

PRINCIPALS AS AGENTS OF CHANGE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

2008 -03- 20

Academic Administration
PO Box 1174
VANDERBIJLPARK
1900

THEMBA THOMAS VILAKAZI

PTC, SEC, SED, FDE, HED, B.Ed., M.Ed.

**A dissertation submitted in fulfilment of the
requirements for the degree**

Philosophiae Doctor

in

Education Management

SCHOOL OF EDUCATIONAL SCIENCES

NORTH-WEST UNIVERSITY

(VAAL TRIANGLE FACULTY)

SUPERVISOR: Dr. E.A.S. de Waal

CO-PROMOTER: Dr. Elda de Waal

ASSISTANT PROMOTER: Prof. P.J. Mentz

Vanderbijlpark

2008

DECLARATION

PRINCIPALS AS AGENTS OF CHANGE

I hereby declare that this thesis, titled ***Principals as agents of change***, is my own work. It is submitted in fulfilment of the requirements for a Ph.D. - degree at the Vaal Triangle Campus of the North-West University. The opinions that are expressed in this study, and the conclusions that are reached, are those of the researcher and should not be ascribed to the School of Educational Sciences of the Vaal Triangle Campus of the North-West University.

Themba Thomas Vilikazi, PTC, SEC, SED, FDE, HED, B.Ed., M.Ed.

ACKNOWLEDGEMENTS

My sincere gratitude is extended to my promoter, Dr. E.A.S. de Waal for her tireless help and patience throughout the structuring of my dissertation. Her sound words of advice, guidance, encouragement and valuable comments are noted and appreciated.

My thanks to Mrs. Christine Kriel for her patience in the typing of this dissertation, Mrs. M.J. Kruger for the editing thereof and to Mrs. Aldine Oosthuyzen of the Department of Statistical Consultancy Services, North West University, (Vaal Triangle Campus) for her professional assistance and guidance with the empirical study.

The staff of the Ferdinand Postma Library of the North-West University (Vaal Triangle Campus) for their excellent service.

The Mpumalanga Department of Education for granting me permission to conduct research on the primary and secondary school's principals in the Gert Sibande region. Thanks to the principals for their assistance in distributing and collecting the questionnaires.

Dr. Elda de Waal and prof. P.J. Mentz for their contributions.

My wife, Mavis who was a source of encouragement, love, support and understanding in trying times.

Above all, thanks to the Lord for being so gracious and kind to me and gave me strength and sustenance to compile this study. "The beginning of wisdom is to fear the Lord" (Proverbs 9:10).

IMPORTANT NOTE

KINDLY NOTE THAT, AS THIS STUDY WAS DONE WITHIN THE CONTEXT OF EDUCATION MANAGEMENT, THE CONCEPT/S PRINCIPAL/S WILL REFER TO SCHOOL PRINCIPAL/S THROUGHOUT THE TEXT.

DEDICATION

This dissertation is dedicated to family who supported me throughout all my endeavours to reach my goal – my wife, Mavis, my daughter, Sibongile and my father, who have been pillars of strength all the way through.

SUMMARY

This study focuses on change in schools and the role played by principals as agents of change. An extensive literature study was done to determine the role of the principal. The principal cannot function without educators, parents and learners. Management tasks are some duties delegated to staff in order to develop them.

The cornerstone of education change is the transformation of the curriculum, which determines the type of education South Africa needs for her people. The task of management is to provide an environment that is conducive for learning and teaching at schools.

A well-functioning school is judged by performance. Classroom management is a shared responsibility between an educator and the principal. Policy provides guidelines and allows the executor to make decisions within a certain framework.

Change in the context of education means that principals are exposed to new controls and regulations, growth-increasing competition, technological developments and changes in the work force. Characteristics of change can be that the principals lead, rather than instruct. The decision-making hierarchy becomes flatter and the roles played in schools become more flexible. The principals need skills in order to implement change.

Principals hold the crucial position in schools. They act as a buffer, balancing the competing needs and contributions of educators with those of other stakeholders outside of the school.

Change is a process, not an event. The major feature of change is to impart an increased authority to principals and gear them to democratize schools through renewal plans and collegial relationships. Principals should themselves change in order to make sense change and their role within change.

OPSOMMING

Die eerste hoofstuk het die begronding vir hierdie studie uitgestippel. Hierdie studie fokus op verandering in skole en die rol van skoolhoofde as agente van verandering. 'n Uitgebreide literatuurstudie is gedoen om die rol van die skoolhoof te bepaal. Die skoolhoof kan nie sonder opvoeders, ouers en leerders funksioneer nie.

Die hoeksteen van onderwysverandering is die transformasie van die kurrikulum, wat die tipe onderwys bepaal wat Suid-Afrika se inwoners sal ontvang. Die taak van bestuur is om 'n omgewing te skep wat bevorderlik is vir onderrig-leer. 'n Skool wat goed funksioneer word beoordeel aan prestasie. Klaskamerbestuur is 'n gedeelde verantwoordelikheid van onderwysers en hoofde. Beleid voorsien riglyne en laat die uitvoerder toe om besluite te neem binne 'n bepaalde raamwerk.

Onderwysverandering beteken dat hoofde blootgestel word aan nuwe beheermaatreëls en regulasies, kompetisie ten opsigte van groei, tegnologiese ontwikkeling en veranderinge in die werksmag. Eienskappe van verandering mag wees dat hoofde lei eerder as opdragte gee. Die besluitnemingshiërargie word platter en die rolle binne die skool word meer buigsaam. Die hoof benodig bepaalde vaardighede om hierdie verandering teweeg te bring.

Skoolhoofde is in kritiese poste in 'n skool. Hulle tree op as buffer om die kompeterende behoeftes en bydraes van opvoeders te balanseer met die van ander belanghebbendes buite die skool.

Verandering is 'n proses, nie 'n gebeurtenis nie. Die belangrikste kenmerk van verandering is dat dit verhoogde gesag aan hoofde gee en hulle rat om skole te demokratiseer deur hernuwingsplanne en kollegiale verhoudings. Hoofde moet self verander om sin te maak van die veranderingsproses en hulle rol daarbinne.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
SUMMARY.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xix
LIST OF FIGURES.....	xx
CHAPTER ONE	1
ORIENTATION AND PROBLEM STATEMENT	1
1.1 INTRODUCTION AND BACKGROUND TO RESEARCH PROBLEM	1
1.2 AIM AND OBJECTIVES OF THE RESEARCH.....	5
1.3 DEMARCATION OF THE FIELD OF STUDY	6
1.4 METHOD OF INVESTIGATION.....	6
1.4.1 An analysis of the literature or sources	6
1.4.2 An empirical investigation.....	6
1.4.3 Population	7
1.4.4 Sampling	7
1.4.5 Pilot study.....	9
1.5 PROVISIONAL CHAPTER DIVISION	9
1.6 SUMMARY	9

CHAPTER TWO.....	11
A THEORETICAL PERSPECTIVE ON THE ROLE OF THE PRINCIPAL AS AN AGENT OF CHANGE	11
2.1 INTRODUCTION	11
2.2 CLARIFICATION OF CONCEPTS	11
2.2.1 Principal	11
2.2.2 Agent of change	11
2.2.3 Change.....	12
2.2.4 Educators	12
2.2.5 Parents	12
2.2.6 Learners	13
2.3 THE ROLE OF THE PRINCIPAL	13
2.3.1 The principal as Department of Education employee	16
2.3.2 Principal as a disciplinarian and an administrator.....	17
2.3.3 The principal and School Governing Bodies (SGBs).....	18
2.3.4 The principal as a stress reliever.....	20
2.4 MANAGEMENT TASKS OF THE PRINCIPAL	23
2.4.1 Planning as a management task	23
2.4.2 The nature of planning	24
2.4.3 The importance of planning	24
2.4.4 Requirements of sound planning.....	25
2.4.5 Types of planning	25

2.4.6	Planning and management levels	26
2.4.7	Sub-tasks which make up planning	27
2.4.7.1	Goal defining as sub-task of planning	27
2.4.7.2	Problem solving as a sub-task of planning	27
2.4.7.3	Decision-making as a sub-task of planning	28
2.5	ORGANISING AS A MANAGEMENT TASK	29
2.5.1	What is organising?	30
2.5.2	Creating an organisational structure as a sub-task of organising	30
2.5.3	Delegating as a sub-task of organising	31
2.5.4	Co-ordination as a sub-task of organising	32
2.6	GUIDING AS A MANAGEMENT TASK	32
2.6.1	Leadership in the guiding task of the educational leader	33
2.6.2	Motivating as a management task	34
2.6.3	Establishing relationships as a sub-task of guiding as a management task	35
2.7	CONTROL AS A MANAGEMENT TASK	35
2.7.1	What is control?	35
2.7.2	Requirements of good exercising of control	36
2.8	MANAGEMENT AREAS	37
2.8.1	A school vision and mission statement	37
2.8.2	School time-tables	39

2.8.2.1	Teaching time percentage allocated on a time-table for (SA, 2000:7)	39
2.8.3	School budget	40
2.8.4	Curriculum	41
2.8.5	Culture of teaching and learning.....	44
2.8.6	School performance	46
2.8.7	Classroom management	48
2.8.8	School educational policy	50
2.8.9	Globalisation.....	51
2.9	SUMMARY	51
 CHAPTER THREE.....		53
ASPECTS OF CHANGE: AN EDUCATIONAL PERSPECTIVE		53
3.1	INTRODUCTION	53
3.2	AGENTS OF CHANGE	53
3.3	THE CHARACTERISTICS OF CHANGE	54
3.3.1	Change is a process.....	54
3.3.2	Change needs skills and vision	58
3.4	ENVIRONMENT	61
3.4.1	Change in other countries	61
3.4.2	Change according to other researchers	67
3.4.3	Dramatic educational change in South Africa.....	68

3.5	GUIDELINES ON HOW TO MEET AND ADDRESS CHANGE IN SCHOOLS.....	69
3.5.1	Features of change	69
3.5.2	Discipline	74
3.5.3	Managing change.....	75
3.6	THE CHALLENGES THAT EXIST IN SOUTH AFRICAN SCHOOLS.....	78
3.6.1	Resistance to change.....	79
3.6.1.1	Loss of the familiar and reliable	81
3.6.1.2	Meaningless change.....	81
3.6.1.3	Fear of change	81
3.6.1.4	Competition	81
3.6.1.5	Low tolerance for change	81
3.6.1.6	Non-involvement.....	81
3.6.1.7	Pressure	81
3.6.1.8	Inadequate feedback	82
3.6.1.9	Lack of skills	82
3.6.2	Managing resistance to change.....	82
3.7	SUMMARY	87

CHAPTER FOUR.....	88
EMPIRICAL RESEARCH	88
4.1 INTRODUCTION	88
4.2 RESEARCH DESIGN	88
4.2.1 The quantitative survey	88
4.2.2 Advantages of the quantitative survey.....	89
4.2.3 Disadvantages of the quantitative survey	89
4.3 THE QUESTIONNAIRE	89
4.3.1 Introduction.....	89
4.3.2 Types of questionnaire	90
4.3.2.1 Mailed questionnaire.....	90
4.3.2.2 Telephonic questionnaire.....	91
4.3.2.3 Personal questionnaire	91
4.3.2.4 Questionnaire delivered by hand	91
4.3.2.5 Group-administered questionnaires.....	91
4.3.3 Aspects of questionnaire construction	92
4.3.3.1 Information needed.....	92
4.3.3.2 The format of the questionnaire.....	92
4.3.3.3 Formulating the questions	92
4.3.3.4 Steps taken to ensure completion of the questionnaire	93
4.3.3.5 Advantages of selecting the questionnaire	94
4.3.3.6 Disadvantages of selecting the questionnaire	94

4.4	PILOT STUDY	95
4.4.1	Pilot-testing the questionnaire	95
4.5	ELECTION OF STUDY POPULATION	95
4.6	SAMPLING	96
4.7	PERMISSION	98
4.8	ETHICAL CONSIDERATION	98
4.9	DATA ANALYSIS	98
4.10	RESEARCH RESULTS	99
4.11	QUALITATIVE APPROACH	99
4.11.1	Research instrument – telephonic interviews	99
4.11.1.1	Telephone interviews	99
4.12	QUALITATIVE RESEARCH	99
4.12.1	Population	100
4.13	ADMINISTRATION	100
4.14	TRUSTWORTHINESS	101
4.15	SUMMARY	102
CHAPTER FIVE		103
DATA ANALYSIS AND INTERPRETATION		103
5.1	INTRODUCTION	103
5.2	GENERAL INFORMATION DATA	103
5.2.1	Review of respondents	103

5.2.2	Demographical information data.....	104
5.2.3	Age of respondents	104
5.2.4	Respondents' gender data	105
5.2.5	Highest academic qualification of principals	106
5.2.6	Learner enrolment.....	107
5.2.7	Medium of instruction	108
5.2.8	Geographical area.....	109
5.2.9	Classifications of schools	110
5.2.10	Religious affiliation	111
5.2.11	Home language.....	113
5.3	THE INTERPRETATION OF DATA CONCERNING THE PRINCIPAL AS MANAGER.....	114
5.4	INTERPRETATION OF DATA CONCERNING THE PRINCIPAL AND CHANGE	123
5.5	THE ANALYSIS AND INTERPRETATION DATA OBTAINED FROM THE TELEPHONE INTERVIEWS	130
5.5.1	Procedure.....	130
5.5.2	Mean scores for factors	130
5.6	ANALYSIS PROCEDURE.....	131
5.6.1	The role of the principal.....	132
5.6.1.1	Comments on the role of the principal	135
5.7	SUMMARY	148

CHAPTER SIX	150
SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION.....	150
6.1 INTRODUCTION	150
6.2 SUMMARY	150
6.3 FINDINGS FROM THE RESEARCH	153
6.3.1 Literature study: Findings on literature research aim 1 - The role of the principal in educational change from a theoretical perspective	153
6.3.1.1 Requirements of effective planning.....	155
6.4 RECOMMENDATIONS	183
6.4.1 Recommendation 1	183
6.4.2 Recommendation 2	184
6.4.3 Recommendation 3	184
6.4.4 Recommendation 4	184
6.4.5 Recommendation 5	185
6.4.6 Recommendation 6	185
6.4.7 Recommendation 7	185
6.4.8 Recommendation 8	186
6.4.9 Recommendation 9	186
6.4.10 Recommendation 10	186
6.4.11 Recommendation 11	187
6.4.12 Recommendation 12	187

6.4.13	Recommendation 13	187
6.5	RECOMMENDATIONS FOR FURTHER RESEARCH	189
6.6	CONCLUSION	189
BIBLIOGRAPHY		190
ANNEXURE A		209
LETTER OF PERMISSION		209
ANNEXURE B		211
QUESTIONNAIRE		211
ANNEXURE C		217
TELEPHONE INTERVIEW (STANWEST CIRCUIT)		217
ANNEXURE D		219
TELEPHONE INTERVIEW (STANEAST CIRCUIT)		219
ANNEXURE E		222
TELEPHONE INTERVIEW (PIET RETIEF CIRCUIT)		222
ANNEXURE F		225
TELEPHONE INTERVIEW (SECUNDA CIRCUIT)		225
ANNEXURE G		227
TELEPHONE INTERVIEW (BALFOUR CIRCUIT)		227
ANNEXURE H		230
TELEPHONE INTERVIEW (BETHAL CIRCUIT)		230
ANNEXURE I		234
TELEPHONE INTERVIEW (ERMELO1 CIRCUIT)		234

ANNEXURE J	236
TELEPHONE INTERVIEW (ERMELO2 CIRCUIT)	236
ANNEXURE K	239
TELEPHONE INTERVIEW (BREYTEN CIRCUIT).....	239
ANNEXURE L.....	242
TELEPHONE INTERVIEW (CAROLINA CIRCUIT).....	242
ANNEXURE M	245
TELEPHONE INTERVIEW (WAKKERSTROOM CIRCUIT).....	245
ANNEXURE N	248
TELEPHONE INTERVIEW (VOLKSRUST1 CIRCUIT).....	248
ANNEXURE O	251
TELEPHONE INTERVIEW (VOLKSRUST2 CIRCUIT).....	251

LIST OF TABLES

Table 3.1:	Tasks of Change.....	60
Table 5.1:	Response rate of the respondents	103
Table 5.2:	Age of respondents.....	104
Table 5.3:	Respondents' gender.....	105
Table 5.4:	Highest academic qualifications of principals.....	106
Table 5.5:	Learner enrolment.....	107
Table 5.6:	Medium of Instruction.....	108
Table 5.7:	Geographical areas.....	109
Table 5.8:	Classifications of schools	110
Table 5.9:	Religious affiliation	111
Table 5.10:	Home language.....	113
Table 5.11:	Mean scores for factors	131
Table 5.12:	Categories	131
Table 5.13	Comments on the role of the principal	132
Table 5.14	Comments on experience on change	136
Table 5.15	Comments on tools	140
Table 5.16:	Comments on positive changes	144
Table 5.17	Comments on negative change	146

LIST OF FIGURES

Figure 3.1:	The change communication model	61
Figure 5.1:	Respondents' gender	105
Figure 5.2:	Highest academic qualifications of principals.....	107
Figure 5.3:	Learner enrolment.....	108
Figure 5.4:	Medium of Instruction.....	109
Figure 5.5:	Geographical area	110
Figure 5.6:	Classification of schools.....	111
Figure 5.7:	Religious affiliation	112
Figure 5.8:	Home language.....	114
Figure 5.9:	115	
Figure 5.10:	116	
Figure 5.11:	118	
Figure 5.12:	119	
Figure 5.13:	120	
Figure 5.14:	122	
Figure 5.15:	123	
Figure 5.16:	125	
Figure 5.17:	126	
Figure 5.18:	127	
Figure 5.19:	128	

Figure 5.20: 129

Figure 5.21 Model of Change..... 188

CHAPTER ONE

ORIENTATION AND PROBLEM STATEMENT

1.1 INTRODUCTION AND BACKGROUND TO RESEARCH PROBLEM

The election of 1994 that led to a democratic dispensation in South Africa has brought about many changes in the country. Political transformation has culminated in social, economic and educational change. More attention has been given to institutions of learning (schools) with the hope that principals will implement these changes in schools. It remains to be seen whether principals will successfully achieve this goal. In this regard, research is therefore inevitable.

