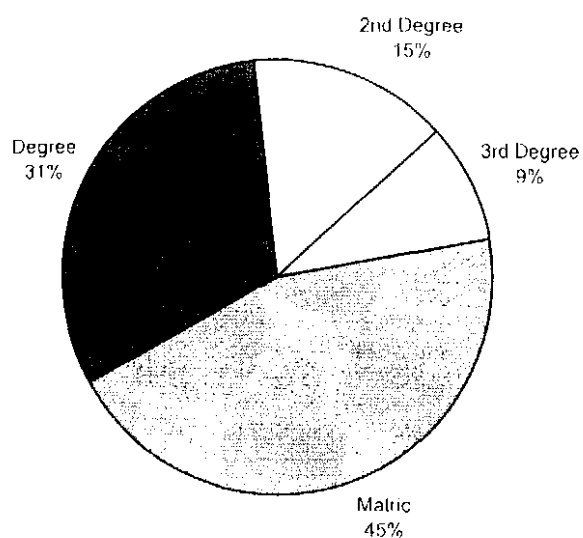
These responses indicate that educators are properly qualified in terms of qualification requirements. This implies that educators, by virtue of having post graduate degrees could have acquired skills to understand and be part of change management efforts at their schools.

Figure 4.14: HODs' academic qualifications



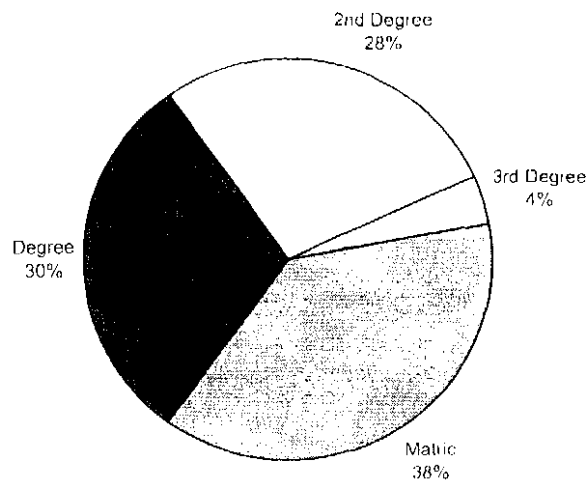
Responses in figure 4.14 above indicate that the majority of the HODs (43%) possess matric and 43% possess degrees while a total of 14% possess post graduate degrees.

Figure 4.15: Deputy School managers' academic qualifications



Responses in figure 4.15 above indicate that the majority of the deputy school managers possess only matric, while 31% and 24% possess a degree and post graduate degree respectively.

Figure 4.16: School managers' academic qualifications



Responses in figure 4.16 above indicate that the majority of school managers (38%) possess only matric while 30% and 32% possess a degree and post graduate degree respectively.

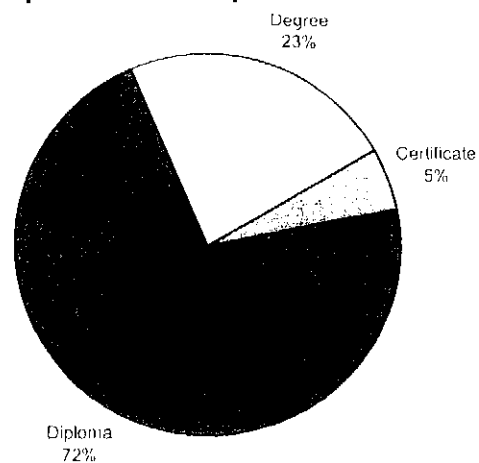
It can be deduced from these responses that school managers are in a better position to exercise their leadership skills because they are suitably qualified managers. The most critical implication relates to the ability of school managers to introduce, implement and manage change at school level. Being in possession of degrees could be an advantage to understanding the nature of change, especially if such degrees are relevant to educational management.

Change management in schools could also depend on the level of their professional qualifications.

4.2.2.5 Respondents' professional qualifications

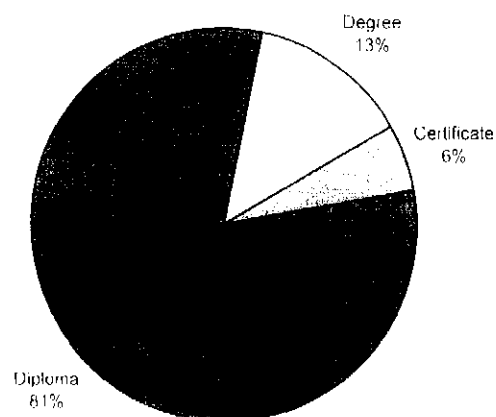
Figures 4.17 – 4.20 below depicts data on the respondents' academic qualifications.

Figure 4.17: Educators' professional qualifications



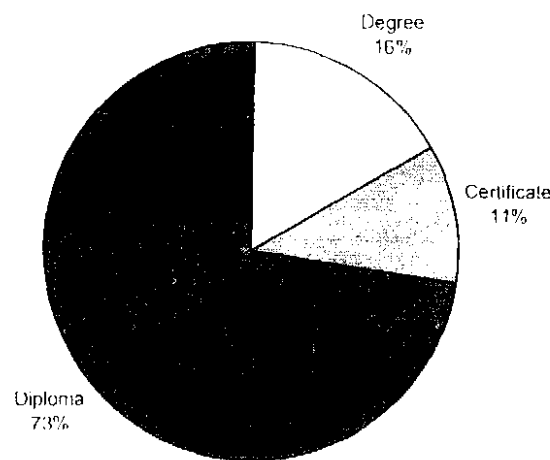
From the responses on professional qualifications (fig. 4.17), it is evident that the majority of educators (72%) possess a diploma while 23% and 5% possess degree or post graduate degrees. In the first instance, these responses indicate that educators are highly qualified.

Figure 4.18: HODs' professional qualifications



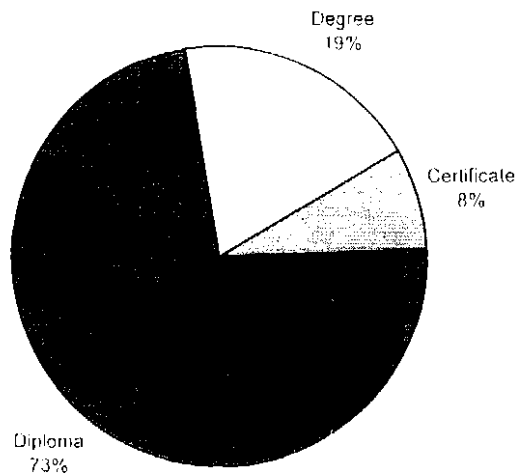
Responses in figure 4.18 above indicate that the majority of the HODs (81%) possess diplomas while 13% and 6% possess degrees and certificates respectively. This is in contrast with the case of educators where a sizeable number are in possession of degrees. While this is not indicative of success in change management, it can be usefull for schools to have educators who have degrees in relevant fields that could also promote their understanding of change and its implications.

Figure 4.19: Deputy School managers' professional qualifications



Responses in figure 4.19 above indicate that the majority of the deputy school managers (73%) possess diplomas while 16% and 11% possess certificates and degrees respectively.

Figure 4.20: School managers' professional qualifications



Responses in figure 4.20 above indicate that the majority of school managers (73%) possess diplomas while 19% and 8% possess degrees and certificates respectively.

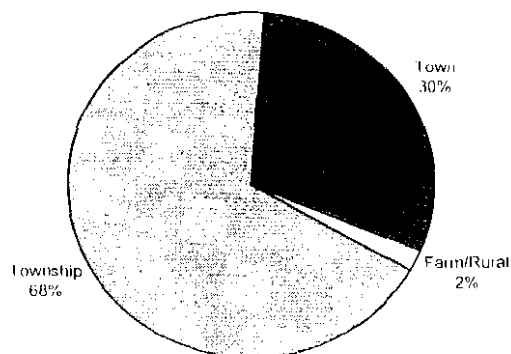
The SMTs as a whole, by possessing diplomas and degrees, indicate a possibility that they are suitably qualified to be able to understand and implement and manage change in South African schools. This however, should be complemented by apposite change management skills and knowledge. It however, is a positive factor for schools to have highly qualified personnel, especially in a climate of continuous change.

The location of the schools is presented in figure 4.21.

4.2.2.6 Location of school

Figure 4.21 presents responses regarding location of respondents' schools.

Figure 4.21: Location of school



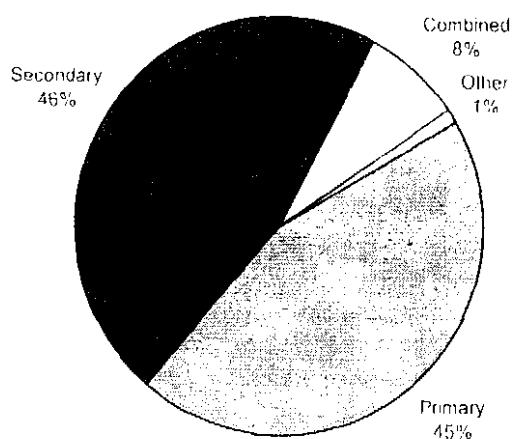
From figure 4.21 above, it is evident that the majority of the schools (68%) are located in townships, while 30% are located in town and 2% in farm/rural areas. It would be informative to find out if the location of schools has any influence on school change management efforts.

Data on respondents' school types are presented in figure 4.22.