Education has come a long way in South Africa and was radically divided during the National Party regime. Blacks, Indians, Whites and Coloureds all had their own education systems, administrations and schools (Behr, 1984:163-165).

Behr (1984:177) adds that teacher-training colleges were designed to train teachers with academic qualification levels of standard six, eight and ten. The principal would also be appointed from a pool of ill-qualified educators without management expertise.

However, South Africa started to change. All the different education departments were dismantled and education was streamlined into one National Education Department and nine provincial departments (Bray, 2000: 31; Schools Act SA, 1996a:5-6). Curriculum 2005 was introduced in 1998, which in subsequent years culminated in an improvement to be known as the Revised National Curriculum Statement (RNCS) in 2002.

Curriculum 2005 further recommended that this RNCS should reduce the curriculum design features from eight to three: critical and developmental outcomes, learning outcomes and assessment standards (SA, 2006:5). Furthermore, it should also align curriculum and assessment. In addition, it recommended that implementation needed to be strengthened by improving

educator orientation and training, learning support materials and provincial support. Principals should therefore work on its implementation.

In terms of its section 9(1) and section 29(1), the Bill of Rights in the Constitution of the Republic of South Africa Act 108 of 1996 guarantees that everyone is equal before the law and has the right to education (SA, 1996b; hereafter Constitution). Schools thus need to change and conform to the new dispensation to produce quality education for all. In terms of the Education Labour Relations Resolution No. 8 of 2003, the Integrated Quality Management System (IQMS) was introduced in 2003 with the intention of developing educators.

In terms of change, the challenges facing principals in the new era are enormous. Squelch and Lemmer (1994: 137) describe principals as leaders because of their skills and their task to influence others. The authors continue to argue that a manager leads when he motivates teachers to achieve good results.

Squelch and Lemmer (1994:137) describe change in two categories, namely structural and people-centred change. Structural change refers to policies, rules and procedures. People-centred change focuses on changing people's attitudes, their behaviour, performance and the way they act. Change is essential in our schools, because of the new dispensation that led to the introduction of the new curriculum NCS or RNCS and school management.

Streshly, Walsh, and Frase (2002:107) maintain that the principals are responsible for ensuring that risk management policies, regarding issues such as learning under the trees, dilapidated buildings and old furniture are constantly applied by all employees and learners in the school. Furthermore, they are responsible for driving review committees to inspect, monitor and report unsafe conditions and recommend safety procedures.

Harris, Bannet and Preedy (1998:57), however, argue that the principal or "line manager", as they refer to him/her, serves as an accountable overviewer of the entire work of each employee in an organisation.

Dunklee and Bracey (2000:17) describe the principal as providing an environment of trust that is responsive to the collective needs of learners, parents and staff. To be a principal one needs to devote oneself to working with different people with various ideas, but to keep calm under difficult circumstances. Effective principals know where they come from, where they are going and why they are going there.

Frase and Hetzel (1990:77) describe a principal as one who establishes routines with minimal confusion and clearly communicated directions. Levačić (1994:13) supports Frase and Hetzel, by saying that principals share the challenge of simple communication with each other.

Bisschoff (1997:102) points out that the principal should inspire both staff and learners to carry out tasks requiring the effective use of school funds with regard to material and economic matters. Levačić (1994:136) is convinced that educating principals to manage their school's budget can avoid school fund mismanagement.

To lessen the burden on the principal's shoulders, the South African Schools Act (SA 1996a, hereafter Schools Act) has introduced a School Governing Body (SGB), which is the body responsible amongst other things for the management of school funds. However, the principal is not exonerated from his/her position of responsibility and remains accountable for change in school.

Managers must learn not only to make decisions (Wickham 1999:155), but also to collect, manipulate and store ever more data upon which effective decision-making must be based.

Pettinger (1997:2) describes principals as highly professional, committed and dedicated operators, highly trained and educated, with excellent analytical skills in management. He goes on to say that principals must have the strategic planning and organisational skills necessary to determine and carry out the directive functions for change in schools.

The properly administered school is the one with rules and regulations, which

have to be upheld by the stakeholders. Oosthuizen, Botha, Bray, Marais, Mentz, Oosthuizen, Van der Westhuizen and Van Schalkwyk (1994a:4) acknowledge the function of the law of education as providing a secure educational environment in which the learner may develop. They add that the law of education regulates the right and obligations of the interested parties equitably. The government is faced with the enormous task of trying to integrate and make schools equitable, irrespective of colour, religion or creed and the Schools Act was therefore promulgated. This means that schools have to provide a high standard of education, even the township schools. Principals should see to it that things change for the better in schools.

Principals are in the front line of the struggle to develop new ways of doing things in schools, (SA, 2002a:2). The Department of Education is of the opinion that new education policies require principals to work in democratic aid-participatory ways to build relationships and ensure efficient and effective delivery. The most important function of the principal in any public school in South Africa today is to manage change. Changing a school is a process of growth and can be challenging and rewarding for School Management Teams (SA, 2002b:19).

Schools need to be market-oriented. Davis and Ellison (1991:1) describe marketing as managing relationships through effective communication. Hence, there is increasing awareness of the need to market schools. It remains the duty of a principal to pass this on to the staff, so as to form the necessary committee to spearhead marketing in a school.

Leadership is the process whereby one person influences the thoughts and behaviour of others (Bennett 1994:15-294). He goes on to describe two styles of leadership, namely autocratic and permissive. Autocratic leadership involves issuing detailed instructions and close supervision of educators' work. Relationships between principals and their subordinates (educators) under-perform. Subordinates are not expected to exercise initiative. Indeed, this must be discouraged. The advantages of autocratic leadership are that it is extremely likely that work will actually be completed on time, task requirements and interpersonal relations are clearly defined and there is fast

decision-making. However, employees' initiative is suppressed and their knowledge and experience are not applied to the maximum extent. If the leader is absent it is unlikely that work will be completed.

On the other hand, permissive leaders, conversely, specify broadly defined overall objectives and leave subordinates to achieve these as they think best. There is much communication with subordinates (educators), and extensive educator participation in management decisions.

Bennett (1994:299) continues to say that for an organisation to change it needs change agents. A change agent is a person who fosters change within an organisation (school). Principals are accountable for their actions of implementing change in their respective schools. Change is inevitable in the new dispensation.

The problem of this research could be encapsulated by means of the following questions:

- What is the role of the principal as agent of change?
- What are the characteristics of change?
- How could one describe and give guidelines on the role of the principal in the context of these ever-changing times in schools?
- What are the challenges in South African schools that need to be addressed?

1.2 AIM AND OBJECTIVES OF THE RESEARCH

The general aim of the research is to investigate change in schools and the role played by the principals as agents of change in the Gert Sibande region, Mpumalanga.

In order to achieve the above general aim, the specific objectives of this thesis are to:

- provide a theoretical perspective on the role of the principal as agent of

change;

- describe the characteristics of change;
- design a model to provide guidelines on the role of the principal in the context of these ever-changing times in schools; and
- identify the challenges that exist in South African schools.

1.3 DEMARCATION OF THE FIELD OF STUDY

This research will cover the thirteen circuits in the Gert Sibande region in the Mpumalanga Province and will focus on both township and suburban secondary schools in the region.

1.4 METHOD OF INVESTIGATION

1.4.1 An analysis of the literature or sources

In this research a literature study was undertaken to establish what other theorists say about change in schools. In this instance EBSCO-host has databases, for example, Eric, Psycho info and Business sources, in order to ascertain if the research topic has not been previously researched.

1.4.2 An empirical investigation

There are two known research methodologies, namely quantitative and qualitative research. In the case of this research, both methods will be used.

A questionnaire was used as a method of data collection (De Vos, Strydom, Fouché, Poggenpoel, Schurink, 1998:152-155) in order to cover a broader area in research. The questionnaire is an instrument containing a list of open- or closed-ended questions or statements to which a respondent must react. Different types of questionnaires can be distinguished, such as mailed questionnaires and telephonic questionnaires. The questionnaire was compiled according to information obtained from the literature study (see Annexure A). This questionnaire was divided into three sections, namely, demographic (Section A), the principal as manager (Section B) and the

principal and change (Section C). Both sections B and C have twenty questions each. For the purpose of this research questionnaires were hand-delivered to different school managers (De Vos *et al.*, 1998:152-155).

The telephone interviews were also conducted as a method of data collection (De Vos *et al.* 1998: 152-155) in order to cover the reasonable ground. For the purpose of this research, one school principal of each of the thirteen circuits was telephonically interviewed (see Annexure C – O).

1.4.3 Population

Population is a term that sets boundaries on the study unit and refers to individuals in the universe who possess specific characteristics (Strydom, 1998:190). The universe in this research refers to all the schools, circuits and principals. In this research, the population consisted of 91 principals (N = 91). The Bethal Circuit, Ermelo 1 Circuit, Ermelo 2 Circuit, Balfour Circuit, Piet Retief Circuit, Volksrust 1 Circuit, Volksrust 2 Circuit, Staneast Circuit, Stanwest Circuit, Secunda Circuit, Breyten Circuit, Carolina Circuit and Wakkerstroom Circuit.

1.4.4 Sampling

Sampling is that method of drawing a sample of the population so that all possible samples of fixed size have the same probability of being selected (De Vos *et al.*, 1998: 193). The sample consists of principals of the ten circuits (n = 70). Circuits and schools are as follows:

Bethal Circuit: A.D. Nkosi Secondary School, Ikhethelo Secondary School, Hoogenhout Secondary School, Thandanani Primary School, Lamile Primary School, Vukanini Primary School, Mbekezelo Primary School, M.D. Coovadia Combined School, H.M. Swart Lower Primary School and Mzinoni Secondary School.

Ermelo 1 Circuit: Cassim Park Combined School, Lindile Secondary School, Ligbron High School, Msebe Primary School, Phumula Primary School, Lungelo Combined School and Ithafa Secondary School.

Ermelo 2 Circuit: Morgenzon Secondary School, Davel Combined School and Sizakhele Primary School.

Balfour Circuit: I.M. Manchu Secondary School, Isifisoethu Secondary School, Lesedi Combined School and Nthoroane Secondary School.

Piet Retief Circuit: Ndlela High School, Piet Retief High School, Amadlelo aluhlaza Combined School and Kempville Combined School.

Volksrust 1 Circuit: Elangwane Secondary School, Volksrust High School, Osizweni Combined School and Qhub' Ulwazi Combined School.

Volksrust 2 Circuit: Seme High School, Nal' ithuba Primary School, Charl Cilliers Combined School and Hlel' imfundo High School.

Staneast Circuit: Mzamo Combined School, Imisebeyelanga Secondary School, Skoonuitsig Primary School, Nsimbi Primary School, Cothoza Combined School, Kalie de Haas Primary School, Laerskool Jeugkrug, Vaalriver High School, Standerton Laerskool, Standerton Primary School, George Hofmeyr Secondary School and Zikhetheleni Secondary School.

Stanwest Circuit: Jandrell Secondary School, Standerton High School, Stanwest Combined School, Ukuthokoza Combined School and Qondulwazi Secondary School.

Secunda Circuit: Ifa lethu Primary School, Thistle Grove Combined School, Evander Secondary School and Thomas Nhlabathi Secondary School.

Breyten Circuit: Mkhomazi Public School, Siyacathula Primary School and Masizakhe Secondary School.

Carolina Circuit: Sobhuza Primary School, Carolina Combined School, Zenzeleni Primary School, Zinikeleni Secondary School, Volksskool Carolina and C.V.O. Skool Carolina.

Wakkerstroom Circuit: Othaka High School, Theu-Theu Primary School, Hambani Primary School and Agriculture Combined School.

1.4.5 Pilot study

The pilot study can be defined as the process whereby the research design for a prospective survey is tested. It is necessary to obtain a picture of the real practical situation where the prospective investigation will be executed, (De Vos *et al.*, 1998: 178-189). At this stage the researcher made it a point that a pilot study was conducted at 10 schools ($n = 10$) that were randomly selected.

A questionnaire was used for data collection. This could alert the researcher to possible unforeseen problems, which might emerge during the main investigation.

A pilot study was undertaken at the following schools: Madi Combined School, Nyandeni Primary School, Hlobisa Primary School, Thuto – Thebe Secondary School, Azalea Secondary School, Thandeka Primary School, Retsebile Combined School, Lindilanga Primary School, Cathuza Primary School and Igugulabasha Primary School.

1.5 PROVISIONAL CHAPTER DIVISION

Chapter 1: Orientation and problem statement

Chapter 2: A theoretical perspective on the role of the principal as an agent of change

Chapter 3: Aspects of change: an educational perspective

Chapter 4: Empirical research

Chapter 5: Data analysis and interpretation

Chapter 6: Summary, findings, recommendations and conclusion

1.6 SUMMARY

In Chapter 1 the introduction, background and problem statement were given. Democracy, political transformation, socio-economic and educational change in South Africa were outlined.

The general aim of the research - its aim and objectives - was to investigate change in schools and the role played by principals as agents of change in the Gert Sibande region, Mpumalanga.

In the following chapter, which is Chapter 2, a theoretical perspective on the role of the principal will be discussed.

CHAPTER TWO

A THEORETICAL PERSPECTIVE ON THE ROLE OF THE PRINCIPAL AS AN AGENT OF CHANGE

2.1 INTRODUCTION

The first South African democratic elections in 1994 have resulted in many educational changes and challenges in public schools. To run and manage the school nowadays needs well-trained and skilful managers who will endure the demands and challenges of the ever-changing times in schools. Principals as agents of change will therefore be discussed in this chapter.

2.2 CLARIFICATION OF CONCEPTS

The key concepts used in this study will now be explained.

2.2.1 Principal

A principal "... is described as a person who provides an environment of trust in response to the collective needs of learners, parents and staff" (Dunklee & Bracey, 2000: 17).

The role of the principal, as the head of the school, is to manage and see to it that the school is running smoothly. Janson (2002:143) argues that the principal is in a pivotal position to shape and improve the organisational culture of the school.

Managing implies that the principals should be able to plan, organise, guide and control (Erasmus & Van Dyk, 2003:61).

2.2.2 Agent of change

Change agent "...refers to any person who plays a key role in bringing about planned change in an organisation either from within or outside" an organisation (Oldroyd, Elsner & Poster, 1996:8).

2.2.3 Change

Change... "has to do with adopting new patterns behaviour" (Moloi, 2001:40). According to Theron (2002:182) change ... "is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment sphere".

The principal cannot be successful in his endeavour to operate the school without the help of educators, parents and to a large extent, learners. A further definition and explanation of the above-mentioned stakeholders follows below:

2.2.4 Educators

An educator is a person who systematically helps people to learn, usually in an educational institution (Oldroyd *et al*, 1996:70). Educators need to be trained and retrained (Brooksbank & Anderson, 1989:147) in order to meet today's education demands and challenges. In fact, that would assist principals in their plight of trying to make visible change in schools. In the words of the South African Schools Act (1996a:5), an educator "means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school".

2.2.5 Parents

Parents are the custodians of the children we teach in schools. Oldroyd *et al*. (1996: 50) describe parents as having the ability to influence school policy and practice, aspects that have been increasing in recent years due to government paradigm.

Parents can play a leading role in influencing their children to remain with their schools, irrespective of the resources and conditions in which the schools may find them. Unlike in the past when parents were not able to play a leading role in education of their children, they can now assist educators and the principals to improve and promote schools for the better (SA, 1996a:23). The

Schools Act is set to correct that situation.

According to Munn (1993:85) the principal ensures parental access to school and encourages it in good habits of communication with parents. On the other hand, Wright and Stegeline (2003:19) encourage parents' involvement in matters pertaining to the education of their children.

2.2.6 Learners

The Schools Act (SA, 1996a: section 1(1)) defines a learner as any person, whether a child or an adult, who receives education or must receive education in terms of this Act. The Schools Act continues to describe the role of learners in a school in grade eight or higher who serve as selected members (elected by the Representative Council of Learners) of a Governing Body to represent the interests of the learners of a school. Van der Westhuizen and Theron (2002: 136) support the Schools Act above by stating that learners should be part and parcel of the formulation of school rules.

2.3 THE ROLE OF THE PRINCIPAL

Theron and Bothma (1990:143) argue that while it is no easy task, a school's organisational culture can be improved by paying attention to the following aspects:

- A well thought-out system, which compels everyone related to the school to work towards a better organisational culture.
- A principal and management staff (SMT) who set the right goals and motivate people to do their best for the school.
- The principal and the SMT should also know how organisational culture in the corporate sector of the community is managed to be able to improve the organisational culture of their schools.

The responsibility for building a shared vision is often ascribed to the principal. Bush and Bell (2002:89) argue that, if vision may be, not only a dream of what the situation could be like in the future, but also related to a wider aspiration of

what the community or society could be, the creation of a shared vision may relate to the principal's task to bequeath a legacy. They continue to say that principals should manage the curriculum, which includes four main stages or tasks: planning, implementing, monitoring and evaluating, and reviewing or auditing. It is clear that this remains the fundamental duty of the principal in the school setting.

A school is a community where adults, youths and children work together to achieve educational goals. Both the principal and the staff need to work as a team striving for the growth and development of their learners (Piek 1994:40). He furthermore says that this unity in action can then serve to the learners as an example of the spirit of cooperation needed to carry out common tasks. From the abovementioned statement, the principal becomes a catalyst in uniting all the stakeholders.