4.2.2.7 School type

Figure 4.22 presents responses relating to respondents' school types.

Figure 4.22: School type



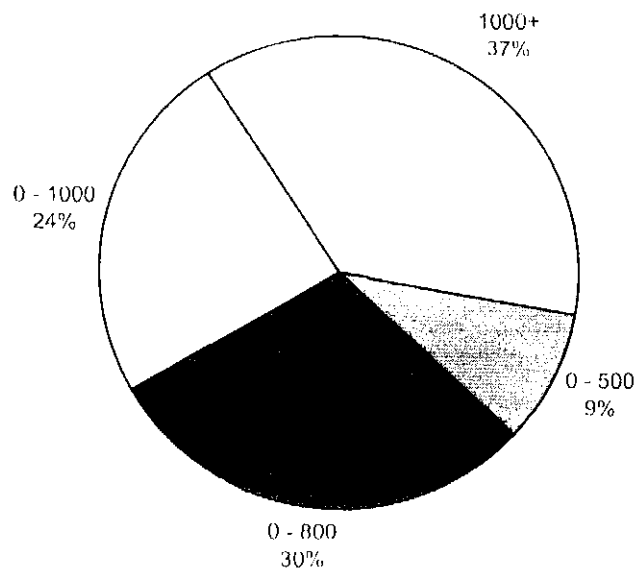
From the responses in figure 4.22 above it is clear that the majority of schools (46%) are secondary schools with 45% being primary schools, 8% being combined schools and only 1% being in the other category. These could be junior secondary or senior secondary schools or even recently opened schools which have at this stage only one grade. These are typically in farm/rural areas.

Data on learner enrolment figures are depicted in figure 4.23.

4.2.2.8 Learners enrolment figures

Figure 4.23 presents responses on learner enrolment figures in schools.

Figure 4.23: Number of learners



From figure 4.23 above, it can be seen that the majority (24% and 37% respectively) of schools have learner numbers in the ranges of 0-1000 and 1000+. These responses imply that school managers lead and manage schools constituting relatively large spans of control. This implies challenges regarding change management and points to the need for an integrated change

management framework. In such a situation as these large schools, school managers would be required to reassess their leadership styles such that they are able to be inclusive and participatory. This certainly requires school managers to have leadership competencies that are commensurate with an open and collaborative climate.

A frequency analysis of change management practices is undertaken in the next section.

4.3 AN ANALYSIS OF DATA ON CHANGE MANAGEMENT PRACTICES AT SCHOOLS

Change management practices are analysed in terms of the dimensions for an integrated change management framework. These are goal setting, organisational setting, training and education, promotion, sharing of success stories, incentives and rewards, diagnosis and monitoring and achievement of results. For purposes of analysis, the "agree" and "strongly agree" responses are combined to denote "agree", while the "disagree" and "strongly disagree" responses are combined to denote "disagree".

4.3.1 An analysis of data based on change management dimensions

Data was analysed and interpreted in terms of change management dimensions identified through the literature review as mentioned above.

4.3.1.1 *Data on goal setting*

Data in table 4.1 (see page 112) indicate that the majority of educators (80.2%) agreed that change at the school is driven by facts and information rather than by speculation or opinion, while a significant number (9.4%) disagrees and

9.6% were not sure and 0.8% were no responses. These positive responses indicate that change management is not undertaken haphazardly.

It could also be that change management at school level is usually prepackaged and what educators see as data driven change, could be a prepacked action plan prepared by the department of education. This response is understandable since educational change is continuing and quite vibrant in the country as a whole.

The responses also indicate that 9.4% disagreed and 9.6% were not sure, which though relatively small, are significant percentages. These could be educators who are in schools where change management process are non-inclusive.

Responses in table 4.1 indicate that the majority of educators (78.5%) agreed that change is initiated because of a gap between current state of the school and the desired future state, while a 8.2% disagreed, 11.9% were not sure and 1.4% were null responses. The responses indicate that change is initiated because of a gap between current state of the school and the desired future state, which is a crucial aspect of change management and indicates an awareness of the phases of change management. How thorough the situational analysis is, is another question worth investigating.

Table 4.1: Goal setting

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	F	%	f	%	f	%	f	%
1.	Change at school is driven by facts and information rather than speculation and opinion.	410	80,2	48	9,4	49	9,6	4	0,8	511	100
2.	Change is initiated because of a gap between the current state of the school and desired future state.	401	78,5	42	8,2	61	11,9	7	1,4	511	100
3.	Before change is initiated all stakeholders are consulted.	371	72,6	70	13,7	66	12,9	4	0,8	511	100
4.	The goal for change is always specified	370	72,4	72	14,1	65	12,7	4	0,8	511	100
30.	Change is carefully considered and planned.	384	75,1	67	13,1	57	11,2	3	0,6	511	100
35.	Change is made in a way that is consistent with the school's mission.	365	71,4	64	12,5	78	15,3	4	0,8	511	100

Responses in table 4.1 (page 112) indicate that the majority of educators (72.6%) agreed that before change is initiated all stakeholders are consulted, while 13.7% disagreed, 12.9% were not sure and 0.8% were null responses. This could be relating to transformational change which is usually highly popularised before the implementation as was the case before implementation of Curriculum 2005 or OBE and the Revised National Curriculum Statement and such a change as the introduction of the South African Schools Act. Consultation is good before initiating change and makes it easier to curb resistance. From the responses 13.7% disagreed and there were 0.8% null responses.

Responses in table 4.1 indicate that the majority of educators (72.4%) agreed that the goal for change is always specified while a significant number 14.1% disagreed, 12.7% were not sure and 0.8% were null responses. School managers who are visionaries need to align staff with their vision and mission. The responses indicate that change management is preceded by specifying the goals thereof, which is good for the articulation of the vision and mission of change management (see 2.3.4.1).

Responses in table 4.1 (page 112) indicate that the majority of educators (75.1%) agreed that change is carefully considered and planned while 13.1% disagreed and 11.2% were not sure and 0.6% were null responses. While laudable, it is worrisome that a significant 24.9% were not on the "agree" response. Planning is a crucial aspect of change management and the responses of the disagreeing educators cannot be ignored.

Data in table 4.1 indicate that the majority of educators (71.4%) agreed that change is made in a way that is consistent with the school's mission while a significant number (12.5%) disagreed, 15.3% were not sure and 0.8% were null responses. This is a positive response regarding change management

and implies that schools embark on well-directed change management courses. How effective they do this, is a factor to be considered.

Goal setting sets the tone for considerations of organisational settings for change management.

4.3.1.2 *Data on organisational setting*

Data in table 4.2 (page 107) indicate that the majority of educators (67.7%) agreed that the necessary resources are made available before change is implemented 18.8% disagreed while 12.3% were not sure and 1.2% were null responses. This indicates that school organisational resources adequately address change management needs. However, how effective the availabbling of such resources assists change management efforts is another issue, especially in the context of the problem statement (see 1.2).

Table 4.2: Organisational setting

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
5.	The necessary resources are made available before change is implemented.	346	67,7	96	18,8	63	12,3	6	1,2	511	100
6.	The objectives of any change are converted into detailed action plans.	346	67,7	70	13,7	91	17,8	4	0,8	511	100
7.	Time frames are clearly indicated to ensure timely implementation of change.	368	72,0	82	16,1	60	11,7	1	0,2	511	100
8.	Guidelines are provided to staff to help them make correct decisions during change implementation.	387	75,7	66	12,9	54	10,6	4	0,8	511	100
9.	School policies and procedures are examined to ensure that they are consistent with the change process.	373	73,0	68	13,3	63	12,3	7	1,4	511	100
31.	Staff is actively involved in planning and implementing change.	379	74,2	77	15,0	50	9,8	5	1,0	511	100

Responses in table 4.2 (page 107) indicate that the majority of educators (67.7%) agreed that the objectives of any change are converted into detailed plans, a significant number (13.7%) disagreed while 17.8% were not sure and 0.8% were null responses. This is good for schools because school managers should translate change objectives into plans of action. Planned change involves the entire organisation or a major part of. The challenge for schools in this regard would be managing planned change in a way that articulates the vision and plan for change by involving people and ensuring that there is a support framework for change in the setting of the school organisation.

Responses in table 4.2 indicate that the majority of educators (72.0%) agreed that time frames are clearly indicated to ensure timely implementation of change, 16.1% disagreed, 11.7% were not sure and 0.2% were null responses. This could be indicative of departmentally-organised change processes. However, it is commendable that schools measure up to this item in their change management efforts.

Responses in table 4.2 indicate that the majority of educators (75.7%) agreed that guidelines are provided to staff to help them make correct decisions during change implementation while 12.9% disagreed and 10.6% were not sure. There were 0.8% null responses.

Responses in table 4.2 indicate that the majority of educators (73.0%) agreed that school policies and procedures are examined to ensure that they are consistent with the change process while a significant number (13.%) disagreed and 12.3% were not sure. There were 1.4% null responses. This is in line with literature assertions that policies and procedures must be aligned with the new behaviours required to enact the change initiative. Target elements of change represent components of an organisation that may be changed in order to attain the desired organisational outputs. These can be

organisational arrangements like policies, procedures, roles structure, rewards and the physical setting (see 2.3.5.2).

Responses in table 4.2 (page 107) indicate that the majority of educators (74.2%) agreed that staff are actively involved in planning and implementing change while 15.0% disagreed and 9.8% were not sure and 1.0% were null responses. This is a positive indicator in change management in that staff involvement in planning and implementing change implies ownership of the change process and eventual success. This is because such planning ensures finding creative alternatives to problems that have been diagnosed, analysing these alternatives and finally making a choice between possible solutions. It is only through staff involvement in the process that such alternatives can be solicited.