The principal as the head of the school has duties to perform. Kimbrough and Burkett (1990:4) like Bush and Bell describe the functions of the principal as responsible for institution and curriculum, learner's community and school relations, staff (educators) and organisation and structure of the school. They insist that the principal is responsible for the performance of the staff and learners and for delegation of certain tasks to some members of the staff. Much as is the role and duty of the principal to see to it that educators and learners perform however he/she needs to delegate certain duties to educators.

Griffin (2002:123) puts it emphatically that the critical role principals should play in increasing professionalism and improving the culture of learning and teaching in schools, the introduction of a code of conduct for educators, a manual for the development appraisal of educators and norms and standards for educator development should be observed. It is clear that the code of conduct has to be upheld for disciplinary purposes and educators need to be developed and sharpened for the sake of learners.

Principals need to change from creating a highly authoritarian, hierarchical structure, to one that requires a sharing of control with educators, parents and

learners (Lumby, Middlewood & Kaabwe, 2003:6). Beginner principals are often unprepared professionally for management roles and lack the leadership skills that are required when dealing with a crisis situation. It is indeed that the beginner principals need to undergo an induction process. The existing principals and circuit managers should design a program tailored to assist such principals.

Kemp and Nathan (1989:6-7) state that in the running of a school, clearly the principals and deputies have the strongest management functions: they make up what many schools call the senior management team. Yet all the educators in the school also have a management role to play in converting the schools' educational aims into effective reality. Kemp and Nathan (1989:6-7) state that schools rely more for their success on the dynamism and leadership qualities of the principal than on any other factor. Much as is the case the principal needs training and development in order to be a dynamic leader.

Levačić (1995:109) reiterates Kemp and Nathan by emphasising that the principal becomes a co-ordinator of a number of people representing different interest groups among the whole school community, who together will determine the direction the school will follow. It is therefore important that the principal develops a healthy relationship and be able to work with different people.

According to Mailula (2004:5) it is necessary that the members of the School Management Team (SMT, principals, deputy principals and Heads of Departments) should also be trained, as the principal is often cited as being a key figure in promoting change in schools. As such it is fertile ground for considering the concepts of implementation in action. The fact that members of the SMT should also be trained, it is crucial in that in the absence of the principal, the school must be able to run smoothly without any hiccups.

Principals' listening skills need to be improved. Venter (1999:205) suggests a training programme, which is intended to improve principals' managerial skills. The responsibility for the initiative to develop the training programme lies with the education authorities. He continues to say that an Educational

Management Development Institute (EMDI) with its own infrastructure should play an important role in the development and implementation of a training programme to improve principals' listening skills, in order for them to bring about change in their schools.

Kraak and Young (2001:166) give a different analogy between the management and leadership: the leader is the one who climbs the tallest tree, surveys the entire situation, and shouts, 'Wrong Jungle!' The busy, efficient producers and managers respond with, 'Shut up! We are making progress!' The principal should have both characteristics.

Nkhi (2003:43) states that black schools are characterised by poorly qualified educators, inadequate physical resources, overcrowded classrooms, high attrition rates and poor examination results. The principal, as a matter of urgency, should attend to all these aspects.

Sikhavhakhavha (1999:116) claims that the principals need to be involved in the process of teacher/ educator appraisal, in order to identify their weak points and also to give them advice in their teaching. They must also be developed, if need be, an external development structure be organised for them.

Ndhlovu, Bertram, Mthiyane and Avery (1999:62) argue that principals who operate as leaders realise that their status as principal is dependent on the support of their staff. In other words, their status depends on their ability to lead and motivate their team of educators so that they make changes. They go on to say that in the past educators simply respected and obeyed principals because of their high status rather than their ability to lead and get things done. In conclusion it is important for the principal to know his/her work and that can only be achieved through training and development.

2.3.1 The principal as Department of Education employee

Principals as leaders manage complex institutions and need life-long learning and on-going development. All principals should undergo in-service training to prepare them for their new responsibilities and accountabilities in

management and personal relationships with their colleagues, learners and parents (Mataboge, 1999:11). Mataboge (1999:25-260) supports Kimbrough and Burkett by stating that the principal must possess organising and executive abilities, as well as initiative and professional vision. He must take the lead to guide the activities directed to improvement of instruction of schoolwork. The principal has to build an atmosphere conducive to interest, respect, co-operation and goodwill towards the supervisory programme. The principal should organise the school in such a way that its administration is effective.

The principal and other senior staff members that have formal authority by virtue of their appointment are leaders and may exercise leadership (Beare, Caldwell & Millikan, 1990: 101). Bush (2003:9) describes leading and managing as distinct, but both are important. Organisations, which are over-managed but under-led, eventually lose any sense of spirit or purpose. Poorly managed organisations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides.

Effective leadership is dependent on the acceptance or acknowledgement of the leader's authority by all group members (Bull & Solity, 1993:65). Without this acceptance individual members of the group or factions within it are likely to question the leadership of the incumbent in a variety of ways.

2.3.2 Principal as a disciplinarian and an administrator

Sybouts and Wendel (1994:15) describe the principals' role as coordinating, directing and supporting the work of the others by defining objectives, evaluating performance, providing resources, building a positive climate, fostering positive school-community problems, working co-operatively with staff members and keeping the school running smoothly on a day-to-day basis. A principal should also create and maintain good discipline (Adams, 1987:190). It is clear that the school can not run smoothly in the absence of discipline. It is incumbent upon the principal to maintain discipline at all costs.

Theron and Bothma (1990:180) claim that management is one of the educational leader's most important tasks, whereas the administrative work plays a supporting role. The principal is not merely a manager, however, least of all an administrator and he/she must guard against overemphasising his/her broad function of educational leadership. Principals must therefore constantly keep in mind that administration as such is not important, but that its value is based on the extent to which it facilitates the educational programme of the school, and implements it more effectively in a changing environment.

The purpose of decision-making and working together harmoniously by the principal with the stakeholders in the school environment is of paramount importance. Govender (2005a:13), states that the principal of Isibanesesizwe Combined School outside Secunda, Mpumalanga Province, has been suspended for school fees mismanagement. Furthermore, he says that the Mpumalanga Department of Education spokesman said that the preliminary finding of a team investigating the problems at the school considered the principal's style to be autocratic. Therefore, a good principal is the one who organises and recognises the presence and the value of the stakeholders in a school setting.

There is a long tradition in Danish and Norwegian schools of principals not interfering in educator's classroom activities (Sugrue, 2005:112). This is not the case in South African schools. Principals assist educators' classroom activities. Individual educator autonomy is part of the tradition in schools and related to the history of teaching. Therefore, school principals choose to have trust in the educators' work, thereby establishing acceptable and accepted zones of influence. Mungunda (2003:21) describes a principal as anyone who engages in the work of leadership. The principal needs to be trained and developed in order to lead especially professional people such as educators.

2.3.3 The principal and School Governing Bodies (SGBs)

In a South African context education keeps on changing for the better. The principals will be wielding more powers in schools in the foreseeable future

(Anon, 2005:5). The present Minister of Education, Naledi Pandor, addressed about 1000 principals about a policy that will be introduced in 2006, and that will empower principals to act in partnership and not under the direction of School Governing Bodies.

Parents' participation in their children's education is through the school governing body (SGB). Lober (1993:15) purports that the school governing body needs to adopt a policy statement, expressing the intention to communicate with parents or the public. Parents in particular can assist principals in bringing about change in schools.

The role of the principal has evolved dramatically over the last decade. Marsh and Le Fever (2004:387) report that the role of the principal in the 1980s was instructional leadership, but it has since evolved to participatory decision-making leadership. Singh, Vaught and Michell (1998:506) emphasise the fact that principals are obliged to be instructional leaders, differing from Marsh and Le Fever above, who emphasised this being true only in the 1980s. Chrispeels (2004:6) claims that principals are expected to be professional managers who guide staff and learners and set standards. The parents in the form of School Governing Body (SGB) should assist the principal in order to bring change in the school environment.

Wallace (2003:23) describes a manager as a person who follows the course as set out by the leader, designs operational systems for carrying out the plans and uses his interpersonal influence and authority to translate that energy into productive work. SGB's should always assist the principal in activating change.

Principals should be able to manage and resolve conflict in schools. Looock, Campher, Du Preez, Grobler and Shaba (2003:23) argue that the staff should report the conflict situations to the principal and he/she should intervene as soon as possible and report it to the SGB's, if possible.

Principals should also promote multiculturalism in their schools, as espoused by Davidman and Davidman (1997:13). Fullinwider (1996:157) reiterates the view above of Davidman and Davidman that multiculturalism is also being

practised in the United States of America, given the fact that the USA comprises people of different race, religion, culture and creed and so it is in South Africa.

Carnell and Lodge (2002:112) emphasise the fact that the SGB, the educators and the learners need to work together with the principal, to reinforce and complement each other's activities, in order to bring about change in the school. The team spirit should be encouraged and sustained.

2.3.4 The principal as a stress reliever

Educators have significantly high levels of stress and burnout (Du Preez, Campher, Grobler, Looock & Shaba, and 2003:28). They indicate that educators have received unrelenting criticism in the past decade and what has not been recognised is the increasing complexity and responsibility of educating learners. In South Africa specifically, dramatic changes (political) contributed to stressful situations. Du Preez *et al.* (2003:28) argue that reform has focused on the learners, their problems and the curriculum and all but ignored the needs of the educator.

Be that as it may, Du Preez *et al.* (2003:32) suggest methods to alleviate stress, such as meditation, joining stress support groups, establishing long-term goals, looking at your goals in terms of your behaviour and time management and the value of time. At the end of the day the principal must be in control of the situation. Du Preez *et al.* (2003:28) furthermore indicate that educators are reported as being stressed by the workload, the behaviour of the learners, lack of promotion prospects, unsatisfactory working conditions and poor relationships with colleagues. It becomes the duty of the principal to try and create an environment where educators can teach without unbearable stress.

Arends (1997:5) maintains that effective educators have personal qualities that allow them to develop authentic human relationships with their learners as well as with parents and colleagues. The principal plays a pivotal role in this regard. Principals and educators have always recognised that parents have a legitimate vested interest in what happens to their children in schools

(Sarason, 1995:20). According to Heystek and Louw (1999:21) principals of South African Schools express the view that parents must co-operate with educators and participate more actively in school activities with the aim of improving the standard of education and to lessen the stressful work situation from educators.

The principal plays a critical role regarding the process of induction, whereby a newly appointed educator is introduced to the teaching or the school system (Tickle, 2000:19). The survival of any organisation like a school depends on the quality of management (Legotlo, 1994:8). He goes on to say that the principal is the key person in any effort to achieve excellence in schools. This implies that the election, recruitment and induction of effective principals may not be left to chance, because the principal needs to be emotionally strong in order to help, relieve stress from educators, particularly newly appointed ones.

Sehlare (1993:84) claims that the school-based induction programme for the beginner educators who are supposed to start with teaching, entails being brought together for two to three days, in order to familiarise them with a basic introduction to classroom observation techniques. These educators are placed under the supervision of the teacher tutors and the principal as an overseer.

Hallinger and Heck (2004:216) express the view that schools that make a difference in students' learning are led by principals who make a significant and measurable contribution to effectiveness of staff in the learning of learners in their charge.

Inclusive education, according to Daniels and Garner (1999:39), can be justified by reference to the right of children to education and, moreover, to an education that is made available alongside the majority of their peers. The principal should make it possible for its implementation and motivate educators who find it stressful to cope with inclusive education.

Moloko (1996:50) argues that the principal should be a management process specialist. He must be proficient in such managerial activities as planning, organising, motivating, controlling, evaluating and investigating.

Ndhlovu *et al.* (1999: 62) maintain that in 'new' schools, the principal must be seen as leading learners and educators to achieve desired outcomes, rather than as instructing.

Calderhead and Shorrock (1997:52) describe the school environment for a newly-appointed educator in the UK as being formal, with a high level of support and professionalism amongst the mainly young staff and with high parental expectations of academic achievement. They add that the principal manages the school effectively providing strong leadership as well as a forum for debate amongst colleagues.

Buchel (1992:69) reiterates Calderhead and Shorrock above that the principal is responsible for every facet of the school. Some of the functions may be delegated to subordinates such as the deputy principal and heads of department (HOD). Duties that cannot be delegated include:

- The principal's right of decision
- Planning
- Work distribution and delegation of duties
- Organisation and administration of duties.

Lewin, Samuel and Sayed (2003:279) support the opinion of Calderhead *et al.* above that principals play an important role in bringing new educators into the profession.

The following are stakeholders who work very closely with the principals (Lewin *et al.*, 2003:279):

- Educators are the people behind the teaching and managing of learners in the classroom situation.
- Parents play a leading role in assisting educators to keep learners attending school.
- Learners are the reason behind the existence of the school.

2.4 MANAGEMENT TASKS OF THE PRINCIPAL

The principal has another task to perform, namely that one of executing management tasks in a school. However, he as the head of the school must be flexible. He needs to delegate some duties to the staff, especially to the deputy principal and the heads of department. Management tasks are some duties to be delegated. By so doing he/she will be developing educators. The principal remains accountable for everything in a school. With the assistance of the stakeholders the principal can succeed in implementing the following management tasks:

2.4.1 Planning as a management task

Planning may be seen as a reflection of a basic or theoretical manner, policy, rules, procedures, strategies, methods, skills and expertise by the educational manager to achieve and realise educational aims and objectives through people and resources (Van der Westhuizen, 1995:138) and Brevis, Ngambi, Vrba & Naicker, (2002:88) *In* Smit and De J. Cronje. From the abovementioned statement, no school can run successfully and yield good results without proper planning. Planning is important.

On the other hand, Bell (1992:37) describes planning as the identification of a course of action in order to achieve desired results. These results will be expressed in terms of objectives and will be derived from the school development plan and the priorities that it identifies.

With the objective of education clearly in view, the principal (headmaster) must approach his management task systematically (Theron & Bothma, 1990:181), because planning gives the manager some degree of control over the future. Planning also ensures better co-operation, saves time and unnecessary effort and makes better supervision and control possible. Theron and Bothma (1990:181) proceed to say that planning can be described as a deep-seated or theoretical reflection on policy and rules. Van der Westhuizen (1995:138) states that procedures, strategies, methods, skills and competencies, are carried out by principals, with the assistance of educators, keeping in mind the goals and objectives.

Knight (1997:2) describes planning as related to the short or medium term in the sense of getting ready for something, which we know is going to happen and therefore we must be prepared for it.

2.4.2 The nature of planning

Planning usually follows the identification of objectives. How to achieve an objective, or how to implement a decision, is usually the focal point of planning. Another important aspect of the planning action is to determine priorities or the importance of matters (Van der Westhuizen, 1995:138).

2.4.3 The importance of planning

The importance of effective planning is as follows (Van der Westhuizen, 1995:139; Erasmus, Loedolff, Mda & Nel, 2006:5):

- It is a starting point of the management action.
- Planning is the means of establishing whether the school is still moving in the direction of set objectives.
- It provides time for reflection.
- It causes one to think ahead.
- It causes the educational principal to think continually about set objectives.
- It helps towards the pursuit and achievement of objectives.
- It provides direction to those concerned and leads to team effort, co-operation and better co-ordination.
- It can be adjusted through effective control.
- Possible problems may be foreseen and suitable preventative measures taken.

It is important for the principals of schools to plan. They should also transmit this to their staff members.

2.4.4 Requirements of sound planning

The following requirements for sound planning may be stated (Van der Westhuizen, 1995:139-140; Erasmus *et al.*, 2006:5):

- It should provide enough internal and external information to plan meaningfully.
- Planning requires much attention before an activity is initiated.
- It should take place within the framework of the formulated national and provincial educational policy.
- Various people may contribute to planning.
- Planning serves the purpose of implementing policy and should cover all necessary details.

The principals should emphasise the importance of good planning to their teams (SMTs) in their respective schools.

2.4.5 Types of planning

It should also be borne in mind that there are different types of planning. Different types of planning as espoused by Van der Westhuizen (1995: 141) and Erasmus *et al* (2006:5) can be distinguished as follows:

- Centralised planning: Such planning usually takes place at national or provincial level.
- Decentralised planning: The province, school or educator can then carry out his or her own planning.
- Strategic planning: This type of planning is also known as long-term planning.
- Tactical planning: This may also be called medium-term planning.
- Operational planning: Operational planning deals with daily activities and

is aimed at the short-term.

- Adjustment planning: This takes a critical look at existing planning and makes the required adjustments.
- Overall planning and partial planning: Are drawn up for the entire school and usually consist of various partial plans.
- Specific directive planning: It focuses on the activities of every person at the school.

Fidler (2002:13) describes strategic thinking as a mental attitude, which tries to keep long-term objectives constantly in mind and considers all short-term decisions from this long-term perspective. Effective principals have probably implicitly always worked in this way.

2.4.6 Planning and management levels

According to the educational hierarchy in school, Van der Westhuizen (1995:141-142) and Erasmus *et al* (2006:5) state that various people will be involved with various types of planning. This hierarchy is always in the form of a pyramid. For example, a principal who involves himself/herself in operational planning instead of attending to his/her task of strategic planning is “transgressing” his/her area and will develop a time problem.

The Mpumalanga Department of Education (SA, 2000:5b) describes planning as a way of maintaining activities in a school setting new ways for development and growth.

The principal who wishes to attain his aim must draw up a plan so that he/she may know exactly what he/she intends to achieve (Kruger & Van Schalkwyk, 1993:33). Moloko (1996:51) argues that planning is the function of the principal, while the execution of the plan is the responsibility of the educators. He goes on to say that the principal should give specific objectives to individual members to achieve within specific time frames.

Theron (1996:69) describes planning as an administrative process that has

become increasingly prominent as a sign of good management in organisations. He continues to add that planning has become a ceremony that an organisation must conduct periodically if it wants to maintain its legitimacy.