As much as staff involvement is crucial, training and education is also an important element of the change management effort.

4.3.1.3 *Data on training and education*

Training and education on skill development which relates to the degree to which the capabilities are in place to accomplish the change includes the following:

- organisational leaders identifying important skills and capabilities needed to support the change;
- a process for delivering the required skills and capabilities which should include selection of the resources, attention to timing and evaluation; and

- a relationship that should observe between skill development and individual performance related to the change.

Data in table 4.3 (page 111) indicate that the majority of the educators (68.9%) agreed that school management identifies staff with appropriate skills and capabilities needed to support change while 18.2% disagreed and 12.1% were not sure. There were 0.8% null responses. This is indicative of successful human resource needs identification and can only bode well for schools in their change management efforts. How effective these processes are executed is once more another issue to consider as alluded to earlier.

Table 4.3: Training and education

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
10.	School managers identify staff with appropriate skills and capabilities needed to support the change.	352	68,9	93	18,2	62	12,1	4	0,8	511	100
11.	Staff is trained in the necessary skills and capabilities to implement the change process.	375	73,4	73	14,3	60	11,7	3	0,6	511	100
12.	When necessary, outside expertise is invited to assist in the implementation of change.	368	72,0	94	18,4	46	9,0	3	0,6	511	100

Responses in table 4.3 indicate that the majority of the educators (73.4%) agreed that staff is trained in the necessary skills and capabilities to implement the change process while a significant number (14, 3%) disagreed and 11.7% were not sure. There were 0.6% null responses.

Responses in table 4.3 indicate that the majority of the educators (72.0%) agreed that outside expertise is invited to assist in the implementation of change when necessary while 18.4% disagreed and 9.0% were not sure and 0.6% was null responses.

4.3.1.4 *Data on promotion*

Promotion relates to popularising and advocating the change management initiative and its implications. Data in table 4.4 indicate that the majority of the educators (71.8%) agreed that the need for the change initiative is communicated throughout the school, 14.5% disagreed while 12.1% were not sure and 1, 6% were null responses.

Responses in table 4.4 (page 113) indicate that the majority of the educators (65.4%) agreed that the school management supports change through example and behaviour while 21.5% disagreed and 11.7% were not sure. There were 1.4% null responses. These responses indicate that promotion of the change management efforts and processes are adequately advocated to staff in schools.

Table 4.4: Promotion

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
13.	The need for the change initiative is communicated throughout the school.	367	71,8	74	14,5	62	12,1	8	1,6	511	100
14.	School management supports change through example and behaviour.	334	65,4	110	21,5	60	11,7	7	1,4	511	100
15.	Staff regularly receives feedback on the progress of change implementation.	363	71,0	69	13,5	76	14,9	3	0,6	511	100

Responses in table 4.4 (page 113) indicate that the majority of the educators (71.0%) agree that the staff regularly receives feedback on the progress of the change implementation while a significant number (13.5%) disagree, 14.9% were not sure and 0.6% were null responses.

Promotion, which relates to the degree to which the change objectives and activities are communicated to the organisation include issues like:

- the need for the change initiative being broadcasted throughout the organisation;
- managers being supportive of change through their behaviour and examples; and
- the ongoing status of the change implementation being regularly communicated to employers or staff members.

4.3.1.5 *Data on sharing of success stories*

Sharing of success which relates to the degree to which positive activities and results are shared within the organisation includes aspects such as proper media channels being employed effectively to communicate the change and local lessons learned relating to the change being diffused throughout the organisation.

Data in table 4.5 (page 116) indicate that the majority of the educators (68.1%) agreed that the proper communication media are used to inform staff on the progress of the change implementation.

Responses in table 4.5 (page 116) indicate that the majority of the educators (71.4%) agreed that the success and lessons learnt from change implementation are infused into the school's daily operations.

Responses in table 4.5 also indicate that the majority of the educators (75.3%) agreed that the school celebrates its success in achieving positive change.

Table 4.5: Sharing of success stories

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
16.	Proper communication media are used to inform staff on the progress of the change implementation.	348	68,1	89	17,4	71	13,9	3	0,6	511	100
17.	Success and lessons learnt from change implementation are infused into the school's daily operations.	365	71,4	72	14,1	73	14,3	1	0,2	511	100
34.	The school celebrates its success in achieving positive change.	385	75,3	65	12,7	55	10,8	6	1,2	511	100

4.3.1.6 *Data on incentives and rewards*

Incentives and rewards relate to the degree to which behaviour consistent with the change is re-inforced and recognised include issues such as new roles and responsibilities being established so that individuals understand what is expected of them, employee performance being reviewed in a way that allows determination of whether employees are performing in ways that support the change, rewards recognising and re-inforcing behaviour needed to achieve the change and organisational leaders being held accountable for their behaviour or relation to the change.

Data in table 4.6 (page 118) indicate that the majority of the educators (81.6%) agreed that new roles and responsibilities are clearly defined so that the staff knows what is expected from them, 9.4% disagreed, 8.6% were not sure and 0.4% were null responses.

Responses in table 4.6 indicate that the majority of the educators (77.3%) agreed that staff performance is monitored and evaluated to determine that they perform in ways that support the change while 11.5% disagree and 10.6% were not sure. There were 0.8% null responses.

Responses in table 4.6 indicate that the majority of the educators (68.9%) agreed that the behaviour supportive of the achievement of change is recognised and monitored, a significant number (14.3%) disagreed, 16.0% were not sure and 0.8% were null responses.

Responses in table 4.6 indicate that the majority of the educators (73.4%) agreed that school management is held accountable for their behaviour in relation to the change process while 11.5% disagreed and 14.7% were not sure. There were 0.4% null responses.

Table 4.6: Incentives and rewards

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		F	%	f	%	f	%	f	%	f	%
18.	New roles and responsibilities are defined so that staff knows what is expected of them.	417	81,6	48	9,4	44	8,6	2	0,4	511	100
19.	Staff performance is monitored and evaluated to determine that they perform in ways that support the change.	395	77,3	59	11,5	54	10,6	3	0,6	511	100
20.	Behaviour supportive of the achievement of change is recognised and re-inforced.	352	68,9	73	14,3	82	16,0	4	0,8	511	100
21.	School management is held accountable for their behaviour in relation to the change process.	375	73,4	59	11,5	75	14,7	2	0,4	511	100

4.3.1.7 *Data on diagnosis and monitoring*

Diagnosis and monitoring which related to the degree to which the change process is evaluated and corrections made include such aspects as effective control requiring obtaining information about the change at regular intervals, corrective action being effective, corrections positively affecting the implementation of change itself and evaluating the change process itself at some point for possible ways to improve the process for future change initiatives.

Data in table 4.7 (page 120) indicates that the majority of the educators (71.6%) agreed that effective control of the change implemented is achieved through regular monitoring and evaluation, while 12.7% disagreed, 14.9% were not sure and 0.8% were null responses.

Responses in table 4.7 indicate that the majority of the educators (68.5%) agreed that corrective action is taken when there are deviations from the change implementation plans, while 13.7% disagreed and 17.0% were not sure. There were 0.8% null responses.

Responses in table 4.7 indicate that the majority of the educators (71.4%) agreed that the change process is evaluated regularly so as to improve future change initiatives, while 11.9% disagreed, 15.3% were not sure and 1.4% were null responses.

Responses in table 4.7 indicate that the majority of the educators (73.2%) agreed that corrective action positively affects change implementation while 10.8% disagreed, 15.0% were not sure and 1% were null responses.

Responses in table 4.7 indicate that the majority of the educators (73.0%) agreed that resistance to change is identified and managed while 11.7% disagreed, 14.3% were not sure and 1% was null responses.

Table 4.7: Diagnosis and monitoring

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
22.	Effective control of the change implemented is achieved through regular monitoring and evaluation.	366	71,6	65	12,7	76	14,9	4	0,8	511	100
23.	Corrective action is taken when there are deviations from the change implementation plans.	350	68,5	70	13,7	87	17,0	4	0,8	511	100
24.	The change process is evaluated regularly so as to improve future change initiatives.	365	71,4	61	11,9	78	15,3	7	1,4	511	100
25.	Corrective action positively affects change implementation.	374	73,2	55	10,8	77	15,0	5	1,0	511	100
32.	Resistance to change is identified and managed.	373	73,0	60	11,7	73	14,3	5	1,0	511	100

From the foregoing exposition it is clear that change cannot be left to chance at schools. It is important and imperative that it be managed effectively.

4.3.1.8 *Data on achievement of results*

Data in table 4.8 (page 122) indicate that the majority of educators (79.1%) agreed that the success of change is seen as being related to the whole school's performance while 7.8% disagreed, 12.1% were not sure and 1% were null responses.

Responses in table 4.8 indicate that the majority of the educators (73.2%) agreed that the success of change initiatives is related to the timeliness of change implementation while 8.4% disagreed, 17.4% were not sure and 1% were null responses.

Responses in table 4.8 indicate that the majority of the educators (73.8%) agreed that the success of change is related to the degree to which new patterns of behaviour are observed while 8.4% disagreed, 16.8% were not sure and 1% were null responses.

Responses in table 4.8 indicate that the majority of the educators (77.0%) agreed that the success of change relates to the effectiveness of the change and its implementation.

Table 4.8: Achievement of results

QUESTIONNAIRE ITEM		Agree		Disagree		Not sure		No response		Total	
		f	%	f	%	f	%	f	%	f	%
26.	The success of the change is seen as being related to the whole school's performance.	404	79,1	40	7,8	62	12,1	5	1,0	511	100
27.	The success of change initiatives is related to the timelessness of change implementation.	374	73,2	43	8,4	89	17,4	5	1,0	511	100
28.	Success of change is related to the degree to which new patterns of behaviour are observed.	377	73,8	43	8,4	86	16,8	5	1,0	511	100
29.	The success of change relates to the effectiveness of the change and its implementation.	393	77,0	36	7,0	72	14,1	10	1,9	511	100

It is clear from almost all the dimensions of change management practices exposed in this section that responses appear to indicate a strong inclination towards agreeing with the questionnaire items. However, the percentage frequencies seem to differ in so far as different dependent variables are concerned. This compelled the research to investigate the variability of the responses among different categories of variables. The first step in determining variability necessitated the computation of variance between dependent and independent variables.

4.3.2 Analysis of variance on change management variables

The analysis of variance between variables on change management variables necessitated a factor analysis.

4.3.2.1 Factor analysis

The purpose of factor analysis is to discover simple patterns in the pattern of relationships among the variables. In particular, it seeks to discover if the observed variables can be explained largely or entirely in terms of a much smaller number of variables called factors (Darlington, 2004). This, in essence means that factor analysis seeks to reduce the original set of variables into smaller sets of composite variables or to describe interrelationships among original variables in terms of common underlying dimensions (Diamantopoulos & Schlegelmilch, 2000:216).

In this study, the intention was to find out if such independent variables as gender, post description, age, years in teaching, academic qualification, professional qualification, school type, location and number of learners would influence the respondents' perceptions about change management practices at their schools. For this purpose, the principal components analysis (see Diamantopoulos & Schlegelmilch, 2000:216) was computed.

The factor analysis reduced the 35 items investigating the perceptions of educators about change management practices at their schools to only one factor namely, change management practices. This factor then consisted of 35 items with a cronbach alpha reliability co-efficient of 0.968414. Having factor analysed the data from the 35 items, it was important to determine the variances between the dependent and independent variables on this factor. For that purpose, the analysis of variance was computed.

4.3.2.2 *An analysis of variance between independent and dependent variables*

A univariate test for variance (ANOVA) was conducted using gender, post description, age, years in teaching, academic qualification, professional qualification, school type, location and number of learners at schools as independent variables with change management practices as a dependent variable. The aim was to find out if there were any statistically significant variances between these variables. This would denote if variances were statistically significant and, if they were, if they were chance differences or if they were influenced by respondents' demographics.

A simple analysis of variance (ANOVA) (Salkind, 2000:222) was used because the influence of one factor and a combination of factors within this group would be tested. In line with Salkind, this implies in this case that the variances due to differences in change management practices are separated into variances that are due to differences between individuals within groups and variances due to difference between the groups. For instance, within the variable gender, the influence of being male or female on the factor, management practices would require a variance test. In this regard, Salkind (2000:224) maintains that any analysis where there is only one dimension or treatment, more than two levels of grouping factors and one is looking at differences across groups in average scores, requires that an ANOVA test be used.

4.3.2.3 *The influence of gender on change management practices*

The ANOVA test was computed at a significance level of 5% ($p = 0.05$). Any significance score below 0.05 signifies a significant difference between the means of the variables being tested while score above $p = 0.05$ signify that the difference is not statistically significance and could be because of chance. Table 4.10 illustrates the ANOVA test results regarding the influence of gender on change management practices.

Table 4.9 **The influence of gender on change management practices**

Source of variation	DF	Dependent Variable	SS	MS	f	p
Gender	1	Change management practices	1440	1440	2.423	0.120 [#]

[#] No significant difference

* Significant difference at $p < 0.05$

Figure 4.9 illustrates that there were no significant statistical differences in responses relating to the factor change management practices between the male and female respondents. This implies that their responses were not influenced by their gender and that they can be considered as authentic for the sample population.

4.3.2.4 *The influence of post description on change management practices*

The ANOVA test was computed to determine if repondents' post descriptions would have an influence on the factor change management practices. This would indicate if there were statistically significant differences in relation to the change management practices as a result of for example, being on post level 1, 2, 3 or 4. Table 4.10 depicts data in this regard.

Table 4.10 The influence of post description on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Post description	3	Change management practices	19812	6604	11.780	0.000 [#]

[#] No significant difference

* Significant difference at $p < 0.05$

From table 4.10, it can be seen there were statistically significant differences regarding post description. This implies that the post description did have an influence on the responses towards change management practices. This could be because educators on post level 4 namely, principals, view change management practices differently from educators on other post levels, especially because any change management process is their responsibility in terms of their being change facilitators or agents.

It was however, important to determine the source of these differences in responses, since the ANOVA test does not specify which groups differ among the four. For that purpose, a *post hoc* test was conducted to determine which groups of respondents in terms of their post descriptions had these differences. A Tukey HSD (Honestly Significant Difference) was conducted for this purpose. A Tukey HSD test is conducted in order to compare each pair of conditions to see if the difference is statistically significant (Hinton, 1995:131). Table 4.11 portrays data in this regard.

Table 4.11 Tukey HSD test on variable – post description

Post description	Post level			
	1	2	3	4
	81.000	71.061	67.947	65.760
1		0.002*	0.000*	0.000*
2	0.002*		0.083	0.565
3	0.001*	0.836		0.956
4	0.000*	0.565	0.956	

* Significant difference at $p < 0.05$

From table 4.11, it can be seen that there were statistically significant differences between responses of educators on post level 1 with educators on post levels 2, 3 and 4. In practical terms, this means that there were significant differences between responses of educators and school managers namely HODs, deputy principals and principals on change management practices at their schools. This could be attributed to educators perceiving themselves as being at the receiving end of the negative effects of change than HODs, deputy principals and principals. Indeed such complaints as overloads of work, discipline problems, the pace of and form of change in the curriculum and other such effects are usually mentioned in 1.1.

The differences between post level 1 educators and HODs were of small effect and were thus found to be of no significant practical effect. However, the differences between educators on post level 1 and deputy principals and principals were found to be practically significant. This signifies that the post level between these groups of respondents influenced their responses. This could be attributed to reasons proffered above and imply a need for a model of change management that reduces these differences by addressing the school organisational ecology such that educators become part of and be amenable to change management and implementation. These differences were however, of medium effect and were not considered to be too significant.

4.3.2.5 *The influence of age on change management practices*

Table 4.12 portrays data on the influence of age on change management practices.

Table 4.12 The influence of age on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Age	3	Change management practices	3511.4	1170.5	1.974	0.116 [#]

[#] No significant difference

* Significant difference at $p < 0.05$

According to table 4.12, there were no statistically significant differences between the ages of respondents and the factor, change management practices. The effect sizes were considered to substantial enough to warrant any variation in change management practice.

4.3.2.6 *The influence of years in the post on change management practices*

Table 4.13 depict data regarding the influence of years in the post and the factor, change management practices.

Table 4.13 The influence of years on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Years in post	4	Change management practices	15446	3861	6.746	0.000*

No significant difference

* Significant difference at $p < 0.05$

There were significant differences with regard to years in the post and change management practices. This implies that educators with different categories of experience perceive change management practices differently. A *post hoc* test was conducted to determine which groups of respondents in terms of their experience in the posts had these differences. Table 4.15 portrays data in this regard.

Table 4.14 Tukey HSD test on variable – years in the post

Years in post	Years in post				
	1-5	6-10	11-15	16-20	20 ⁺
	85.273	87.515	70.835	74.020	78.930
1-5		0.9959	0.0581	0.2409	0.7898
6-10	0.9959		0.000*	0.0035*	0.1953
11-15	0.0581	0.000*		0.7592	0.0452
16-20	0.2409	0.0035*	0.7592		0.4980
20 ⁺	0.7898	0.1953	0.0452	0.4980	

From table 4.14, it can be seen that there were statistically significant differences between responses of educators with 6 – 10 years on the post and educators with 11 – 15 years and 16 – 20 years as well as between educators with 11 – 15 years and those with 20⁺ years. The differences between educators with 6 – 10 years and those with 11 – 15 years and 16 – 20 years are of practical significance, though of medium effect.

Although this was considered as not being too significant, these differences indicate an interesting angle. It could be that educators with a long experience are uncomfortable with change management practices at schools, maybe because they have got used to the *status quo* and find change generally intimidating. On the other hand, educators with 6 – 10 years could be perceiving the change management practices at their schools as being normal, since they probably started teaching during the very years of transformational change in education.

The differences between educators with 11 – 15 years and those with over 20 years were of not practical effect or significance.

4.3.2.7 *The influence of academic qualifications on change management practices*

Table 4.15 depict data regarding the influence academic qualifications in the post and the factor, change management practices.

Table 4.15 The influence of academic qualifications on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Academic qualifications	3	Change management practices	376.4	125.5	0.209	0.889 [#]

[#] No significant difference

* Significant difference at $p < 0.05$

There were no significant differences with regard to this variable.

4.3.2.8 *The influence of professional qualifications on change management practices*

Table 4.16 depict data regarding the influence of professional qualifications on the factor, change management practices.