Apart from working jointly with the stakeholders who are educators, parents and learners, the principals have a leading role to play in managing different tasks, which fall under planning, for example goal defining, problem solving, decision-making, organising, delegating, guiding and control.

2.4.7 Sub-tasks which make up planning

Planning can be made up of three management sub-tasks: the goal-defining management task, the problem-solving management task, the decision-making management task and motivating as a management task. They are discussed below.

2.4.7.1 Goal defining as sub-task of planning

Before goals and objectives can be formulated, the school's mission must be clearly described. A mission is a statement concerning the nature of the school as an organisation and does not necessarily include what the school is striving to be. A mission answers to the following question: "What is the task of the school?" The mission of a school includes educative teaching as may be seen from the definition of educational management. The formulation of a mission for a school is the task of the top management (Van der Westhuizen, 1995:144; Erasmus *et al.*, (2006:5).

2.4.7.2 Problem solving as a sub-task of planning

Problems arise in any organisation and more so at schools where mainly immature people are present. A characteristic of management is that it also makes provision for the solution of problems. There can be no effective planning if it is vitiated by problems and for this reason problem solving is of great importance in the planning task (Hansen, 1990:100 – 103).

Van der Westhuizen (1995:144) and Grobler and Smith (1996:98) continue to

say that problems, which occur in the educational context, vary in importance, urgency and intensity. The educational school manager, the principal, will always have to determine which problems should receive priority and which can be dealt with later. Some problems should be dealt with immediately while others need a degree of consideration before a decision can be made. The educational manager needs to have considerable insight when solving problems. The way in which he/she deals with problems is one way of determining his/her success as an educational manager.

Problem-solving is not an easy task. It requires observation, anticipation, careful analysis, thorough planning and involves people who can be helpful in providing ideas and information. In a certain sense this is the effective utilisation of all the management functions, which have already been discussed. When the principal has diagnosed a problem, he has to plan some form of action, and organise, initiate, communicate and co-ordinate (Van der Westhuizen, 1995:158-159; Hansen, 1990:100 –103; Grobler & Smith, 1996:98).

2.4.7.3 Decision-making as a sub-task of planning

Decision-making is a thought that is carried out consciously, sometimes unconsciously, to direct the achievement of goals. Decision-making could be regarded as a process of consciously choosing the most suitable way of acting to solve or handle a particular problem or situation for the achievement of the desired goal once the various alternatives and possibilities have been considered (Van der Westhuizen, 1995:152; Grobler & Smith, 1996:98).

Decisions are a part of life. Principals must make many decisions every day (DuPreez *et al.* 2003:70). They continue to say that educators also have a desire to participate in decision-making and that the principal should not follow an autocratic style in this regard. Since different people hold different sets of values, decisions will differ. Some staff members will challenge decisions made by the principal, especially if they hold different values. Joint or participative decision-making will facilitate a pleasant work climate and work satisfaction. This is true for educators as well as learners in the classroom.

Co-ordination is needed when two or more people work together to achieve the same objective. Especially in our schools today people from different backgrounds must work together. Du Preez *et al.* (2003:72) continue to say that the principal co-ordinates people, tasks, resources and time schedules in such a way that they are complementary. Individual staff members of a secondary school are responsible for different subject specialisations and should co-ordinate their work because each contributes to the total development of the learner. Principals need to designate new lines of communication so that there is better co-ordination of activity or use of resources and to rearrange time schedules so that individuals or groups can work together easily.

Decision-making, as argued by Bell (1992:37), means to choose from at least two possible courses of action. It is one of the central skills of management since most of us spend much of our time making such choices. Within the context of team management particular care has to be taken to involve colleagues in the decision-making process.

In the past, there was very little opportunity for educators to make decisions. Now there is a move to creating self-managing schools in order to speed up the decision-making-process (SA, 2000b:7); this means that all levels of the school and all stakeholders are now involved in the process of making decisions.

An educational manager's free judgement and opinion makes up an integral part of discretionary decision-making (Oosthuizen *et al.*, 1994b:112). These authors continue to say that this judgement is exercised within the context of prevailing circumstances making use of the education manager's experience, insight and logic to ensure fair decisions.

2.5 ORGANISING AS A MANAGEMENT TASK

Organising always takes place in an organisational context. This will be used as the creation of a formal system of authority by which the parts are arranged, defined and co-ordinated for the purpose of education.

Bartol and Martin (1991:7) describe organising as the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. It is clear that organising needs skills, therefore the principals should jerk themselves up towards attainment of the necessary skills.

2.5.1 What is organising?

Organising is that management task which is performed to initiate planning and to establish connections with the various parts so that goals may be realised and attained, effectively organising endeavours to introduce order. This ordered planning must be done by people. This means that the principal must organise these tasks, create an organisational structure, delegate and co-ordinate (Van der Westhuizen, 1995:162). Bell (1992:37) argues that organisation means ensuring that all members of the team are working together co-operatively and that all the necessary functions and tasks are being carried out.

Mentz (1996:119) describes organising as grouping of tasks, assigning duties, authority and responsibility, and determining the relationship between people in order to attain set goals.

2.5.2 Creating an organisational structure as a sub-task of organising

An organisational structure is a specific framework of established posts in which people carry out certain actions and are grouped so that they can pursue a common goal (Van der Westhuizen, 1995:164; Moloi 2001:13). The lack of an effective organisational structure may lead to a lack of co-ordination channels and result in decision-making having to pass through too many different channels to execute the decision effectively. An ineffectual organisational structure may also result in the fact that there is not sufficient co-ordination and that decisions are made at the wrong level.

The purpose of an organisational structure is to ensure that there is no overlapping or duplication of work; that tasks are logically grouped; that people are utilised according to their abilities in the execution of a certain task and to get an overall picture of the field in which the organisation operates.

The development of an organisational structure may be regarded as the means used by the principal to group the work in such a way that it is most effectively done (Van der Westhuizen, 1995:164; Moloi 2001:13).

Line organisation is the most a natural, known form of organisational structure (Van der Westhuizen, 1995:164; Moloi 2001:13):

- Authority is vested in one person and the staffs only receive instructions from the head and report back to him.
- One person is in control of a particular task or instructions.
- Lines of authority are clear and each person's task, as well as the responsibility of each, is clearly outlined.

2.5.3 Delegating as a sub-task of organising

Van der Westhuizen (1995:172) and Oosthuizen *et al* (1994b:125) emphasise the fact that delegating is the task carried out by the principal in the entrusting of duties, with their attendant responsibilities, to others (subordinates) and to divide the work meaningfully and so ensure its effective execution by making people responsible for the results or the achievement of objectives.

From the above, three important concepts emerge: responsibility, authority and liability. Responsibility refers to the duties of a person in terms of his/her post and the work allocated to him. The person needs not necessarily do the work himself; he/she may delegate some of it with its attendant responsibility, but, in the final instance, he/she is responsible for the execution of the work (Van der Westhuizen, 1995:172; Oosthuizen *et al*, 1994b:125).

The principal can maintain and execute his/her authority in various ways. He/she can execute his/her authority because he/she also has the necessary source of power or power base. Power is the ability to, and the manner in which the principal executes his/her authority. Oosthuizen *et al*. (1994b:125) describe delegation as enabling the principal to concentrate on more important issues, which require his/her management skills.

Dean (1993:114) reiterates Oosthuizen *et al.* that not only the principals but also heads of department (HOD's) must be knowledgeable about the running of the school and finances.

Kruger and Van Schalkwyk (1993:70) agree with Dean above, that even educators, being classroom managers, can delegate tasks to competent and skilful class leaders. Xaba (1999: 91) postulates that by delegating tasks a principal refines his skills in delegation itself. Delegation of tasks is beneficial to both principal and educator, because they share the responsibilities.

The way some principals delegate tasks to management teams is instrumental to the demise of those teams. Moloko (1996:52) claims the fact that principals delegate responsibility while withholding the fact that principals, in the mistaken belief that they are ensuring implementation, improperly hold on to responsibility. For teams to be effective, principals should ensure that the delegation of authority and responsibility should go hand-in-hand.

2.5.4 Co-ordination as a sub-task of organising

It is necessary for various people to co-ordinate their activities when working together to complete the same or even different tasks or aim at achieving the same goal. Co-ordination as a management action may be seen in a broad or narrow context. Broadly speaking, co-ordination occurs during planning, guiding and controlling. From this viewpoint, co-ordination is a management action, which is included in all management tasks. There should be co-ordination between goals, policy and decision-making while planning, organising, guiding and controlling co-ordination and linking. (Oosthuizen *et al.*, 1994b:126).

2.6 GUIDING AS A MANAGEMENT TASK

The ability to guide is not only an inborn faculty (Van der Westhuizen, 1995:182). There are also techniques and skills attached to it. Guiding and establishing relationships as management tasks of leadership can take place as follows:

2.6.1 Leadership in the guiding task of the educational leader

Van der Westhuizen (1995:187) maintains that leadership is important in education. On the other hand, Davies, Ellison and Bowring-Carr (2005: 9) argue that leaders should act strategically in order to articulate the main features of the current organisation, the strategic architecture of the school, and lead others in defining what the future of the school and the new architecture will be. The principal should play an important role in this respect. The re-architectural stage involves identifying a series of projects that need to be undertaken to move the organisation from its current to its future state.

According to the situation theory, Van der Westhuizen (1995:189) describes certain types of leaders or leadership as the most suitable in certain situations. The situation is the most important factor, determining who emerges as a leader, what the nature of the leadership action will be and how the group will act. Meanwhile Bisschoff and Mestry (2003:148) define leadership as the ability to influence personnel so that they will strive willingly and enthusiastically toward the accomplishment of the objectives of the school.

Bush and Bell (2002:51) share almost the same understanding as Bisschoff and Mestry above that leadership is the process of influencing the activities of an organised group toward goal setting and goal achievement; leadership is the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives or for changing an organisation's goals and objectives.

Leadership is divided into four leadership styles (Van der Westhuizen, 1995:190):

- Democratic leadership (group-centred leadership)
- Autocratic leadership (leader-centred leadership)
- Free rein leadership (laissez-faire or individual-centred leadership)

- Bureaucratic leadership (combination of democratic, autocratic and “free rein” leadership)

According to the theory of qualities the leader is a particular type of person with particular capabilities and his leadership is based on putting these characteristics or competencies into practice (Van der Westhuizen, 1995:188).

Van der Westhuizen (1995:181) refers to guiding as the management task that gives direction to the common activity of people to ensure that they execute the tasks to achieve the set goals. Guiding is the work that the principal must carry out to allow other people to operate effectively. The importance of guiding is that it is the management action that not only ensures the completion of a specific task but also that the work is well done. However, guiding also ensures voluntary co-operation. Motivation is necessary for this and entails direct contact with staff.

2.6.2 Motivating as a management task

The word “motivation” is derived from the Latin word “movere”, which means “to move” (Brevis, Ngambi, Vrba & Naicker, 2002:344; Van der Westhuizen, 1995:194). They furthermore describe that motivation is the willingness of a person to achieve organisational goals, the inner state of mind that channels or moves a person’s behaviour and energy towards the attainment of organisational goals, can be regarded as a process.

Du Preez *et al.* (2003:18) describe motivation as all attempts of a manager to encourage his subordinates to voluntarily achieve optimally. This implies that the co-operation of learners is essential for the completion of tasks and educators must be thoroughly informed of the various methods of motivating individuals. Likewise, principals should know exactly how to motivate educators. Motivation is an ongoing process, an everyday task of the principal.

To motivate people, adds Du Preez *et al.* (2003:18), recognition such as rewards for performance (praise, prestige, acknowledgement, prizes and certificates) and the creation of positive experiences, enhancing self-

confidence and job satisfaction must be provided. Participation and delegation can be highly encouraging. With OBE a reality in South Africa, principals must allow educators to express themselves as individuals.

Theories of motivation are also highlighted as follows:

The intrinsic motivation theory of Maslow, the extrinsic motivational theories of McGregor and Herzberg and the achievement motivational theory of McClelland: All of these can assist principals to change the school. Intrinsic motivation has to do with the motivation within the person, hence the principal should have self-motivation which will culminate into extrinsic motivation which is a motivation outside the organisation. To promote change the principals should discuss even amongst themselves the importance of change. They should discuss in their principals' meetings, attend workshops, organised by the circuit, the region, or the province.

2.6.3 Establishing relationships as a sub-task of guiding as a management task

Van der Westhuizen (1995:183) maintains that the guiding of relationships is also important as it involves human interaction. Building relationships is important in the school context, as the principal should establish a satisfactory relationship with every person: learner, staff member, and administrative staff member.

2.7 CONTROL AS A MANAGEMENT TASK

The educational leader ensures by means of control that all inputs are being used optimally to achieve the set objectives, and that planning, organising and guiding are correctly implemented. There being many ways of exercising control, the requirement of good exercise of control is being discussed here below:

2.7.1 What is control?

Control is the manager's checking up (Van der Westhuizen, 1995:216). From this it can be deduced that control is subsequent to the principal's other tasks.

By controlling, the planning and the execution of the plan are linked and brought together.

Van der Westhuizen (1995:216) goes on to say that the principal should plan and organise his/her activities as well as possible and provide the necessary guidance. They continue that the principal should also be ensured that each person does the right thing at the right time and place.

Mentz (1996:120) describes control as formulating prescriptions of control, observing and evaluating work and corrective actions. From the abovementioned statement, it is clear that learners and educators' work should be controlled in order to see and observe the strengths, weaknesses, opportunities and threads (SWOT).

Kruger and Van Schalkwyk (1993:50) describe control as a basic and principal management function. It is the action by means of which the execution of plans and/ or instructions is controlled and regulated in order to ensure that the working plans are being followed.

2.7.2 Requirements of good exercising of control

Van der Westhuizen (1995:219) and Kruger & Van Schalkwyk (1993:53) agree on the following:

- Control should be adapted to the nature and needs of the activities to be controlled. A principal's control task differs from that of an educator.
- Disparities should be indicated or reported as soon as possible.
- Control should be flexible, in other words, it should be able to be adapted to changing circumstances and make provision for exceptions.
- Control should be clear and understandable for both the person carrying out the instruction and the person involved in it.

Van der Westhuizen (1995:220) identifies three steps in control:

- Establishing standards

- Measuring performance against these standards
- Correcting deviations from standards and plans.

The Mpumalanga Department of Education (SA, 2000:11) maintains that control has the number of rules and regulations, and the amount of direct supervision that is used to oversee and control staff and learner behaviour.

It is not possible to eliminate control of school management teams completely. Moloko (1996:58) argues that the degree of control should be minimised. If the principal has confidence and trust in his team, the need for strict control and supervision is reduced because members will be eager to do excellent work.

Apart from the different tasks that the principal has to manage, he still has to control management areas; that is, school vision and mission statement, school time-table, school budget, curriculum, culture of teaching and learning, school performance, classroom management, school educational policy and globalisation.

2.8 MANAGEMENT AREAS

The principal has the responsibility of making the staff and learners aware of the importance of the smooth running of the school. He/she should inspire both the staff and the learners to carry out all the tasks assigned to them as effectively as possible and he/she has to do his/her bit to manage the management areas as indicated below:

2.8.1 A school vision and mission statement

A vision can loosely be defined as a dream or a goal a person sets for him/herself over a period of time. The mission statement expresses how the vision will be realised or accomplished. Oldroyd, Elsner and Poster (1996:76) define vision as the imagined successful future for an organisation or individual arising from basic values of philosophy, to which one links goals and plans and mission statement so as to guide strategic thinking. It is therefore important for the principal to see to it that there's a shared vision in

the school.

According to Ehlers and Lazenby (2004:48) vision is described as being the first step of the strategic formulation and strategic management processes. The vision statement answers the question "What do we want to become?"

Principals should be endowed with management skills in order to ameliorate performance in schools (Monareng, 2006:1). He continues to say that poor Matric results in some of the secondary schools in the Mpumalanga Province in the past five years could have been influenced by poor management skills of the principals. Be that as it may, the department is prepared to assist the underperforming schools before demoting principals of underperforming schools.

On the other hand, Du Preez *et al.* (2003:10) define vision as a picture of the future you want to create, a destination that you visualise. A school's management team (SMT) has to develop a shared vision for the future of the school. A mission statement is concerning the nature of the school. This also includes what the school's values and goals are.

Janson (2002:126) supports Du Preez *et al.* (2003:10) that the mission of a school therefore influences the organisational culture, but by the same token, the mission of the school is influenced by the organisational culture. They continue to say that a school without a mission is structured according to intuitive preconceptions and perceptions and provides no primary set of goals with which all involved can be associated. It is therefore incumbent upon the principal to co-ordinate the stakeholders in order to have the shared vision and mission statement performed in a school.

Wes-Burnham (1997:118) argues that the purpose of a vision is to help the school move from the known to the unknown, to set out the hopes and aspirations of the school for children, community and staff. He also adds that it is crucial that the vision articulates and defines the values of the school, making them real and attainable. The principal and the staff should own the vision. Owning the vision and making it live through daily action will translate a vision to reality (Murgatroyd & Morgan, 1993:93).

2.8.2 School time-tables

No school can be successfully run or function without a good time-table. The heads of departments (HOD's) can arrange and do the time-table, but it remains the principals duty to see to it that workload is evenly or equally distributed, particularly with regard to the new curriculum NCS. The principal should educate and train HOD's and educators with regard to the use of cycles in the new curriculum, for example 5-day cycle, 6-day cycle and 8-day cycle. This is the duty of the principal as an agent of change in the school.

Du Preez *et al.* (2003:61) maintain that principals plan and determine the general guidelines for compiling the central time-table, and the resulting class and educators' time-tables even if they delegate the actual structuring of the time-table to somebody else.