Table 4.16 The influence of professional qualifications on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Professional qualifications	2	Change management practices	15811	7905	13.870	0.000*

No significant difference

* Significant difference at $p < 0.05$

There were statistically significance differences with regard to respondents' professional qualifications and change management practices. A *post hoc* test was conducted to determine which groups of respondents in terms of their professional qualifications had these differences. Table 4.17 portrays data in this regard.

Table 4.17 Tukey HSD test on variable – professional qualifications

Professional qualifications	Professional qualifications		
	Certificate	Diploma	Degree
	77.181	72.651	86.733
Certificate		0.5579	0.1191
Diploma	0.5579		0.000*
Degree	0.1191	0.000*	

From table 4.17, it can be seen that there were statistically significant differences between responses of educators with diplomas and those with degrees. However, this difference was of medium effect and was thus considered to be statistically insignificant. It can however be suggested that educators with degrees could have been exposed to studies in change management and thus could be in a position to understand the implications of change management practices.

4.3.2.9 *The influence of school location on change management practices*

Table 4.18 depicts data regarding the influence school location and the factor, change management practices.

Table 4.18 The influence of school location on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
School location	2	Change management practices	3096	1548	812.08	0.000*

No significant difference

• Significant difference at $p < 0.05$

From table 4.18, it can be seen that there were statistically significant differences between responses of educators from different school locations. A *post hoc* test was conducted to determine which groups of respondents in terms of their school locations had these differences. Table 4.19 portrays data in this regard.

Table 4.19 Tukey HSD test on variable – school location

School location	School location		
	Township	Town	Rural
	81.135	63.962	74.453
Township		0.000 [*]	0.643
Town	0.000 [*]		0.351
Rural	0.643	0.351	

From table 4.19, it can be seen that there were statistically significant differences between responses of educators from township and those from town schools. These differences were of medium effect and were thus not considered to of significant effect. However, it can be said that such differences could be expected due to differences in resources in these school. It however, also indicates that respounces do not necessarily exercise an influence on change management practices.

4.3.2.10 *The influence of school type on change management practices*

Table 4.20 depicts data regarding the influence school type on the factor, change management practices.

Table 4.20 The influence of school type on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
School type	2	Change management practices	27975	9325	16.955	0.000 [*]

No significant difference

* Significant difference at $p < 0.05$

From table 4.20, it can be seen that there were statistically significant differences between responses of educators in different types of schools. A

post hoc test was conducted to determine which groups of respondents in terms of their school types had these differences. Table 4.21 portrays data in this regard.

Table 4.21 Tukey HSD test on variable – school type

School type	School type			
	Primary	Secondary	Combined	Other
	82.966	68.029	81.682	91.182
Primary		0.000*	0.989	0.865
Secondary	0.000*		0.004*	0.1287
Combined	0.989	0.004*		0.829
Other	0.865	0.127	0.829	

It can be seen from table 4.21 that there are statistical differences between educators in secondary schools and educators in both primary and combined schools. Although of practical significance, these differences are of medium effect and were therefore not considered to be of great significance. However, it can be assumed that these differences between secondary and primary, combined school educators could be due to the fact that secondary school educators are only experiencing some of the major transformational challenges with the introduction of the new curriculum statement in some grades while other grades are still implementing the old curriculum. On the other hand, primary and combined schools* are already implementing the new curriculum statement in all grades. This could explain why secondary school educators may be having different perceptions about change management practices, and therefore the change processes in general.

* Most combined schools include all primary school grades.

4.3.2.11 *The influence of learner enrolment on change management practices*

Table 4.22 depicts data regarding the influence of learner enrolment and the factor, change management practices.

Table 4.22 The influence of learner enrolment on change management practices

Source of variation	DF	Dependent Variable	SS	MS	F	p
Learner enrolment	3	Change management practices	10792	3597	6.186	0.000*

No significant difference

* Significant difference at $p < 0.05$

From table 4.22, it can be seen that there were statistically significant differences between responses of educators from schools with different learner enrolment figures. A *post hoc* test was conducted to determine which groups of respondents in terms of their learner enrolment had these differences. Table 4.23 portrays data in this regard.

Table 4.23 Tukey HSD test on variable – school location

Learner enrolment	Learner enrolment			
	500-800	0-800	0-1000	1000 ⁺
	89.421	72.589	73.578	76.506
500-800		0.000*	0.000*	0.006*
0-800	0.000*		0.986	0.446
0-1000	0.000*	0.986		0.722
1000 ⁺	0.006*	0.446	0.722	

From table 4.23, it can be seen that there were statistically significant differences between responses of educators from schools with learner enrolment figures of 0 – 800 and those from schools with learner enrolment figures of 500 – 800, 800 – 1000 and 1000⁺. Though of practical effect, these differences were of medium effect and were thus not considered to be of any significance. However, it can be said that educators in schools with high enrolment figures would perceive change management practices differently than educators in schools with low learner enrolments. This is because of different effects of change on varying school sizes, like resource availability and work loads.

This section has indicated that though there were statistically significant differences in responses between the independent and the dependent variables, these were all but of no practical effect or significance. This implies that there would be no reason to change educational practice with regard to change management practices at schools. This however raises a question as to why then change management efforts at schools seem to falter as reported in the problem statement. The answer to this question could lie in the effects of the instrumentation used for this research. There could be a need for the use of dual instrumentation in terms of the research design, that is, both qualitative and quantitative (see limitations of the study and recommendations). This is however beyond the scope of this research's problem statement and design.

4.4 CHAPTER SUMMARY

This chapter presented the data analysis of this research. Biographical data, frequency analysis and analyses of variance were computed, analysed, interpreted and reported. The next chapter concludes the study by focusing on the summary of findings, recommendations and conclusions.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the study. The findings of the study are thereafter presented. This is in terms of the literature review and the empirical study. Recommendations of the study are then presented and a change management model is presented.

5.2 SUMMARY OF THE STUDY

Chapter 1 presented an outline of the study. The problem statement related to the ability of school managers to introduce, implement and manage change at school level. It was pointed out that there are problems at schools which highlight the need for change management efforts. The research design outlines the research method in terms of research questions, aims and the research method.

Chapter 2 presented an extensive discussion of the nature of change management. This entailed a discussion of educational change in the South African education system, which served to contextualise the study (2.2). The essence of change management focussed on the meaning of change (2.2.2.1), factors affecting change in education (2.2.2.2), factors that bring about change in organisations (2.2.2.3), types of change (2.2.3), models of change (2.2.4), and the essence of managing change (2.3). The essence of change management highlighted assumptions about change management (2.3.3), the importance of managing change (2.3.4), prerequisite for effectively managing change (2.3.5) and the phases in managing change (2.3.6). The chapter concluded by presenting the essential elements of managing change (2.3.7.1) and the role of the principal in change management (2.3.7.2).

Chapter 3 presented the empirical research design. Detailed discussions of the research method, including the research aims, methods, instruments and the entire process of the research process were presented.

Chapter 4 outlines the data analysis and interpretation. This included a discussion of the biographical data, the frequency analysis and test for variance between dependent and independent variables.

The next section presents the findings of the study.

5.3 FINDINGS FROM THE RESEARCH

Research findings relate to findings on the research aims as stated in Chapter 1.

5.3.1 Findings from research aim 1: the nature of change management

The following findings with regard to the nature of change management were made:

- change in the South African education systems is in the context of transformation and seeks to address issues of equity and redress of the past imbalances. Therefore change in the context of schools and education implies school improvement and transformational change as a result of legislative and policy initiatives aimed at redressing the past imbalances (2.2.1).
- change departs from the premise that a school is an organism that adjusts or evolves in response to fluctuations in the environment and thus school organisational change occurs in the various forms

namely, technocratic, social, interactive, competitive, optional, incremental and transformational (2.2.2.1).

- change is affected by such factors as the community and local environment, the content of change itself and the unit of change (2.2.2.2). This includes such factors as barriers of perception, emotional barriers and cognitive barriers.
- change is brought about by forces for change like government intervention, changing society values, changing technology and knowledge explosion and changing administration (2.2.2.3). There are however, counter forces to change, which are referred to as resisting forces.
- change can be planned or unplanned (2.2.3).
- Models of change all put an emphasis on a thorough planning and implementation change management process.
 - Lewin's model presents change management as a three stage evolution which involves unfreezing the current situation, moving to the desired conditions and the refreezing of the system so that it remains in the desired state (2.2.4.1).
 - The systems model of change is based on the notion that no matter how large or small, any change has a cascading effect throughout the organisation and thus consists of three main components namely, the inputs, target elements of change and the outputs of change (2.2.4.2)

- Havelock's three models of change consist of the social interaction model which advocates understanding the change process in terms of decision phases through which the individual adopter of change moves; the research development and diffusion model, which treats change as an orderly and planned sequence of events from problem identification to the development and diffusion of the solution; and the problem solving model, which focuses more on the user and emphasises group dynamics and human relation in the change management process (2.2.4.4).
- Kotter's eight steps for leading organisational change seek to correct such mistakes in change management as what he relates as writing a memo instead of lighting a fire, talking too much and saying too little, declaring victory before the war is over and, looking for villains in all the wrong places (2.2.4.4).
- The organisational development model aims at organisational adaptability and improving its subsystems and targets interpersonal skills necessary for effectiveness namely, communication, establishing goals, uncovering and working with conflict, improving group procedures in meetings, solving problems, making decisions and assessing change (2.2.4.5).
- The Concerns-based Adoption Model regards change as a process for people by the people and has a technical and human side and starts and ends with individuals who in combination make schools effective (2.2.4.6).
- In managing change, the following assumptions are made:
 - change management is a process;

- change has become a permanent feature of school improvement;
 - change affects both the structural and functional aspects of a school; and
 - managing change in a school requires a holistic intervention strategy that takes cognisance of the school's own renewal attempts and improvement and transformational change (2.3.3).
- Managing change effectively is critical in so far as it ensures that the implementation is successful and resistance is limited to the change itself (2.3.4).
 - Effectively managing change involves establishing objectives, organising and planning, communicating, motivating, developing staff and measuring and analysing (2.3.5).
 - Change management involves phases like the diagnosis, planning, implementation, stabilisation and evaluation (2.3.6).
 - Effectively managing change implies attendance to essential elements in an integrated change management framework namely, knowledge of the fundamental aspects of change, which relates to the general nature of change and individual responses to change and knowledge of the change process itself, which relates to managing the people and organisational sides of change (2.3.7.2)

5.3.2 Findings from research aim 2: the role of the school manager/principal in managing change

The role of the principal in change management is located in the overall school management and leadership functions and implementing change. This involves (2.3.7.4):

- articulating a vision for the schools.
- checking or assessing progress, which is about monitoring and evaluation.
- investing in professional development and training.
- Creating a context conducive to change and developing supportive organisational arrangements by planning and providing resources and creating an environment supportive of individuals in the process of change.