Also emphasised by Du Preez *et al.*, is the fact that it is good, for example, to consider the following: Before the new school year commences, enough information is gathered: How many learners do we expect in each grade? How many educators do we have according to our post allocation? In which learning areas are they qualified? Determine what kind of time-table you need for your school: Ten-day cycles with ten periods daily, or eight-day cycles with seven long periods per day? When will assembly be? Principals should know the scheduled teaching time or workload per post level (Du Preez *et al.*, 2003:62).

Every functional organisation operates by means of a time-table and schools are no exception:

2.8.2.1 Teaching time percentage allocated on a time-table for (SA, 2000:7)

Primary School

- Post level 1, between 85% and 92% of the time-table
- Post level 2, between 85% and 90%

- Post level 3, 60%
- Principal post level 4, between 10% and 92% depending on which post level he is appointed
- Principals on post level 1 are expected to teach 100% of the time.

Secondary School

- Post level 1, between 85% and 90% of the time-table
- Post level 2, 85%
- Deputy principal post level 3, 60%
- Principal post level 4, between 5% and 60% depending on which post level he is appointed.

According to the Mpumalanga Department of Education (SA, 2000:7) the time-table is the definitive plan for the implementation of the curriculum and is the starting point for teaching and learning. Outcomes-based education and learning areas are part of the jargon that is reflected in an OBE time-table. The time-table defines educator practice and child learning activities. It should be balanced and appropriate to the needs of the learners.

The guide above continues to highlight that all educators should be at school not less than seven hours per day. These hours include breaks. In total, the educator is expected to work for at least 1800 hours per annum. Actually, seven hours per day over 200 days per year equals only 1400 hours per annum. Therefore an additional 400 hours service need to be given: that means nine hours per day or work on Saturdays, if required (SA, 2000:7).

2.8.3 School budget

In the old dispensation there was no transparency regarding the school budget in some of the schools. Only the principal and the School Governing Body (SGB) had insight in the school budget. The principal as an agent of change should educate and train the HOD's and educators about the paper

budget and the no-school fee schools.

Oldroyd *et al.* (1996:7) describe the school's budget as the whole amount of money derived from National Government and local taxes available to a local education authority for financing schools. This is now called school-based budget, which is controlled independently of the local education authority by the individual school. The School Governing Body with the finance committees is playing a leading role in this regard.

The Schools Act (SA, 1996a: section 23) maintains that because the money from the state is generally not enough to provide education for everyone, other sources of income must also be found. The Schools Act makes it possible for parents to pay school fees at public schools where the parents are willing and able to pay. This Act also places an important duty on the Governing Body of every school to find other ways of obtaining enough money for that school.

The Schools Act stipulates that every year the School Governing Body must prepare a budget. This Governing Body is advised to elect a finance committee responsible for doing the basic work on the budget. This committee must then report back to all the other members of the SGB. According to The Schools Act (SA, 1996a: section 28) they must first refer the budget to a general meeting of parents at the school. The budget cannot be finalised unless the majority of parents, voting at such a meeting, approves it. The Schools Act (SA, 1996a: section 38(2)) requires that parents must be informed of the meeting at least 30 days before it takes place.

2.8.4 Curriculum

It is the responsibility of the principal to see to it that his/her staff members receives proper training in the new curriculum (NCS). The principal him/herself should be well-trained in this curriculum in order to assist his/her staff members, whenever they encounter challenges in implementing or applying the curriculum.

Oldroyd *et al.* (1996:16) define curriculum as a programme for instruction

designed in an educational institution for all the learning that takes place in a school or other institution, both planned and unplanned. They continue to highlight: the basic curriculum, common curriculum, compulsory curriculum, core curriculum, hidden curriculum, optional curriculum and national curriculum.

The cornerstone of educational change as seen by Fleisch (2002:7) is the transformation of the South African curriculum, which comes to mean the replacement of a content-based curriculum framework by learner-centred education, subject integration and specified outcomes. This curriculum came to be known as Curriculum 2005. Curriculum change started immediately after the election in 1994, when the National Education and Training Forum began a process of syllabus revision and subject rationalisation in Mpumalanga Department of Education (SA, 2006: 5). The Review Committee recommended that strengthening the curriculum required streamlining its design features and simplifying its language through the production of an amended National Curriculum Statement (NCS) with critical developmental outcomes, learning outcomes and assessment standards.

Fleisch (2002:7) says that critics were not happy about the new curriculum because of lack of capacity and insufficient training of educators. Fleisch (2002:52) argues that a minister appointed a review committee which submitted a report highlighting the poor training, under-budgeting for books and other learning support materials and the complicated and confusing language of curriculum 2005. The Revised National Curriculum statement came into being in 2001.

Altrichter and Elliott (2000:68) relate that in Victoria, Australia during the 1980's the school improvement plan (SIP) was established as an effort to redirect state Education department priorities. It was the initial publicised initiative among a bank of other democratic reform-oriented policies following the election of a labour government to replace a long conservative rule. SIP worked with, and complemented a series of changes to structures that were to occur in curriculum goals and organisation, restructuring the bureaucracy along more representative and democratic lines at all levels. It also worked on

expansion of funding to an education system, which had been strangled for lack of funds. It is applicable to South Africa (IQMS), Mpumalanga Department of Education (SA, 2003:44).

Bush and Bell (2002:154) identify three main dimensions or stages of the curriculum:

- The intended curriculum – what is planned
- The offered curriculum – what educators teach
- The received curriculum – what learners actually experience in the classroom.

Brown, Armstrong and Thompson (1998:40) describe curriculum as a broad concept that is not only confined to a classroom. Therefore it is incumbent upon the principals to see to its implementation in order to improve teaching and learning in schools.

In an attempt to change the situation for the better in schools, Joyce, Calhoun and Hopkins (1999:226) reiterate what Brown *et al.* alluded to above and suggest that research-based curriculum and models of teaching be adopted in schools.

On the other hand, Coleman, (in Graham-Jolly & Middlewood, 2003:11) define curriculum as being more than syllabus documentation. They continue to say that curriculum refers to all of the teaching and learning activities that take place in learning institutes.

Bush and Bell (2002:154) continue to conceptualise curriculum management as a cyclical process, which includes four main stages or tasks: planning, implementing, monitoring and evaluating, and reviewing or auditing.

In practice it is impossible to separate review and development of the curriculum from consideration of other aspects of school life such as relationships between educators and learners, educators' professional competence and attitude, school ethos and, importantly, learners' progress

and achievements (Preedy, Glatter & Levačić, 1997:112). It is the principal's role to articulate the relationship between all the stakeholders in school.

2.8.5 Culture of teaching and learning

Preedy *et al.* (1997:91) argue that it is the task of management to organise so that there is optimum learning for learners by deploying people, time and space to the best advantage. This involves grouping learners in various ways for learning, sometimes attempting to form homogeneous groups and sometimes deliberately forming mixed groups.

There may also be opportunities for students (learners) to learn as individuals, using computer-based or resource materials and this opportunity is likely to increase as more programmes are produced for this purpose. Management must plan the use of time to provide a programme over the school year, which uses the skills of staff and the space and other resources available to the best advantage. It remains the duty of the principal to organise SMT and staff meetings and to develop the HOD's on managerial skills.

However, secondary education is strongly specialised and in this context it is undoubtedly to the advantage of educators if all the rooms in which a particular subject is taught are grouped together (Preedy *et al.*, 1997:94). This enables a department to share thinking, materials and equipment.

Oldroyd *et al.* (1996:49) describe organisational culture as the value norms and beliefs that characterise organisations and are symbolised through patterns of interaction, dress speech and shared by all members or, as sub-cultures, by some groups of members.

Halsall (1998:29) describes culture as a set of assumptions, beliefs and values predominant in schools and which function in an unconscious way. He adds that these are visible to educators when they interact with one another and with learners. However, Mestry (1999:22) argues that it is the people who make education work. He adds that the quality of our school and education service depends on the support staff, educators, principals, school governors, policy makers and administrators throughout the system.

Altrichter and Elliott (2000:89) maintain that the culture of schooling creates and perpetuates the image members of our society call forth when they think of education, schools and schooling. They continue to say that the effect of the culture of schooling is visible in such concrete aspects of schooling as the design of schools and the organisation of classrooms. The role of the principal is to see to it that the positive culture of the school is maintained, in order to promote teaching and learning in school.

The principal's duty is to organise staff meetings to share the educators' views of school progress on teaching and learning. To assist educators to improve their teaching skills is a major role of the principal. The mission of having workshops is to assist educators in case they have specific challenges concerning their work.

Ndhlovu *et al.*, 1999:63) claim that in the past some principals assumed that educators and learners in the school would not be able to work without constant direction and supervision and neither without tight control. In 'new' schools the approach should be to ensure that the agreed-on output are being achieved by trusting educators and learners to work towards these constants without supervision.

Coleman (2003:131) suggests that there are three core aspects that constitute effective teaching:

- Knowledge and understanding about the content of teaching.
- Knowledge and understanding about how learners learn.
- Knowledge and understanding about how to manage the process of learning and teaching.

These core aspects imply subject knowledge, the need for educators to know how to help learners develop learning skills and the recognition of those individuals that have different learning styles. In addition, there are implications for educators about good planning, class control and the appropriate use of resources.

2.8.6 School performance

A well-functioning school is judged by its performance. Fitz-Gibbon (1996:5) describes performance indicators as an item of information collected at regular intervals to track the performance of the school. It needs to be designed to reflect our understanding of how the school works. He adds that monitoring can be used to serve as a tool to keep track of the performance of a school.

In education in England and Wales appraisal requires a benchmark set of standards for educators' performances against which to make an initial evaluation of whether the basic work of each educator is satisfactory. This is not how schools usually worked in South Africa (Govender, 1997:43). Staff attitudes also can influence educator appraisal. The first and most fundamental problem that had to be addressed was staff attitudes towards appraisal in schools in South Africa.

Firstly, appraisal was seen as threatening, invading the sanctity of the educators' classroom and there were fears that it would be judgmental rather than developmental. Secondly there were political implications with unions' oppositions because it was feared that appraisal would be linked to performance-related pay. In South Africa the Integrated Quality Management System (IQMS) was introduced in 2003 (SA, 2003:44) in order to develop and appraise educators.

Mestry (1999:38) describes performance appraisal as providing one-way feedback to educators about their performance. He continues to say that performance appraisal is concerned with setting achievable goals and giving feedback to staff on their work performance that identifies their training needs and encourages better performance, so that good organisation can be achieved. Staff development reviews are concerned with the educators' professional development needs and the training opportunities to study these needs, so that educators can improve their performance in present and future work roles.

Performance appraisal provides valuable opportunities for satisfying crucial

organisational needs. These are (Mestry, 1999:38):

- Assessment of past and present performance and prediction of future contributions from each member of staff
- An overview of current and potential skills, resources and capabilities available for human resource management in the organisation to meet present and future challenges
- Identification of training needs.

Evaluation is no less important for good educational management than effective motivation. Besides, in the final analysis, both components further the overriding cause of effective, educative teaching (Mestry, 1999:387).

Lomax (1996:48) describes performance indicator as a structure, numerical or verbal, for giving information in a form, which signals a judgement or provokes a pattern of enquiry. One challenge was to identify and agree a pattern of indicators, which would act as a motivating force to improve quality whilst giving a valid measurement of the quality achieved. To be effective the monitoring and evaluation process has also to be a force for change and improvement.

Teacher appraisal, as outlined by Bell (1992:141), highlights the extent to which the management of staff has become an important part of the secondary school team leader's role. Added to this is the need for the team to be able to cope with the more general and increasingly demanding tasks of managing change and creating a stable environment within which all members of the teams can work. In all of this, however, staff development has a vital part. There is staff appraisal or development as stated by Bell above, versus the Integrated Quality Management System (IQMS), which was introduced in 2003 in South Africa (SA, 2003:44).

In the United States of America educators receive the same type of staff development and classroom follow-up as in South Africa (Hallinan, 1995:163). The educators attend a two-week workshop on complex instruction followed

by systematic observations in their classrooms. After three observations of a given educator, staff developers provide feedback to the educators, in which they discuss the results of observations, using a bar graph presentation.

A classroom is an educator's domain. Much as it is the case, the principal still remains accountable for the classroom situation in that he/she assists educators in terms of resources empowering educators with the necessary managerial skills, discipline and the positive interaction with learners.

2.8.7 Classroom management

In many schools, classroom management leaves much to be desired. The task of school management is shared by the principal and staff and does not fall on the educator alone (Nicholson, 1989:45). The principal's duty is to capacitate educators in case where there is classroom misunderstanding and challenges.

Charles and Senter (1995:6) describe classroom management as important. If one acquires classroom management skills one is able to handle and direct classroom organisation, learners, activities, materials and lines of communication.

Walters (1992:22) argues that discipline implies a systematic use of the physical, mental and moral capabilities of the child through exercise and instruction; this includes the means adopted or the better performance of the school particularly with reference to the orderly behaviour of learners. He also adds that discipline does not merely mean keeping quiet in class and maintaining order, and it is important to stress that discipline is not outward conformity, not coercion, not merely submission to authority or obedience to rule. He maintains that discipline includes all these, but it is primarily concerned with a state of mind and not the automatic execution of orders.

He concludes by stating that discipline recognises in the learner the stages of continuous development, the gradual transition from control by rule to control by reason. The following stages need to be recognised (Walters, 1992:22):

- Outward control. The person in authority gives instructions which are to be carried out without question
- Reward and punishment. Good responses are rewarded and undesirable ones discouraged.
- Social approval and disapproval. During the third stage of schooling learners' behaviour is mainly governed or regulated by the approval of their peers.
- Self – control. School discipline should ensure that the learner's conduct is continually being enriched on a mental, emotional and moral level. This enrichment should contribute towards the formation of self-control.

Classroom management should therefore be regarded as those managerial activities of the educator that not only make effective instruction and learning in the classroom possible, but that can also take place concurrently with the instruction (Badenhorst, Calitz, Van Schalkwyk & Van Wyk, 1992:71). Lomax (1989:92) maintains that an analysis of classroom interaction also revealed pleasing changes from earlier observations. It reveals a substantial increase in learner responses, many of them requiring expressions of values and opinion.

Conflict can be a problem or a setback in the classroom. Kruger and Van Schalkwyk (1997:127) argue that as conflict management is based on cooperation and discussion, good communication is a requirement. Listening attentively is therefore essential because one must know how the parent or child feels about the matter and what their needs are. They continue to mention three principal ways of resolving or managing conflict: peaceful coexistence, compromise and problem solving.

On the other hand, Maurer (1991:120) suggests four tactics to be used towards conflict resolution: disengaging from demands, disengaging from anger, applying pressure to settle and finding ways to settle. These are tactics the principal can use to solve some of the problems that engulf the school.

2.8.8 School educational policy

Kimbrough and Burkett (1990:207) state that since a number of legal questions arise from the operation of a school, principals need some understanding of education law. They also continue to add that the educational leader must be clothed with education law and group-based authority to act. For example, the principal has legal authority to assign learners to a certain educator's classroom, even though the parents object to the assignment. However, Duke and Canady (1991:1) describe policy as the accumulated standing decisions of a governing body by which it regulates, controls, promotes, services and otherwise influences matters within its sphere of authority.

The properly administered school is the one with rules and regulations, which have to be upheld by the stakeholders. Botha (1994:75) acknowledges functioning of the law of education in providing a secure educational environment in which the learner may develop. They add that the law of education regulates the rights and obligations of the interested parties equitably. The government is faced with the enormous task of trying to integrate and make schools the same, irrespective of colour, religion or creed and the Schools Act of 1996 was therefore promulgated. This means that schools have to provide a high standard of education. A policy should be regarded as general statements or guidelines for decision-making to guide those who are involved in the implementation of planning. Policy provides guidelines and allows the executor to make decisions within a certain framework (Botha, 1994: 75).

In this way divergent decisions may be made in the context of the same fixed decision. This is why we need rules. Rules should be regarded as specific instructions of fixed decisions, which cannot be disregarded. They make no provision for using one's own judgement or for interpretation, as is the case with policy. They contain definitive prescripts about what may and may not be done. Rules are limited and should be reduced to a minimum. Procedures, in turn, prescribe the method to be used for doing work and provide details on the way and the order of doing things. They are therefore a series of related

steps, which should be followed when carrying out an activity.

Planning includes the formulation of policy. Policy is that resource by means of which goals are interpreted and certain broad guidelines are laid down to serve as the basis for decision-making (Van der Westhuizen, 1995:150). A clear distinction should be made between policy, rules and procedures and how they work, and provide details on the way and the order of doing things. They are therefore a series of related steps, which should be followed when carrying out an activity.

2.8.9 Globalisation

MacBeath (1998:21) describes globalisation as movements that have the power to override national frontiers and cultural identities. He also argues that the universal product is, in fact, a way of thinking about schools, curriculum and about management; it is also exemplified in the search for the effective school, the teacher-proof curriculum, the excellent manager. Many of these have been exported worldwide and have infiltrated the consciousness of policy-makers and politicians, always on the international lookout for the global answer. Even the media did not foresee the emergence of the Internet, a worldwide learning exchange that allows the instantaneous flow of knowledge worldwide. If knowledge is power the ability to use the new media will disenfranchise source groups as much as it will empower others. It is therefore the duty of a school manager to enlighten the staff so as to permeate to learners and parents.

Lemmer (1999:35) describes globalisation as a phenomenon that is designed to bring change in education. Learners are introduced to technology through technological education and computer-assisted instruction (CAI), for example in teaching mathematics and science with the aid of a computer.

2.9 SUMMARY

In this chapter the clarification of concepts was provided.

It was also determined that the principal does not work or operate in a

vacuum, but in a school environment. He needs people to support him in all his endeavours and such people are learners, educators and parents, best known as stakeholders. Their (stakeholders') role was well defined. The principal's role was also defined in terms of the management task, management areas, change agent, resistance to change and managing resistance to change.