5.3.3 Findings from research aim 3: current change management practices at schools

The current change management practices at schools were investigated in terms of eight change management dimensions namely, goal setting, organisational setting, training and education, promotion, sharing of success stories, incentives and rewards, diagnosis and monitoring and achievement of results. It was found that respondents largely agreed with the elements of this dimensions (4.4.1). This gave the impression that change management processes at schools currently are in line with the change management framework that considers all these dimensions.

However, the fact that responses included a sample of educators from a broad array of demographic backgrounds, suggested that it was possible that there would be variances within and between the sampled population groups on these dimensions. To this end, a factor analysis revealed that all the 35 variable of the dimensions could be reduced to one factor which was named, the change management practices (4.4.2.1). On the basis of this one factor the following were found:

- There was no influence of gender on the change management practices (4.4.2.3).
- The post description was found to have an influence on the change management practices. This was in terms of educators on post level 1 and educators on post levels 2, 3 and 4. These are HODs, deputy principals and principals. The differences were however, found to be of small and medium effect and were considered not to be of practical effect or significance (4.4.2.4).
- Academic qualifications were found to have no significant influence on change management practices (4.4.2.5).
- Experience on the post was found to have statistically significant differences between educators with 6- 10 years with educators with 11- 15 years and 16 – 20 years. These differences were found to be of no significant practical effect (4.4.2.6).
- Academic qualifications were found to have no statistically significant effect on change management practices (4.4.2.7).
- Professional qualifications were found to have a statistically significant effect on change management practices at schools (4.4.2.8). This was

found to be between educators with diplomas and degrees. These effects were however, found to be of medium effect and were thus not considered as being of no practical effect.

- The location of schools where educators teach was found to be statistically significant (4.4.2.9). This was found between educators whose school are located in townships and those whose schools are located in town. This was however, found to be of medium effect and was thus considered to be of no significant effect.
- The type of school where educators teach was found to have an influence on the change management practices at schools (4.4.2.10). This was found to be between educators in secondary schools and those in primary and combined schools. This was found however, to be of medium effect and therefore of no practical significance or effect.
- The learner enrolment figures were found to have an influence on change management practices at schools (4.4.2.11).
- Though of statistical significance, this was of medium effect and was considered to be of no practical effect or significance.

5.3.4 Findings from research aim 4: how school managers can be assisted to manage change effectively

The point of departure for school managers is an understanding of a holistic change management framework. This is expressed in the Integrated Change Management Model (ICMM) proposed in this study (see annexure A), which recognises that:

- Change management is a process.

- Change has become and is a permanent feature of school improvement.
- Change affects both the structural and functional aspects of school via its impact on school service delivery processes and human resources.
- Managing change in school organisations requires a holistic intervention strategy that takes cognisance of the school's own attempts at renewal and improvement, and transformational change which is mostly external in nature.

The model advocates two important aspects namely, school managers need to focus on possessing knowledge of fundamental aspects of change and knowledge about the change process itself.

The ICMM addresses issues of planned and unplanned change, which are typical of change management in South Africa and, it allows for management of continuous change as well as change management in totality.

The model can however, seem cumbersome if used as a "quick fix" change management solution and it might be limited by lack of knowledge about the nature of change.

These findings culminate into recommendations of the research.

5.4 RECOMMENDATIONS

Emanating out the findings of the study, the following recommendations are made:

Recommendation 1

School managers need to build capacity for managing change in a holistic, comprehensive and systematic manner and approach.

Motivation

The current change management scenario at schools requires that change management by school managers be approached holistically in order to accommodate both planned and unplanned change. This implies ensuring that they acquire knowledge of fundamental aspects of change as well as knowledge of the change process itself. Capacity building in this regard is therefore a necessity.

Recommendation 2

School managers should “walk the talk” in exemplifying correct attitudes towards change and change management.

Motivation

Change management requires active change facilitators and agents. School managers should first commit themselves to change and actually articulate a shared vision by among other aspects, displaying correct attitudes that support change and promote the actualisation of the change vision. It is only when they do so, that they can facilitate change and be change agents that role model appropriate behaviours.

Recommendation 3

Maximum educator involvement should be the key in any change management effort.

Motivation

Educator involvement in the change process promotes team-based performance and facilitates problem solving, continuous and organisational improvement.

Recommendation 4

Educator empowerment, education and training, both at managerial and operational level should be a constant feature of any change management and school improvement process.

Motivation

Change and therefore by implication, change management is a constant feature of education and school organisational life. Therefore capacity building for challenges inherent in doing things differently and pursuing school improvement through new innovations requires that people involved at school be constantly capacitated to deal with the numerous challenges emanating from such innovations.

Recommendation 5

The department of education needs to consider extensive and intensive education and training for all managers in the system so as to provide support

to school managers, especially in the implementation of unplanned change as is resultant from transformational initiatives.

Motivation

Departmental officials are supposed to provide school managers with the necessary support in ensuring that massive unplanned changes, with their attendant implications are implemented at school level. A comprehensive approach to change management requires that even departmental officials should have the capacity to facilitate and manage change. This will reduce resistance caused by perceptions that such change is imposed on schools.

Recommendation 6

The Integrated Change Management Model proposed in this study should be a blueprint for the department of education to develop programmes for school managers' mentorship programmes.

Motivation

The ICMM takes into considering the school social ecology and thus addresses change management from a holistic and whole school perspective. Through the model, mentorship programmes can be initiated to ensure that school managers, including departmental officials approach change within a framework of a clear theoretical framework regarding the school as an organisation.

Recommendation 7

Diagnosis and monitoring of change management processes should be a feature of every performance assessment and appraisal, be they individual or organisational.

Motivation

Because implementation of change initiatives is futile without a system of tracking progress, school managers should ensure that diagnosis and monitoring is meticulously engaged. This is because these aspects contribute to an integrative change model process that highlights the importance of monitoring, diagnosis and corrective action in the achievement of change and innovation.

Recommendation 8

The ICMM should be a component of induction programmes for newly appointed school managers.

Motivation

Effective implementation and management of change relies on proper understanding and sound knowledge of policy initiatives that are meant to implement change, knowledge of fundamental aspects of change and knowledge of the change process itself. Most school managers assume their managerial responsibilities without capacity and knowledge of change and change management dynamics. Mostly, they learn and do by “trial and error” and this is where short cuts and bad practices are entrenched, especially if they are perceived to work. The underlying effects, which usually result in

frustrations and resistance to change, are often left to chance or subjected to bullying and autocratic practices.

5.5 LIMITATIONS OF THE STUDY

The study was limited by the instrument used. As is a well documented fact in research literature, questionnaires have disadvantages that may limit data collection. While the return rate was good, it was noted that the responses could have been a mere reaction to a request to complete the questionnaire. It does seem like many respondents did not really apply their minds to the questionnaire items. That could be perhaps the reason for the high “agree” response to all the items. A combination of the qualitative and quantitative research methods could perhaps have addressed this limitation. However, that can be a subject for further research.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The following are recommended for further research:

- There is a need for a qualitative research approach to the study of change management practices at schools. This is based on the disadvantages of using questionnaires as alluded to above.
- Research could be undertaken on the feasibility and effectiveness of the proposed Integrated Change Management Model in this study.
- Research could be undertaken to investigate the correlation and effects of current change management practices at schools and school organisational performance.

5.7 CHAPTER SUMMARY

This chapter presented the overall synopsis of the entire study with regards to the summary, findings, recommendations, limitations of the study and recommendations for further research.

The study explored the nature of change, the role of school managers in managing change, current change management practices at schools and proposed the Integrated Change Management Approach for school managers. Significant findings were made with regard to change management practices at school in terms of an integrated change management framework. Recommendations were thus made on the basis of findings, both in the literature review and the empirical study.

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ANNEXURE 1

AN INTEGRATED CHANGE MANAGEMENT MODEL FOR SCHOOL MANAGERS

Change management at school requires a holistic approach that recognises among other aspects, that (2.4.3):

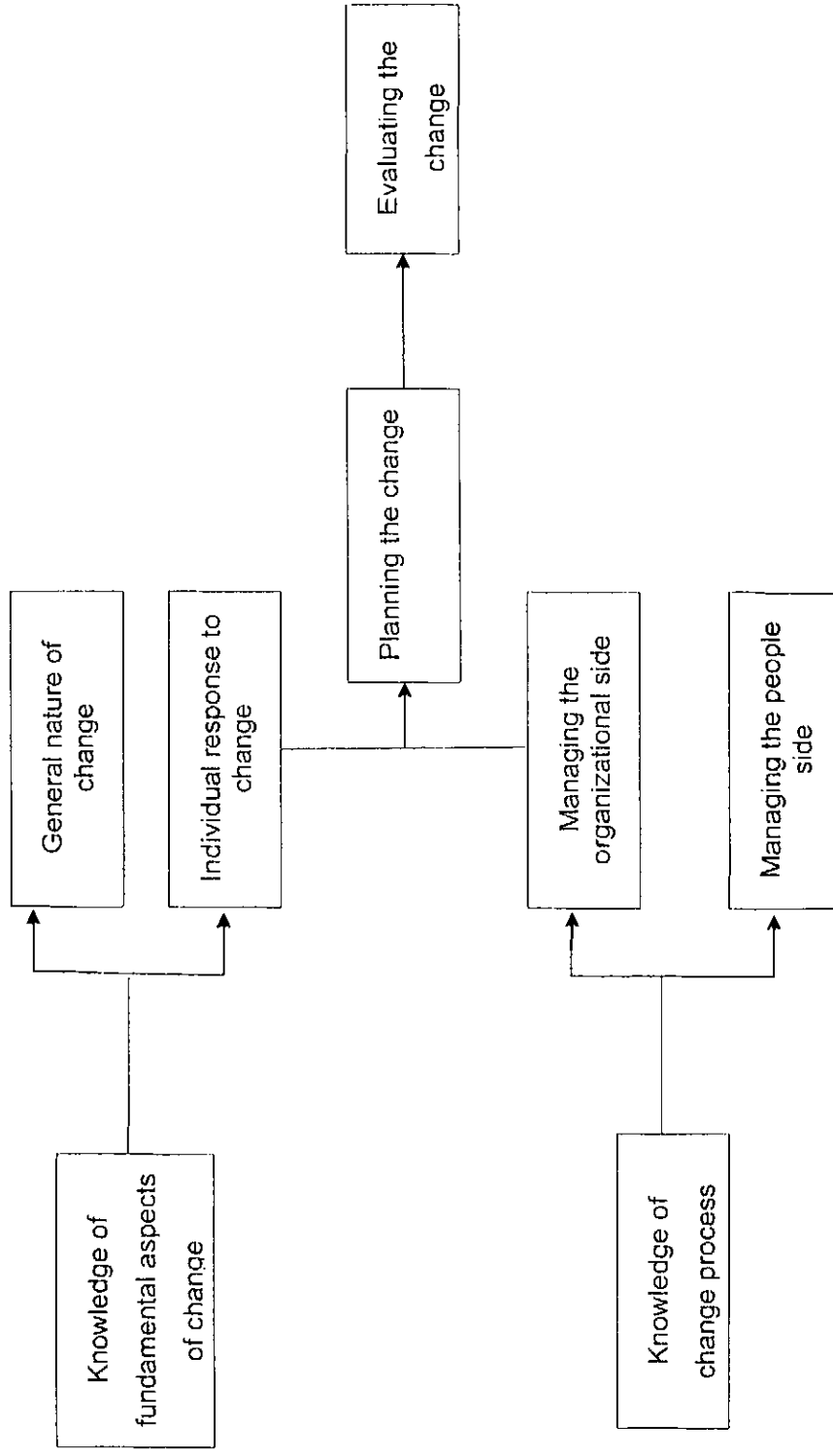
- *Change management is a process.*
- *Change has become and is a permanent feature of school improvement.*
- *Change affects both the structural and functional aspects of school via its impact on school service delivery processes and human resources.*
- *Managing change in school organisations requires a holistic intervention strategy that takes cognisance of the school's own attempts at renewal and improvement, and transformational change which is mostly external in nature.*

It is also important to recognise that the social context of the school is an important factor in change management. The social context, as the ecology of the school consisting of physical and inorganic aspects, requires that school organisational change be managed as a deliberate effort aimed at influencing or modifying functions and job characteristics, structure, technology, culture, power relations and or the purpose of the organisation which aspects are located within, and affect all aspects of the school's life (2.2.2.1). This implies taking a holistic view of the school in all change management efforts (2.4.3).

The Integrated Change Management Model[‡] (ICMM) for school principals seeks to facilitate a holistic approach to school change management. As illustrated in figure 1, the ICMM advocates two important and crucial aspects attached to change management namely *knowledge of fundamental aspects of change* and *knowledge of the change process itself*.

[‡] The model is adapted from Ford, Evans, Matthews and Burchill (2001:54) and Jutras (2004:10) change management frameworks.

Figure 1 An integrated change management model



Adapted from Paré & Jutras, 2004

As illustrated, the ICMM departs from the premise that change management cannot take place without the necessary knowledge of how change takes place. This is in line with Kotter's assertion that change management usually fails because people tend to shortcut critical phases, which it can be assumed that is the result of lack of or poor knowledge about change itself (2.2.4.4).

The first emphasis of the model is on knowing the general nature of change and as highlighted earlier in the text (2.3.7.1), which include characteristic patterns that typify change efforts in organisations and knowledge of individual responses to change, which includes, the fact that while change is resisted, it is not always resisted and involvement of people in the direction of change reduces resistance.

This stage of change management is crucial especially at schools where change is introduced and implemented mainly for two purposes namely, transformation and school improvement. The former can be seen as unplanned change while the latter can be seen as planned. The critical aspect of the process here, is that knowledge of the fundamental aspects means knowing how people react to change, so as to contingently deal with that aspect, but also knowing the general nature of change. For instance, knowing that change is a constant aspect of educational organisations like schools means that any form of change will be perceived as part and parcel of school self-renewal and be managed appropriately.

The second emphasis of the ICMM relates to the actual planning process. This is one stage that every manager is familiar with. However, what is of critical importance in this process is knowledge of how it should unfold and this entirely dependent on the nature of change and the purpose thereof. In this regard, elements of Lewin's change model (2.2.4.1) and phases in managing change

(2.3.6) attain relevance. Among others aspects, the importance of creating the necessary school climate through continuous communication comes to the fore.

The third and perhaps the most crucial emphasis of the ICMM relates to the knowledge of the change process itself (2.3.7.1). At this stage, it is important to consider two aspects of the change dynamic involving the school organisational ecology namely, the people side and the organisational side of change.

The people side of organisational change relates to such issues as the need to communicate the change process, allowing people to be completely involved in the change process from the freezing stage to the stabilisation stage (2.2.4.1). This stage also involves the essential elements of Havelock's (2.2.4.3).

This is in essence the stage where resistance to change is actually managed. The need for allowing change to unfold in a way that allows people to finally internalise the new direction is of critical importance.

The fourth emphasis of the ICMM is on managing the organisational side of the change process. To this end, managing the balance between effects of unplanned and imposed change and normal organisational processes and operations become critical. Of critical importance at this stage is the pursuit of organisational goals, in particular education delivery at school. In simple terms this implies that while change may bring about some disruption or even major disruptions to the school organisational processes, this should detract from the goals and mission of the school, which means that effective teaching and learning should be aimed at all times. This entails taking cognisance of organisational goal setting and the organisational setting itself (2.3.7.1).

Evaluation is the last emphasis of the ICMM, which deals with the indicators of change effort's effectiveness. It can be asserted that evaluation provides the critical stage of any change management effort as it determines the success of the change. It is at this stage that the school is able to assess progress, determine if the change process is on track and if not, embark on corrective measures and it is also a stage where a determination can be made if there is a need for a complete overhaul of the process and even the determination of the need for celebrating the school organisational successes. It is for that reason that the evaluation process is not bound to a particular stage, but rather is a on-going process from the very onset of the change management process to the finalisation thereof.

The strengths of the ICMM

The ICMM has the following strengths:

- It accommodates both planned and unplanned change;
- It allows for the management of "change-upon-change", which means that any new change along the existing change management processes(s), can be implemented without really disrupting the school's operations. This is made possible by the strengths of the two fundamental elements of the model, namely, knowledge of the fundamental aspects of change and the knowledge of the change process itself.
- The model ensures that change is managed in totality, that is, no quick fix and short cuts are practiced. In fact, the model ensures that all the necessary phases are engaged before implementation of change. This is once more because knowledge of the nature of change necessitates that.

- The model caters for the recognition of achievement and success and ensures that this is a shared aspect of the school organisation.
- The model ensures that change is approached holistically and that the necessary school organisational climate is engendered for change efforts. The strength of this is located in change management ensuring that the school ecological constitution is taken cognisance for, that is, the people side and the organisational side are managed.
- The model does not teach change management, but rather focuses on the successful implementation of change and thus emphasises the roles of school managers in the process of introducing and implementing change.

The model however has some limitations.

Limitations of the ICMM

The model is limited by the following factors:

- The ICMM may appear too cumbersome in terms of its focus on detail. However, this would be the case if change management is scuttled and rushed through.
- School managers may lack the necessary knowledge about the nature of change. This can be addressed by education departments' human resource development efforts directed at precisely that aspect, that is, building capacity for school managers to have the necessary knowledge of change.

- This can be costly and time-consuming. However, the benefits would far outweigh the efforts expended in the process.