In the next chapter, the aspects of change will be discussed.

CHAPTER THREE

ASPECTS OF CHANGE: AN EDUCATIONAL PERSPECTIVE

3.1 INTRODUCTION

In the previous chapter a theoretical perspective on the role of the principal was provided. In this chapter change will be discussed in detail: the characteristics of change, the challenges and the guidelines on how to meet and address change in schools; and two categories of structural change and people-centred change. An aspect of change that should be understood is that change is a process not an event. It should be handled and dealt with the care it deserves.

3.2 AGENTS OF CHANGE

Change cannot happen all by itself. In learning institutions such as schools, it needs people to affect it, and one of those people is the principal. Owens (1991:228) describes a change agent as a person who is the consultant or specialist, who helps an organisation to design and to carry out the programme. There are various aspects of change that an agent of change should understand.

Oldroyd *et al.* (1996:8) describe an agent of change as a consultant, usually from outside the organisation, who is employed to help the organisation to initiate, implement and institutionalise planned change, or any person who plays a key role in bringing about planned change in an organisation whether from within or from outside.

Theron (2002:198-199) argues that the principal is regarded as a change agent who has to accept the entire responsibility for managing change in a school.

There are various aspects of change that an agent of change should understand.

3.3 THE CHARACTERISTICS OF CHANGE

With the advent of democracy many things changed in this country. Education is no exception and it will be discussed as follows: change is a process; change needs skills and vision, change according to other researchers, dramatic educational change in South Africa.

3.3.1 Change is a process

Characteristics of change as espoused by Ndhlovu *et al.* (1999:62-63) are as follows:

- Principals lead rather than instruct
- The decision-making hierarchy becomes flatter
- The roles we play in schools become more flexible
- Responsibility is shared: we can't simply blame the principal
- Leadership is about empowering participants, not wielding power
- Developing rather than delivering expertise
- Commanding respect through stature, not status
- Emphasis is on effective schools, not simply on efficiency
- Creating a culture of learning rather than controlling behaviour.

For the change to be effective in schools, principals need to be vigilant on how educators teach in order to avoid the following:

The Human Science Research Council (HSRC) was commissioned by the Education Labour Relations Council to investigate how educators used their time at school. The following are what researchers found (Govender, 2005b:8):

- Educators spend progressively less time on teaching and other school-

related activities as the week progresses.

- Educators in urban areas spend more time on teaching and administration than those in rural areas.
- Educators at formerly white schools generally spend more time on teaching than those at formerly African schools and schools established since 1994.
- Educators with larger classes spend less time on school-related activities.
- Female educators spend more time than males on teaching, preparation and planning, while the men spend more time on non-core and non-administrative matters.

The principal should pursue educators and on the other hand he/she should understand that change is a process, not an event, therefore educators will change with time.

Govender (2005b:8) states that it is the responsibility of each school management team and principals to ensure that educators are in the classroom for the allocated time. From the abovementioned statement it is clear that this can not be achieved if the team spirit is not properly built between principals and educators.

Theron (2002:182) describes change as the struggle between what is and what is desired. It is an unavoidable feature of human experience. Change is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment sphere.

At the same time, Theron (2002:182) describes change in the context of education management as meaning that principals are exposed to new controls and regulations, growth-increasing competition, technological developments and changes in the workforce. Beckard and Harries (quoted by Theron. 2002:182) state that further changes in legislation, the availability of resources, market demands and social priorities often force principals to redesign the organisation's structure and procedures, redefine priorities and

redeploy resources. The aim of change is always improvement. Improvement is a systematic, sustained effort aimed at altering the process of learning and related matters with the sole purpose of attending educational goals. They also refer to the principal as a change agent who has to accept the entire responsibility for managing change in a school. As such they are expected to initiate change, to facilitate it and to implement it.

Theron (2002:198) states that politicians, parents and the business sector all expect that schools will accept the responsibility of changing existing practices in the interest of progress. The principal should accept the responsibilities of determining the objectives of the proposed change, procedures and methods for implementing change. The principal should also scrutinise the literature relevant to the proposed change and contact other principals who have already had experience of the proposed change.

Sergiovanni (1991:256) suggests that successful implementation of change in schooling is not enough; school improvement requires that such implementation be sustained over time. This in turn, requires that the change be institutionalised. He furthermore says that institutionalisation means that the change is “built into” the life of the school.

Prinsloo, Vorster and Sibaya (1997:88) argue that principals alone cannot bring about change in schools. Parents’ involvement is also crucial to improve academic performances. It is therefore clear that parents should assist the situation at school, by attending meetings when they are asked to do so.

Leithwood, Jantzi and Steinbach (1999:12) suggest that participative leadership be employed in schools because it can assist the process of change and enhance organisational effectiveness. From the abovementioned statement the process of inclusive, rather than exclusivity can assist and help to promote change in schools.

Leithwood *et al.* (1999:135) argue that it is the quality of the educators themselves and the nature of their commitment to change that determines the quality of teaching and the quality of school improvement.

On the other hand, Gronn (2003:17) argues that in the new world order of the restructured, learner-centred, self-managing school the assumption is that principals will be transformational leaders, because transformation is the extent of the change and level of engagement demanded by employers.

Carnell and Lodge (2002:112) argue that the principal needs to be assisted by the classroom educator, pastoral teams and the whole school in his quest for change in a school. In conclusion, holistic approach can help the process of change in schools.

Van Deventer and Kruger (2003:38) claim that change can be classified into two groups namely, environmental forces and internal forces. Environmental forces are beyond management's control. Internal forces however, operate inside the school and are generally within the control of management.

In the process of change in schools the principals should make the schools market-oriented. Davies and Ellison (1991:1) describe marketing as managing relationship through effective communication. There is increasing awareness of the need to market schools.

Huyvaert (1997:123) says that school marketing is vital, as it is a tool for schools to attract more learners and the best educators. Zyman (1999:12) says that marketing is to decide what to do and then use the right tools in the best way to get the task done. On the other hand, Oldroyd *et al.* (1996:64) define school marketing as the process whereby schools identify the needs of their "clients" or "customers" (learners and parents) and advertise their ability to meet those needs, for example, through published school prospectuses, open days and parents' evenings.

Principals, as espoused by Theron and Bothma (1990:120), should talk to educators, help educators, listen to educators and encourage them in their quest to improve learning and teaching in schools. In conclusion, this is done all in the name of the learner.

For an educational system to be in tune with change, it needs to be flexible, adaptable and responsive to constantly changing circumstances and needs

(Calitz, Fuglestad & Lillejord, 2002:17). The principal remains a catalyst in this respect.

3.3.2 Change needs skills and vision

The principal needs certain skills in order to initiate and manage change successfully Theron (2002:182) regards vision and creativity as prerequisites for the systematic planning required for solving new problems. Furthermore, the principal has to be able to respond intuitively when new decisions have to be made. The following skills, personal qualities and characteristics in the principal are necessary to initiate and implement change successfully (Virgilio & Vermillion, quoted by Theron, 2002:198-199):

- Sound interpersonal relationships and ease of manner
- A grounding in the ethics and philosophy of change
- An understanding of how groups function
- Familiarity with adult education and with running workshops
- Initiative and innovativeness
- Skills in enhancing communication, trust and self-confidence
- A flexible and adaptable management style
- Skills in planning for action and implementation

Harries and Keeve (quoted by Theron, 2002:199) claim that “change is managed according to its phases. Planning is one of the key factors in the success of the implementation and acceptance of change”. The principal has to give special attention to how he intends to manage change as a process, evaluate the effectiveness of the changes and change strategy, persuade the school community to accept the changes and communicate the aims of the changes to the school community. Principals should also record in writing the planning for the proposed changes for circulation amongst members of the school community.

Whitaker (1993:73) argues that a rapid increase in the rate and pace of change has altered the metabolism of schools, demanding an increased capacity to adapt to new circumstances and environments and to modify them. He goes on to say that one of the most significant of these is that the principal, rather than management needs to be seen as the most crucial focus for institutional development and growth in the years ahead.

Esp (1993:124-125) suggests that principals must take, justify and be confident in the success of decisions when a right solution does not exist. He also adds that the principals must also get political support for decisions. Esp (1993:125) furthermore says that principals must offer their own prescription to meet the needs of the school, which will allow for a belief in vision, empowerment of staff, sensitivity to the need for constant change development and improvement.

One cannot hope to implement change without persuading people that it is necessary (Evans, 2001:55). He states that this is a task of daunting proportions that must often start by challenging people's view of themselves, their performance and their clients. The principal plays a critical role in this regard.

The process of change is executed by means of three consecutive steps, namely, unfreezing, movement and refreezing. (Van Deventer *et al.*, 2003:38). They entail the following:

- Unfreezing – This phase involves the recognition that existing practices in a school have to be altered
- Movement – This is the process of changing established practices in favour of new procedures and behaviours
- Refreezing – In this phase the change has stabilised into a new equilibrium in which a new set of driving and resisting forces are in place.

The table attempts to show how people react when change is about to happen. Unfreezing is a process used to motivate and make individuals or

the group ready to change. In most cases during this process fear increases with many people, as does a feeling of unease. Usually whilst moving from the old to the new, behaviours change. When the newly acquired behaviours have been integrated as patterned behaviour into the individual's personality, it is said to be refreezing.

Table 3.1 illustrates how change is effected by unfreezing and moving from old to new (Evans, 2001:183).

Table 3.1: Tasks of Change

TASK	GOAL	KEY FACTORS
Unfreezing	• Increase the fear of trying • Reduce the fear of trying	• Disconfirmation • Appropriate anxiety and guilt • Psychological safety
Moving from loss to Commitment	• Make change meaningful	• Continuity • Time • Personal contact
Moving from old competence to new competence	• Develop new behaviours (skills), • beliefs and ways of thinking	• Training that is coherent, continuous and personal
Moving from confusion to conference	• Realign structures, functions and roles	• Clarity regarding responsibility, authority and decision-making
Moving from conflict to consensus	• Generate broad support for change	• A critical mass • Pressure • Positive use of power

Evans (2001:183)

Principals should create an environment of trust between themselves and their staff. Evans (2001:183) argues that trust is the essential link between a

principal and the educator, vital to people's job satisfaction and loyalty, vital to follower ship.

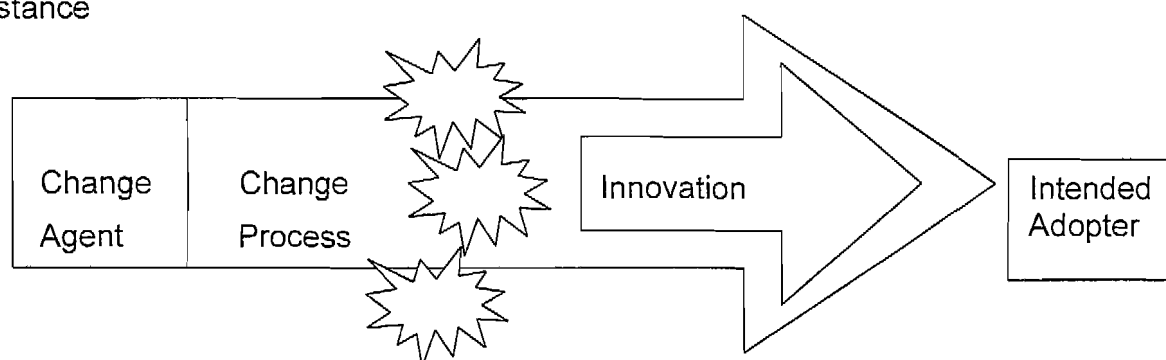
Ellsworth (2000:27-28) describes change in terms of a communication model. Communication throughout the process must flow in both directions. The flow from intended adopter to change agent is merely an instance of the general communication model rather than the specialised change form. He adds that change practice that does not encourage feedback is certainly unethical and most likely unsuccessful as well.

Change as shown by Figure 3.1, illustrates the resisting factors. Nevertheless, the principal, through his innovative and persuasive skills, is trying through the educators, to get the parents and the learners, who are in his case intended adopters, to receive and own this change.

Figure 3.1: The change communication model

3.4 ENVIRONMENT

Resistance



Resistance

(Ellsworth 2000: 84)

In the above figure, the principal is trying to break through the resisting factor by using innovative and persuasive skills.

3.4.1 Change in other countries

Ellsworth (2000:84) describes educational change in the USA and Canada as having six types of stakeholders with change agent roles at the local level: the teacher, the principal, the student the district administrator, the consultant and the community, including the parent. He further goes on to say that the

principal holds a crucial role, because he acts as a buffer, balancing the competing needs and contributions of teachers with those of other stakeholders outside of the school. This also applies to our principals in South African schools, as the principals here also serve as agents of change.

Wallace and Pocklington (2002:58-59) describe change as a process, not an event and it (change) is divided into stages: the initiation, implementation and institutionalisation stages. The implementation stage involves local education authority (LEA) officials, head teachers (principals) and governors making arrangements for approved proposals to be put into place. Wallace and Pocklington above (2002:58-59), continue to argue that the head teacher (principal) and chair of governors are the key change agents with responsibility for orchestrating implementation.

Like Wallace and Pocklington above, Englund, Graham and Dinsmore (2003:13) advocate change agents to be the people responsible for planning and executing the change project and that most of their activities focus on the targets of change. In our case, principals are performing that function in South African schools.

In England the leader should have the capacity to develop a global and strategic overview of the school and its context and be able to filter and translate information from the outside world to staff (MacBeath, 1998:35). This author says that they should encourage the development of collegiality and be able to build effective teams. A clear vision to guide the future development of the school is essential.

In Denmark the leader should have the ability to resolve conflicts (MacBeath, 1998:34). The same author furthermore says that they should be prepared to uphold standards, show what they stand for and wield their authority when necessary. Monitoring and evaluating the work of the school will be an important part of the remit and the person will need the courage to confront those who fail to meet required standards. Just as in England, the principals must have a clear vision to guide the future development of the school.

For schools to maintain change, they need to be well structured in terms of

leadership, management, communication and monitoring (Hamlyn, 1996:164 - 166) such as in Burntwood Secondary Girls' School, in the USA.

Clearly British schools have had a lot of change to put up with (Newton & Tarrant 1992:216), but changes in school management have been occurring in other countries also. Newton and Tarrant (1992:216) claim that in Australia school councils have been given the power to set educational policies within government guidelines, with a view to increase school responsibilities for budgeting. From the abovementioned statement the South African context, it is the SGB's responsibility to do school budget. The principal is an ex officio member.

The change in the role of principals in Australia and New Zealand are profound. Dimmock (1993:175) argues that in the 1970s decision-making processes excluded parents, but in the 1990s there was radical change: the principal is now working in a highly decentralised setting. Most states in Australia and all of New Zealand require a form of parent participation in decision-making. Dimmock (1993:175) argues that principals now are expected to consult and reach consensus with a wide range of individuals and groups. It is also clear that in South Africa too, parents participate in decision-making. The principal remains an agent of change.

Ranson (1994:35) regards transformation and challenges in UK schools as change, particularly in the way schools are being serviced and operated.

According to Molekoa's research (2001:3), Americans have a high expectation for their schools. They expect schools to teach students basic skills, to prepare them for the world of work and to teach them to be responsible citizens in a democracy. Schools must change from emphasis on the recall of knowledge to emphasis on enabling learners to think abstractly. This remains the duty of the principal.

The changing school environment impacts on school management (Govender, 1997:19). The nature of the environment in which schools operate is more demanding and much more critical judgments of performance will be made when change is continuous. Educational change has become a

fact of every day life. Govender (1997:19) goes on to state three broad ways in which pressure for educational change may arise:

- Through natural disasters such as earthquakes, floods, famines and the like.
- Through external forces such as imported technology, values and immigration.
- Through internal contradictions, such as when indigenous changes in technology lead to new social patterns and needs or when one or more groups in society perceive a discrepancy between education, values and outcomes affecting themselves or others in whom they have an interest.

Education in the USA is a “local responsibility”, a state function and a national concern. Through a complicated set of historical and constitutional arrangements, the provision of public education is the responsibility of each of the fifty states, though much of the actual policy-making authority resides with the governing boards of the 15, 200 local school districts (Govender, 1997:4). The United States of America is one of the few remaining western powers without a centralised Ministry of Education exercising rigid and total control of things pertaining to primary and secondary education.

Govender (1997:48) furthermore says that the American reform movement is characterised by conflicting points of view and prescription in the debate over school restructuring. Govender (1997:48) cites the following characteristics of the American educational reform movement:

- More mandates have been imposed on public schools from state regulation in the reform of additional graduation and course requirements, teacher certification standards and testing accountability procedures.
- The strengthening of educational bankruptcy laws in many states.
- Governing experimentation with site-based management.
- Talk of reduction of bureaucratic requirements for exemplary schools.

- Use of market processes by regular schools.
- The introduction of inter-district choice plans.
- A mix of greater centralisation and decentralisation in educational reform.

The education reform in the United States of America is marching on in many different directions at once, and the reason for this is the breakdown of the organisational framework of power, in which the educational establishment has been the dominant factor for many decades (Govender, 1997:48).

There are reasons for schools' restructuring in America (Govender, 1997:52):

- The motive is often couched in the language of economic competitiveness and material well-being. The relatively poor performance of American Youth on international comparison of academic achievement also gave rise to restructuring.
- America's best students are on par with the world's best, but America's students are undoubtedly the worst "bottom third" of any industrialised democracy.

Another motive for restructuring schools is stated in the language of demography, equity and social justice. Contribution of education towards America's flagging economic competitiveness also fuelled reform. In Chicago the teachers' strike of 1998 provided the catalyst for reform. These crippling teachers' strike led to a more educational summit and subsequently gave rise to the Chicago Schools Reform Act.

Schools are slow to change (Shah, 1990:129). The ethnographic studies of elementary and secondary school principals indicate that principals are too busy maintaining stability and thus give little attention to change programmes.

Change in schools is inevitable. Morgan (1990:112) argues that change is surrounded by fear, but management can do all in its power to foster a climate conducive to change. What Morgan alluded to above, is that it is also imperative for human resource professionals to learn change management.

And yet change takes time (Reid, Hopkins & Holly, 1990: 61). Xaba (1999:63) maintains that principals' attitudes towards educational change and the tempo thereof have to be honed towards educational change and the tempo thereof, and have to stop seeing them as insurmountable obstacles.

Staff development in England has traditionally involved attending courses (Leask & Terrel, 1997:11). More recently there has been the development of school-based projects as a form of in-service training. They add that less frequently, at least with experienced staff as opposed to student teachers, coaching and monitoring have been developed.

Davis and Ellison (2003:160) maintain that for a change to occur, the challenge is to develop planning processes that get to grips with the real need of the school and produce the goods.

Schoppa (1991:69) maintains that the sort of education that can match the need of the twenty-first century in Japan must be ruled by the principle of fair competition in all areas. A diversified and technologically sophisticated society requires many different types of talented citizens. For that the school must be a place where students are motivated to learn and teachers are motivated to become better educators.

Schools may improve when the school's relation with the community materialises through parents working at the site, such as in Mexico (Arriaza, 2004:5). The South African community can also emulate the Mexican community to assist principals to change the schools for the better in South Africa.

Principals in schools across many western countries have been recast as central government change agents (Wallace, 2003:9). Marsh and Le Fever (2004:387) argue that in the USA, for example, dramatic changes took place in the school environment that include more turbulent policy environment, overwhelming scale and pace of change and a new view of educator involvement and expertise. A shift from a rule-driven to a result-driven system where local schools have much greater authority and control of resources, new strategic partnerships with families and community agencies.

3.4.2 Change according to other researchers

Other researchers, such as Molete (2004:42), argue that the principals have responsibilities to help the institution and its educators increase their resilience. Educators and staff must be helped to increase their capacity and ability to adjust and adapt to change. Mbatha (2004:27) states that in the new millennium, which includes a change in the basis of power, principals should be knowledgeable in empowering educators as agents of change with the necessary skills.

Mahuluhulu (2003:61) in her research argues that change can be brought about by the transformational principals who can also change their subordinates' (staff members') awareness of issues by helping them to see old and existing problems in new ways. Changes in the educational legislative and policy framework brought many challenges to education (Beukes, 2003:24) such as change of vision and strategies that will fundamentally challenge the Western Cape Department of Education (WCED) to produce the desired changes in education.

Maepa (1999:5) in his/her research argues that change will not happen successfully unless it is promoted, steered or facilitated by the principal. She adds that principals who want to implement change therefore have a sizeable education task on their hands. They have to help everyone concerned to discover and conceptualise the true nature of change and how it impinges upon them.

Rapudi's research (1999:5) indicates that the relocation of the principal's leadership from the apex of the organisational pyramid to the centre of the network of school relationships makes them function as change agents.

Makhalemele (2003:7) in his research suggests that the principal as a school leader has to acquire certain leadership skills as circumstances require, because his leadership ability will be tested. It is therefore necessary for the principal to know the following leadership styles:

- Democratic

- Authoritarian
- Bureaucratic
- Laissez-faire and
- Facilitative.

Mosoge (1996:59) claims that the principal occupies the most influential and powerful position of leadership in the school and thus plays a crucial role in eliciting participation from educators.

3.4.3 Dramatic educational change in South Africa

The dramatic educational change in South African society in the past few years has affected both general and special education. It is therefore not surprising that the restructuring and redesigning of education, including the moving away from a segregated setting for learners with special needs to the provision of education for all learners in an inclusive and supportive learning environment, have been received with misgiving by some people (Engelbrecht, Green, Naicker & Engelbrecht, 1999:30).

Engelbrecht *et al.* (1999:15) add that learners with special educational needs have the right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of learners. It is the principal's task to co-ordinate the ordinary learners with the special need in an ordinary school environment.

Jenkins (1991:4) describes rapid change in the school system as essential for the principal to start at a new point to learn and to learn the new managerial competencies that make for successful schools. It is time that principals accept that change is on their shoulders and change is inevitable.

Nelson, Palonsky and Carlson (2000:299) suggest that principals should use values that learners learn in the home or at church to their advantage to change.

Riches (1998:165) argues that principals will be unable to implement change

in schools without communication.

Lipman (2003:121) acknowledges Nelson *et al.* above that values like peace and the absence of violence cannot be effectively taught. They must be practised, embodied and lived.

3.5 GUIDELINES ON HOW TO MEET AND ADDRESS CHANGE IN SCHOOLS

It is important to note that change is essential for schools and can make learning and teaching enjoyable in schools, provided all the stakeholders realise the need for change and manage change.

3.5.1 Features of change

The major feature of change has been the imparting of increased authority to principals, geared to self-managing schools, financial delegation, democratic schools renewal plans and collegial relationships with the directorate (Moloi, 2001:37).

Moloi (2001:37) maintains that the following are steps that can be adopted to change the organisation (school):

- Establishing a sense of urgency
- Forming a power-guiding coalition
- Creating a vision
- Communicating the vision
- Empowering others to act on the vision
- Planning for and creating short-term wins
- Consolidating improvements and producing still more change
- Instituting new approaches.

Tomlinson (2004:370) maintains that there appears to be a general

consensus in the literature on schools and on organisations generally, that organisations must adapt to change in their environments if they are to survive. Schools are also seen as facing important external changes. Among the significant developments frequently mentioned in reports on education are an increase in the proportion of minority group children in schools, changes in family structures and parental work patterns and changes in technology. Principals have to manage the change in schools.

Rudduck (1991:25) argues that calls for change have come at us from all sides, some plain and practical, others urgent and impassioned. The need for change has been expressed in terms of the economy and many groups have said that a workforce that has the technological skills to compete in the international market is needed.

Dunlap and Schmuck (1995:40), like Rudduck above, argue that effecting change, however, requires the identification of collaborative change, and a commitment to the empowerment of principals, educators and parents at the school sites.

Change is not a game that should be played with a learner's life. Sizer (2004: 5) argues that people think that "school culture" should be first to change when embarking on change. Sizer (2004:5) emphasises that school culture, school structure and school instruction are highly interconnected; therefore change is needed in all three areas before change truly becomes effective.

Principals should themselves change in order to make sense of leadership roles in the changing times (Simkins, 2005:23). Gallie, Sayed and Williams (1997:464) highlight that the SA 1994 elections placed exceptional demands on principals and educators as key agents of change.

O'Callaghan (2004:37) argues that the pace of change in some public schools is not as rapid as it should be. It is therefore incumbent upon the principals to work hard in order to speed up the process of change in their schools.

Principals, educators, support staff and in some cases community members and learners who come together in leadership teams with governing bodies

are required to jointly make decisions to manage the schools and improve the learning environment (Chrispeels, 2004: 5).

Leithwood, Jantzi and Steinbach (1999:12) suggest that participative leadership be employed in schools because it can assist the process of change and enhance organisational effectiveness. Leithwood *et al.* (1999:135) claim that it is the quality of the educators themselves and the nature of their commitment to change that determines the quality of teaching and the quality of school improvement.

On the other hand, Gronn (2003:17) argues that in the new world order of the restructured, learner-centred, self-managing school the assumption is that principals will be transformational leaders, because transformation entails the extent of the change and level of engagement demanded by employers.

Busher and Saran (1995:11) reiterate Leithwood *et al.* above, that leadership is associated with vision, clear aims and the development of a school ethos. Busher and Saran (1995:11) further argue that leadership embraces effective processes of decision-making, which include delegation, and the implementation of school policies. It is the responsibility of principals to see that the implementation of school policies is in order to change the schools for the better. Shuttleworth (2003:13) claims that in order for change to take place in a school, the programme of the school and the performance of principals and educators must also be regularly scrutinised through personnel assessment or inspectorial visits or their delegates.

Change in schools can only come about when principals promote schools to be institutions that are democratic, rational and critically thinking entities (Steyn *et al.*, 2001:91-92). One other way of bringing change in schools is to strengthen teacher's self-esteem through the use of encouragement and praise by the principal (Rogers, 1998:231).

There is no school that can successfully change without sound policies. Social forces set agendas for policy-making (Badat, 1992:21). Badat (1992:21) maintains that policy formulation leads to policy adoption and then the policy is implemented. It is therefore incumbent upon the principal to

make it possible that all the processes are conducted.

Arends (1997: 5) maintains that effective educators have personal qualities that allow them to develop authentic human relationships with their learners as well as with parents and colleagues. Schweisfurth (2002:10) supports this by stating that principals can get support from educators in their quest of changing schools. Educators are also regarded as agents of change who interpret, mediate and transform policy.

The spirit and success of any school lie with its people (Lumby, Middlewood & Kaabwe, 2003:IX). The learners, staff, principal and parents form a community, which creates the environment for learners to grow and develop as individuals and citizens. Managing people is therefore the most central skill in improving both school and learning. On the other hand, Hayward (1998: 72) argues that quality does not simply happen by accident in an organisation (school). It needs the principal to plan it.

Ndhlovu *et al.* (1999:122) suggest that school change agents ask four key questions to get the change process going:

- **Where is the school now?**

This process aims to get internal stakeholders including the principal to review the school's strengths, weaknesses, opportunities and potential threats (SWOT) analysis.

- **Where would we like our school to be?**

This process aims to get all stakeholders to define a vision for the school.

- **How will we manage these changes over time?**

The school must decide how to get where it wants to be. This means setting in place structures and processes that will make it possible to implement changes and meet the planned targets.

- **How will we know if we have been successful in our changes?**

It is important to keep the momentum going and to check regularly on progress.

One other important aspect of learning in education is creativity. Creativity in education can be described (Craft, 2005:53) as involving the imaginative generation of outcomes that have both originality and value. The principal should encourage educators to assist learners in a classroom situation to be creative.

The following are important types of changes as espoused by Bergh and Theron, (1999: 301):

- Strategic change is concerned with broad long-term and organisation-wide issues. It is concerned with moving to a future state, which has been generally defined in terms of strategic vision, and mission.
- Operational change involves aspects that will have an effect on working arrangements, for example new systems, procedures, structures and technology.

Dichmont (1994:vii) suggests that principals as agents should encourage learners to use newspapers or magazines to enhance their reading skills in the classroom. It allows you to do things, which would not be possible with ordinary books or textbooks. You can write on them, tear or cut out sections. The principal can promote and make this a successful exercise.

Principals who operate as leaders realise that their status as 'principal' is dependent on the support of their staff (Ndhlovu, Bertram, Mthimunya & Avery, 1999:62). In other words, their status depends on their ability to lead and motivate their team of educators so that they make changes.

According to Buckley (1985:33) the principal should plan and implement change, awareness of social economic and political trends in society, awareness of the new technology and vision. One of the principals' basic functions is to establish an educational environment that will inspire educators to excellence and will best enable learners to learn effectively (Theron & Bothma, 1990:120; Greenwood & Gaunt, 1994: 14). Principals have the responsibility to lead by enabling the fostering of project teams and by constantly seeking opportunity for improvement in every process and service

of the school organisation.

3.5.2 Discipline

Change in the education sector brought, among other things, the banning of corporal punishment in all schools under the South African Schools Act of 1996 (SA, 2000:1).

Prior to 1994 corporal punishment was used as a means of maintaining discipline in some schools, especially public schools. Some educators and some principals abused this in the name of maintaining discipline in schools. The following suggested alternatives to punishment below, suggest that all stakeholders should explore more alternatives to punishment. This is an attempt to bring about change in our schools, in this new dispensation.

The following table suggests alternatives to punishment (SA, 2000: 9 – 12):

Table 3.2 Alternatives to punishment

POSITIVE CORRECTIVE MEASURE	NEGATIVE PUNITIVE MEASURE
• Presents learners with possible alternatives focused on positive behaviour	• Tells learners what not to do – often begins with the negative
• Focuses on rewarding learners for effort as well as good behaviour	• Attempts to control learners' behaviour by punishing bad behaviour
• Learners attempt to keep the rules because they have been discussed and agreed upon	• Learners follow the rules because of fear, threats or bribes
• Recognises that children have an innate sense of self-discipline and can be self-directed	• Regards children as in need of control from an external source

Mpumalanga Department of Education (SA, 2000: 9)

The principal remains the catalyst in motivating and inculcating a good working relationship between educator and learner.

3.5.3 Managing change

In order to manage change effectively the principal / leaders, should be conversant with key concepts and modern practices in organisational development and transformation in particular (Moloi, 2001:34). This means that school principals have to view schools as organisations that have to satisfy the demands of individuals, learners, educators and parents.

Moloi (2001:34) argues that school improvements are distinct approaches to educational change that enhance learner outcomes as well as strengthen the school's capacity for managing change. Strategies for improving the school's capacity for providing the quality education in times of change imply that managing change is an on-going process. Herman and Herman (1994:2) express the view that principals must lead the change, not merely subject to it.

According to Legotlo's research (1994:153), change should be implemented with care and without indicating that the previous system was faulty. The following should be taken care of:

- Encourage personnel initiative and creativity.
- Focus on personnel that are already positive, have patience with the negative staff and they will soon support you.
- Build a team spirit. The staff as a team should aim at achieving the objectives and goals of the school. However, do not be discouraged if the personnel fail to cooperate.
- The personnel want to be involved in major decisions. Take note of their views before making final decisions.

Change initiatives do not run themselves (Gultig, Ndhlovu & Bertram, 2000:83). They require that substantial effort be devoted to such tasks as monitoring implementation, keeping everyone informed of what is happening

and linking multiple-change projects Gultig *et al.* (2000) continue to say that the management of change is most effective when carried out by a cross-role group consisting of educators, departmental heads, administrators and learners.

Van Deventer *et al.* (2003:45-46) show the essential steps for a successful change management process:

- Diagnose the problem
- Develop alternatives and select the best intervention
- Be aware of limiting conditions
- Evaluate.

Calitz *et al.* (2002:18) continue that when surrounded by change, principals develop a new set of skills, some of them radically different from traditional ones. They usually engage in three distinct levels of behavioural change:

- Intervention – to return the system to equilibrium.
- Restructuring work – to improve system performance.
- Major reorganisation – in response to serious internal work flow defects or new external problems.

Principals utilise various motivational strategies (Law & Gower, 2000:64):

- The carrot and stick approach: based on the idea that people work for rewards: the better you pay them the harder they are likely to work.
- Motivating through the work itself, based on the idea that giving people gratifying work will raise their level of job satisfaction, thus improving their performance levels.
- The one-minute manager system: based on the idea that you should set goals for staff; give them positive feedback when they do things right; and negative but considerate feedback when they do something wrong.

Clearly, principals need a complex range of motivational strategies, though it is also vital to acknowledge that individuals themselves will ultimately determine whether they actually wish to become motivated.

On the other hand, Bush and Bell (2002:53) view a transformational leader in an educational institution as one who motivates the staff to do more than they are originally expected to do in any one of the following ways:

- Raise their level of awareness and consciousness about the importance and value of designated outcomes and ways of reaching them. For example, a member of the staff in a school helps other staff members to understand current trends of educational reform, the importance of paradigm shifts in an institution of learning and the related impact of these changes on their schools.
- Get them to transcend their own self-interest for the sake of the team, organisation or large polity. For example, a leader in a vocational training institute facilitates staff members to appreciate the vision and mission of the institute, understand the significance of their job to larger society and become committed and synergic to achieve the institute's vision and goals.
- Alter their need level on Maslow's hierarchy or expand their portfolio of needs and wants from low level to high level. For example, it is quite common in educational institutions that leaders create opportunities for members to enrich their working experiences and empower themselves to pursue more challenging and meaningful tasks and goals.

From this perspective, leadership is not only a process to influence the behaviour of members or constituencies, but also their attitudes, values and beliefs, not only of individual members, but also of the whole organisation. Not only must the goal achievement be influenced, but also development and organisational culture building.

Schools should invest in in-service staff training and development so that educators and non-educators are aware of the latest innovations and needs in the community. In-house training, during which staff members learn to

improve the quality of the initial contact the school has with clients, is an important aspect of any institution's marketing culture (Bisschoff, Du Plessis & Smith, and 2004: 23).

The task of management at all levels in the education system is ultimately the creation and support of conditions under which educators and learners are able to achieve learning. Management should not be seen as the task of the few; it should be seen as an activity in which all members of educational organisations engage. The extent to which effective learning is achieved therefore becomes the criterion against which the quality of management is to be judged (Graham-Jolly & Middlewood, 2003:103).

Fullan (1992:117) describes the principal as the person most likely to be in a position to shape the school conditions necessary for success, such as development of shared goals, collaborative work structures and climates and procedures for monitoring results.

The subjective world of principals is such that many of them suffer from the same problem in implementing a new role as facilitator of change, as do educators in implementing new teaching roles. What the principal should do specifically to manage change at school level is a complex affair for which the principal has little preparation.

Squelch and Lemmer (1994:137) describe change in two categories, namely structural and people-centred change. Structural change refers to changes to policies, rules and procedures. People-centred change focuses on changing peoples' attitudes, behaviour, performance and way of acting. People-centred change has numerous implications for educators who are required to create a classroom culture and learning experiences that are relevant to all learners.

3.6 THE CHALLENGES THAT EXIST IN SOUTH AFRICAN SCHOOLS

Democracy has brought about many changes in South Africa. Many departments including the department of education have been overhauled. However, some people resist change. Resistance to change and the subsidiary topics such as temporary employment of educators as challenges

that exist to some people in general and educators in particular will be discussed.

3.6.1 Resistance to change

For various reasons change doesn't always happen effectively. Some educators find change unacceptable and so they turn to undermine all the endeavours towards change. Some understand change but they are scared to be part of change because they are not sure of the future and they want to keep the status quo (Evans 2001:92). It is therefore incumbent upon the principals to take them on board.