Implications for school managers

There is a clear case for the use of the Integrated Change Management Model for school managers. Its emphasis on the possession of knowledge about the nature of change and its inclusion of the school's ecological makeup ensure that school managers would not be bewildered by the scope transformational change introduced in schools. This implies that school managers must undergo capacity building exercises on change management.

In addition to the need for training and capacity building, the model highlights the need for school managers to recognise that change will always affect school organisational processes, both the people and the structural dimensions. Therefore school managers have to be acutely aware of the importance of creating school organisational cultures and climate that promote amenability to change among staff members.

ANNEXURE B: LETTER OF APPROVAL

FREE STATE PROVINCE



Enquiries Ms. Gaborone MMA
Reference no : 15/4/1/29-2006

Tel (051) 404 8658
Fax (051) 447 7318

2006-08-24

Mr. A. Mabasa
13406 Oppenheimer Park
WELKOM
9463

Dear Mr. Mabasa

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **A model for managing change by school managers.**
3. Your research project has been registered with the Free State Education Department.
4. Approval is granted under the following conditions:-
 - 4.1 Educators participate voluntarily in the project.
 - 4.2 The names of all schools and educators involved remain confidential.
 - 4.3 The questionnaires are completed and the interviews are conducted outside normal tuition time.
 - 4.4 This letter is shown to all participating persons.
 - 4.5 A bound copy of the report and a summary on a computer disc on this study is donated to the Free State Department of Education.
 - 4.6 Findings and recommendations are presented to relevant officials in the Department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. **You are requested to confirm acceptance of the above conditions in writing to:**

The Head: Education, for attention:
DIRECTOR : QUALITY ASSURANCE
Room 401, Syfrets Building
Private Bag X20565, BLOEMFONTEIN, 9301

We wish you every success with your research.

Yours sincerely


FR SELLO
DIRECTOR : QUALITY ASSURANCE

Department of Education ∇ Departement van Onderwys ∇ Lefapha la Thuto

Private Bag X20565, Bloemfontein, 9300 • Republic of South Africa • Riphabolike ya Afrika Borwa

ANNEXURE C: LETTER TO RESPONDENTS

Setshabelo Primary School

P.O. Box 4659

Welkom

9460

Dear Colleague

Schools and educators are currently faced with enormous challenges in their work of teaching children. The numerous changes and initiatives introduced in education require that schools manage change effectively. I am engaged in research regarding change management at schools as part of my doctoral thesis. I am thus interested in how schools currently manage change. I am hoping that this research will contribute towards fostering change management practices that are commensurate with the challenges schools face in managing change.

I therefore request you to assist me in conducting this research by completing the accompanying questionnaire. Your genuine and honest responses will be highly appreciated. **Please note that your anonymity is guaranteed and you are not required to write your name or name of school anywhere on the questionnaire.** You are further assured that this questionnaire and the information you will provide will be used only for the purposes of this research – no part of this questionnaire will be used by anyone.

Thank you in anticipation for your co-operation

Your colleague

Mr. A. Mabasa

072 315 8281

ANNEXURE D: QUESTIONNAIRE **QUESTIONNAIRE ON CHANGE MANAGEMENT PRACTICES** **AT SCHOOLS**

SECTION A: DEMOGRAPHIC DATA

Please put a cross (X) in the box the best describes you in your current school situation.

Your gender	<table border="1"><tr><td>Male</td><td>Female</td></tr></table>	Male	Female
Male	Female		

Your post description	<table border="1"><tr><td>P1</td><td>P2</td><td>P3</td><td>P4</td></tr></table>	P1	P2	P3	P4
P1	P2	P3	P4		

Your age	<table border="1"><tr><td>20 – 30</td><td>30 -39</td><td>40 – 49</td><td>50+</td></tr></table>	20 – 30	30 -39	40 – 49	50+
20 – 30	30 -39	40 – 49	50+		

Years in teaching	<table border="1"><tr><td>1-5</td><td>6-10</td><td>10-15</td><td>15-20</td><td>20+</td></tr></table>	1-5	6-10	10-15	15-20	20+
1-5	6-10	10-15	15-20	20+		

Your highest academic qualification	<table border="1"><tr><td>Matric</td><td>Degree</td><td>2nd Degree</td><td>3rd Degree</td></tr></table>	Matric	Degree	2 nd Degree	3 rd Degree
Matric	Degree	2 nd Degree	3 rd Degree		

Your professional qualification	<table border="1"><tr><td>Certificate</td><td>Diploma</td><td>Degree (e.g. B Ed)</td></tr></table>	Certificate	Diploma	Degree (e.g. B Ed)
Certificate	Diploma	Degree (e.g. B Ed)		

Any other qualification
(Specify)

Your school type	<table border="1"><tr><td>Primary</td><td>Secondary</td><td>Combined</td><td>Other</td></tr></table>	Primary	Secondary	Combined	Other
Primary	Secondary	Combined	Other		

Location of your school	<table border="1"><tr><td>Township</td><td>Town</td><td>Farm/Rural</td></tr></table>	Township	Town	Farm/Rural
Township	Town	Farm/Rural		

Number of learners in your school	<table border="1"><tr><td>0-500</td><td>0-800</td><td>0-1000</td><td>1000+</td></tr></table>	0-500	0-800	0-1000	1000+
0-500	0-800	0-1000	1000+		

SECTION B: Change Management Practices' Survey

The following statements describe specific behaviors attributed change management at school. On a scale of 1-4, please cross (X) the number that indicates your level of agreement or disagreement with each of the statements in relation to your own situation at school. Please do not spend too long a time on a statement – there are no right or wrong answers, only your honest response. Please try to express on each statement.

Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
1. Change at this school is driven by facts and information, rather than speculation or opinion.	(1)	(2)	(3)	(4)	(5)
2. Change is initiated because of a gap between the current state of the school and the desired future state.	(1)	(2)	(3)	(4)	(5)
3. Before change is initiated, all stakeholders are consulted	(1)	(2)	(3)	(4)	(5)
4. The goal for change is always specified.	(1)	(2)	(3)	(4)	(5)
5. The necessary resources are made available before change is implemented.	(1)	(2)	(3)	(4)	(5)
6. The objectives of any change are converted into detailed action plans.	(1)	(2)	(3)	(4)	(5)
7. Time frames are clearly indicated to ensure timely implementation of change.	(1)	(2)	(3)	(4)	(5)
8. Guidelines are provided to staff to help them make correct decisions during change implementation.	(1)	(2)	(3)	(4)	(5)
9. School policies and procedures are examined to ensure that they are consistent with the change process.	(1)	(2)	(3)	(4)	(5)
10. School management identifies staff with appropriate skills and capabilities needed to support the change.	(1)	(2)	(3)	(4)	(5)
11. Staff is trained in the necessary skills and capabilities to implement the change process.	(1)	(2)	(3)	(4)	(5)

Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
12. When necessary, outside expertise is invited to assist in the implementation of change.	(1)	(2)	(3)	(4)	(5)
13. The need for the change initiative is communicated throughout the school.	(1)	(2)	(3)	(4)	(5)
14. School management supports change through example and behaviour.	(1)	(2)	(3)	(4)	(5)
15. Staff regularly receives feedback on the progress of change implementation.	(1)	(2)	(3)	(4)	(5)
16. Proper communication media are used to inform staff on the progress of the change implementation.	(1)	(2)	(3)	(4)	(5)
17. Successes and lessons learnt from change implementation are infused into the school's daily operations.	(1)	(2)	(3)	(4)	(5)
18. New roles and responsibilities are clearly defined so that staff knows what is expected of them.	(1)	(2)	(3)	(4)	(5)
19. Staff performance is monitored and evaluated to determine that they perform in ways that support the change.	(1)	(2)	(3)	(4)	(5)
20. Behaviour supportive of the achievement of change is recognized and reinforced.	(1)	(2)	(3)	(4)	(5)
21. School management is held accountable for their behaviour in relation to the change process.	(1)	(2)	(3)	(4)	(5)
22. Effective control of the change implemented is achieved through regular monitoring and evaluation.	(1)	(2)	(3)	(4)	(5)
23. Corrective action is taken when there deviations from the change implementation plans.	(1)	(2)	(3)	(4)	(5)
24. The change process is evaluated regularly so as to improve future change initiatives.	(1)	(2)	(3)	(4)	(5)
25. Corrective action positively affects change implementation.	(1)	(2)	(3)	(4)	(5)
26. The success of the change is seen as being related to the whole school's performance.	(1)	(2)	(3)	(4)	(5)
27. Success of change initiatives is related to the timeliness of change implementation.	(1)	(2)	(3)	(4)	(5)

Statement	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree
28. Success of change is related to the degree to which new patterns of behaviour are observed.	(1)	(2)	(3)	(4)	(5)
29. The success of change relates to the effectiveness of the change and its implementation.	(1)	(2)	(3)	(4)	(5)
30. Change is carefully considered and planned.	(1)	(2)	(3)	(4)	(5)
31. Staff is actively involved in planning and implementing change.	(1)	(2)	(3)	(4)	(5)
32. Resistance to change is identified and managed.	(1)	(2)	(3)	(4)	(5)
33. Divisions and conflict resulting from the change process are identified and managed.	(1)	(2)	(3)	(4)	(5)
34. The school celebrates its success in achieving positive change.	(1)	(2)	(3)	(4)	(5)
35. Change is made in way the is consistent with the school's mission	(1)	(2)	(3)	(4)	(5)

Thank you very for your cooperation and assistance!!!