Evans (2001:92) maintains that resistance may be the normal, necessary human reaction to most change and the substance of a particular reform may itself be likely to invite resistance. He maintains that people and organisations vary in their responsiveness to innovation. Educators as individuals and schools as institutions may be more or less ready to consider and adopt a change programme.

Too often, when educators prove to be reluctant or unwilling to change, their behaviour is interpreted psychologically, as a kind of character flaw, like "She's a resistant person", or "He's rigid". When encountering resistance to change among a large group of educators in a school, or among large numbers of educators more generally, it is misleading to generalise their personalities, and to dismiss them as stubborn or resistant (Evans, 2001:92). The principals should assist to calm the situation.

Molekoa (2001:20) maintains that change is disruptive, causes unforeseen effects, creates stress and causes people's emotions to mount. It is uncomfortable and it will always bring about resistance, which may surface because the change is perceived to be actually a bad idea. In any case resistance is the natural human response to change.

According to Whitaker (1993:62) the following are the reasons for universal resistance to change:

- Fear of the unknown
- Historical factors
- Misinformation
- Threat to power base
- No perceived benefit
- Poor relationship
- Organisational culture
- Fear of failure
- Custom bound
- Reluctant to let go
- Low moral (because of temporary employment).

One of the challenges that the principals are faced with in their endeavour to bring about change in schools, is the low morale displayed by educators because of temporary employment which results in the lack of classroom delivery (Kgosana, 2005:1). The South African Democratic Teachers' Union (SADTU) in Limpopo province threatens to go on strike if temporary educators are not permanently employed by the end of October 2005.

When people are used to doing things in a certain way, particularly if they are benefiting from it, they often believe that it is the only way of doing things (SA, 2000d: 22).

Change becomes meaningful when there is resistance. Kimbrough and Burkett (quoted by Theron, 2002:199-221) that "there will always be resistance to change. Resistance is a general response to proposed change, but does not get the attention it deserves". Challenge can be a painful experience, but the outcome can be refreshing and rejuvenating for the educator as well as the learner and the school as a whole. Reasons for

resistance to change are as follows (Van der Westhuizen et al., 2002:199-221):

3.6.1.1 Loss of the familiar and reliable

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

3.6.1.2 Meaningless change

If changes are not meaningful, they are not considered necessary.

3.6.1.3 Fear of change

Some principals have a limited ability to change, often because they feel threatened.

Some principals may feel that they have developed a stake in the status quo and then view change as vote of no confidence in their work.

3.6.1.4 Competition

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

3.6.1.5 Low tolerance for change

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

3.6.1.6 Non-involvement

Some principals are reluctant to get involved, because of the fear that new changes might bring more work and responsibilities.

3.6.1.7 Pressure

Too much pressure is put on the willing "horses", that are always there to do what is asked, and that causes some principals to resist change.

3.6.1.8 Inadequate feedback

Some principals do not get enough feedback, and as a result change is hampered.

3.6.1.9 Lack of skills

Lack of development and training in managerial skills cause some principals to resist change.

Schlebusch (2001:68) argues in his research that reducing resistance to change would be one measure of challenge facing any principal; it would be the key factor for promoting successful change.

According to Bergh and Theron (1999:300), resistance to change can be managed by the degree to which the process of change meets the following criteria:

- Change must be a pre-planned process.
- The availability and amount of information regarding the process must be adequate.
- The change must satisfy all relevant needs.
- The expectation must be created that the change will be a positive experience.

3.6.2 Managing resistance to change

Van der Westhuizen and Theron (2002:227-235) argue that the schools clearly differ in respect to their willingness to change and to manage change. Coetsee (1989) quoted by Van der Westhuizen and Theron (2002:222-235) that “the resistance to change is often not resistance to change itself, but resistance to the psychological and social results of change”. Hall and Hord (1987) quoted by Van der Westhuizen and Theron (2002:227) indicate that “the principal is primarily responsible for the implementation of change in the school and must therefore be conversant not only with the factors that cause

resistance, but also the manner in which resistance to change must be managed”.

The following prerequisites are of importance for the efficient management of resistance (Van der Westhuizen & Theron, 2002:229-231):

- Knowledge of the nature of resistance to change
- Considering the views of educators and their perceptions of change
- Unanimity in respect of aims that will be achieved through the change
- Individual differences should be considered
- Sensitivity to the influence of the past
- Change should be implemented carefully
- Resistance to change should be expected
- Mutual trust.

West-Burnham (1997:117) maintains that principals thus need to be concerned with values, direction, the long term and crucially, the enabling of others to fulfil the central purpose of the school. He continues to say that the management of change has been regarded for some time as a central component of leadership. The changes in educational policy over the result give it significance as another component manifestation of organisational life.

Methods of managing resistance to change highlights the following (Sugrue, 2005:70):

- Education and communication (informs and educates the educators)
- Participation and involvement (educators to be involved in change)
- Facilitation and support (re-educates and gives support programmes)
- Negotiation and agreement (interacts with educators)

- Manipulation and co-optation (withholding of information co-opting the leader of a group)
- Force (threats such as job loss and dismissal).

Sugrue (2005:70) argues that school reform does not last, because very little has been written on how innovative schools can maintain their momentum in the face of an increasingly complex, diverse, unpredictable and often unforgiving world. He continues to say that a continuous focus on change, to the exclusion of continuity, creates a fear of destabilisation, when there is a corresponding need to recognise and to strive for stability.

According to MacBeath (1998:20) the accommodation of change, biologically and psychologically, will be more and more difficult for some people than for others so that natural selection in that twenty-first century environment will favour those who not only know how to cope with change but actually thrive on it and are one step ahead of it.

MacBeath (1998:20) maintains that the logic of this argument for leadership in any context, but most of all significant in an educational context, suggests a natural selection of leaders, ruining people who are not change-friendly and change agents. Above all, though, it presupposes leaders (principals) with the skills to manage schools as organisations and people in a way that buffers them against, and challenges them with the imperatives of change.

MacBeath (1998:21) states that one of the tasks of leadership of principals in the impending millennium will be to be able to help educators, learners and parents to come to terms with the impact of globalisation, the transformation of education and the new meaning of leadership.

The principal should ensure that the change is taking place according to plan, as the manager of change needs to be vigilant that change is actually occurring (Molekoa, 2001:28). He should ensure that the resources are available. If reallocation of resources or a staff development programme is part of the change package, management must ensure that they deliver on this commitment. The principal should be flexible about the overall plan.

Bell (1992:148) describes change as a complex and messy process, not least because it is a process of intensive interaction even within the smallest staff team. People react to change and its challenges in different ways. He continues to say that where the change affects the work of the team it is the responsibility of the team leader to attempt to manage the change in such a way as to minimise the resistance, the conflict and the hostility that will be generated.

The first stage in the management of a change process is that of an analysis (Bell, 1992:152-153). Change will always be easier to manage if, within the team, there is general agreement on aims, division of responsibility, fair distribution of work, effective management of delegation and a reasonably efficient communication system. After the analysis comes the diagnosis of the problem. Even where a proposed change is clearly the result of a perceived problem, team leaders should ensure that the problem is fully understood by all members of the team.

Resistance to change can result in conflict. Conflict should be managed rather than eliminated (Van der Linde, 2000a:672). He argues that since it seems that conflict is unavoidable, the principal should not try to eliminate it, but rather channel it into positive experiences. Change is part of human existence, he adds. Van der Linde (2000b:511) continues to highlight that the managerial task of a principal means that changing education implies learning, growth, renewal and organisational development in South Africa.

When schools fail to manage change effectively it is usually because of a lack of commitment to all the stakeholders, particularly the principal (SA, 2000c:19). The guide continues to say that a commitment and the ability to keep trying until the goal is reached should be built. Change is of essence.

On the other hand, Fullan (2005:60) emphasises the fact that for the school to change the school culture, they need capacity-building training that fosters and embeds professional learning communities.

Principals can follow the following guidelines so that the envisaged change may be implemented successfully and resistance can be limited to a minimum

(Molete, 2004:85; Van der Westhuizen & Theron, 2002:235):

- Analyse the school in respect of the current situation, the underlying problems and other forces that can possibly be responsible for the problems that are being experienced in respect of the process of change, the importance and urgency of the problems on hand and the types of change that are necessary.
- Identify and analyse all factors that can play a role in the intended change.
- Decide on a strategy based on the preceding analysis as well as on the tempo at which the change must occur.
- Monitor the process of change and evaluate the success of the management of resistance.

In the final analysis the emphasis should fall on questions like the following:

- Who will offer resistance to change?
- What possible reasons exist for resistance?
- How strong will the resistance be?
- Who has the essential information for planning the change?
- Whose co-operation is necessary for implementing the change?
- What is the principal's position concerning authority, respect and other aspects which influence interaction?

Ndhlovu *et al.* (1999:115) maintain that during transitions from a familiar to a new state of affairs, individuals must normally confront the loss of the old and commit themselves to the new, unlearn old beliefs and behaviours and learn new ones and move from anxiousness and uncertainty to stabilisation and coherence.

3.7 SUMMARY

Surveys and studies have been carried out through reading of various views and opinions of different theories and authors of literature in this subject. Change has been discussed under the following headings: change needs skills and vision, change in other countries, change according to other researchers, dramatic educational change in South Africa, the need for change, the challenges that exist in South African Schools, resistance to change, guidelines on how to meet and address change in schools, managing resistance to change and managing change.

In the next chapter, the empirical research will be discussed in detail.

CHAPTER FOUR

EMPIRICAL RESEARCH

4.1 INTRODUCTION

In this chapter, the empirical research will be discussed in more detail. As stated in chapter one, the general aim of the research is to investigate change in schools and the role played by principals as agents of change, the characteristics of change, identifying the challenges that exist in South African schools and to provide guidelines on how to meet and address changes in schools.

4.2 RESEARCH DESIGN

De Vos *et al.* (1998:77) define a research design as a blueprint or detailed plan for how a research study is to be conducted. There are two known main research methodologies, namely qualitative and quantitative research. The nature of data and the research problem dictate the research methodology. All data, factual information and human knowledge must ultimately reach the researcher either as words or numbers. Qualitative research methodology is therefore regarded as dealing principally with narrative data, while quantitative research methodology deals principally with numerical data.

In this study, however, the researcher made use of both the quantitative and qualitative research approaches. Quantitative research includes more respondents when questionnaires are used. Certain steps need to be followed when using the quantitative process. On the other hand a qualitative approach is one in which the procedures are not as strictly formalised, while the scope is more likely to be undefined and more philosophical mode of operation is adopted (De Vos *et al.*, 1998: 15).

4.2.1 The quantitative survey

Quantitative research is a major focus in this study and involves the generation of numerical data to address the research objectives or questions.

A questionnaire based on literature study will be used. A questionnaire is an instrument with open or closed questions or statements to which a respondent must react. Different kinds of questionnaires can be distinguished, such as mailed or posted questionnaires (Fouché, 1998:152-155). For the purpose of this research, questionnaires will be hand-delivered to different principals.

The quantitative method has advantages and disadvantages. According to Louw and Edwards (1997:36) several advantages and disadvantages of the quantitative method can be identified. These are discussed below.

4.2.2 Advantages of the quantitative survey

- Provides a basis of comparing one result with another.
- Numbers can be subjected to mathematical procedures and worked with on a computer, so the quantitative method provides ways to deal with large bodies of data.
- Statistical techniques permit hypotheses to be rigorously tested (Louw & Edwards 1997:36).

4.2.3 Disadvantages of the quantitative survey

- Data converted to numbers are removed from the actual behaviour and experience of the participant and the results then often fail to show the true nature of data that have been quantified.
- Many complex psychological phenomena are difficult to quantify and emphasising quantitative research may keep the researcher's attention on simple and superficial aspects of human nature (Louw & Edwards 1997:36).

4.3 THE QUESTIONNAIRE

4.3.1 Introduction

The structured questionnaire was used as data collection method. A questionnaire is a printed self-report form designed to elicit information that

can be obtained through written responses of the subjects (Burns & Grové, 1997:311) For the purpose of this research, the structured questionnaire contained mostly closed-ended questions but a number of open-ended questions also were used, because it was another way that principals of the selected schools who live in the Gert Sibande region of the Mpumalanga province could be reached. Structured questionnaires were used because the quantification and analysis of the results may be carried out more efficiently.

The aim of the questionnaire is to determine whether the responses of the target group would be in agreement with, or refute the findings of the literature study.

4.3.2 Types of questionnaire

There are several forms of questionnaires that could be chosen in research.

4.3.2.1 Mailed questionnaire

A mailed questionnaire is, according to Grinnell and Williams (1990:216-217), a questionnaire, which is sent off by mail in the hope that the respondent will complete and return it.

The researcher compiles the questionnaire and it is accompanied by clear, carefully worded prescriptions at the level of understanding of the target population to be reached. The first section of a mailed questionnaire must be designed in such a way that it is not threatening and creates an interesting impression. What is important here is that the respondent and the researcher are physically removed from one another. The questionnaire is the only communication channel between the compiler of the questionnaire and the respondent. The respondent enjoys a high degree of freedom in completing the questionnaire and information can be obtained from a large number of respondents within a brief period of time (De Vos *et al.*, 1998:153).

The appearance of the mailed questionnaire must encourage the respondent to complete it. The investigator must do everything in his power to raise the response rate, for instance to prepare the respondent for the study by means

of a newsletter. Sending reminders and including franked envelopes are also conducive to a higher response rate.

4.3.2.2 Telephonic questionnaire

As in the case of the mailed questionnaire, the researcher and respondent are physically removed from each other.

The telephone survey enables researchers to gather data quickly, allowing immediate investigation of an event, not weeks after the fact when memories are stale (De Vos *et al.* 1998: 155).

The questionnaire completed telephonically must contain comprehensive instructions because the fieldworker does not have the opportunity to consult separate manuals while he is busy asking questions.

4.3.2.3 Personal questionnaire

In this case the questionnaire is handed to the respondent who completes it on his own, but the researcher is available in case problems are experienced. The researcher limits his/her own contribution to the completion of the questionnaire to the absolute minimum. The researcher thus largely remains in the background and can at most encourage the respondent with a few words to continue with his/her contribution or lead him/her back to the subject (De Vos *et al.* 1998: 155).

4.3.2.4 Questionnaire delivered by hand

The researcher or fieldworker delivers questionnaires by hand, so that the respondents can complete them in their own time, and then collects them again later. It is important that appointments be made for collecting the questionnaires again and this should preferably not be more than 48 hours after delivery (De Vos *et al.* 1998:155).

4.3.2.5 Group-administered questionnaires

In this case respondents who are present in a group complete a questionnaire on their own. Preferably each respondent should receive the same stimulus

and complete his own questionnaire without discussion with the other members of the group (De Vos *et al.* 1998:155).

4.3.3 Aspects of questionnaire construction

A number of basic aspects must be taken into consideration when a questionnaire is developed (De Vos *et al.*, 1998:156).

4.3.3.1 Information needed

Before the researcher can decide on the nature of the questionnaire, there must be clarity on precisely what information is to be obtained. On the one hand the questionnaire must be brief, including only those questions, which are absolutely necessary for collecting all the relevant information. On the other hand it must be long enough to incorporate all the questions, so that a situation does not arise later where information is missing (De Vos *et al.*, 1998:156).

4.3.3.2 The format of the questionnaire

The format of the questionnaire will be influenced by whether it will be a mailed, telephonic, group-administered or other type of questionnaire, as well as where, under what circumstances and by whom it will be completed. All questionnaires should, however, be accompanied by a covering letter. In the covering letter the person or organisation undertaking the research must be identified. A brief description of the purpose of the study must also be given in order to motivate respondents to give their cooperation for the investigation. The covering letter must give an indication of the importance of the study, as well as for whom it is of special importance. The covering letter should also give an indication of how the respondent came to be involved in the investigation (Fouché *et al.*, 1998:157).

4.3.3.3 Formulating the questions

Certain basic principles can be stated for the formulation of questions of a questionnaire (Fouché *et al.*, 1998:157):

- Sentences must be brief and clear and the vocabulary and style of the questions must be understandable to the respondents.
- Questions and response alternatives must be clear and not reflect the bias of the researcher.
- Every question must contain only one thought.
- Every question must be relevant to the purpose of the questionnaire.
- Abstract questions not applicable to the milieu of respondents must rather be avoided.
- Researchers must also not take it for granted that respondents will have knowledge about a subject.
- The sequence in which the questions are presented must be aimed at general, non-threatening questions first, and more sensitive, personal questions later.

4.3.3.4 Steps taken to ensure completion of the questionnaire

When the questionnaire has been completed, we must find ways to ensure an acceptable response rate. For mailed questionnaires an addressed, franked envelope must be enclosed. Follow-up letters must be sent when no reaction was received about two or three weeks after the original had been mailed. A second follow-up request and even telephonic requests can be considered.

In conclusion, the questionnaires will be designed to be clear, unambiguous and uniformly workable. The design of the questionnaires is intended to minimise potential errors from respondents and coders. Since the participation of the respondents in this survey will be voluntary, questionnaires will be designed so as to engage their interest and encourage their cooperation (De Vos *et al*, 1998:156).

For the purpose of this research and after taking into consideration the advantages and disadvantages of a questionnaire as a measuring instrument,

it has been decided to deliver the questionnaire by hand to secondary schools that participated in this research.

The researcher in each school collected the completed questionnaires on a specific, predetermined date.

According to Burns and Grove (1997:358-359) the questionnaire has several advantages and disadvantages which will be discussed below

4.3.3.5 Advantages of selecting the questionnaire

- A questionnaire as a measuring instrument is more effective than an interview.
- Because the respondents remain anonymous and personal contact is minimised, greater objectivity can be attained.
- Many people can be easily contacted in this fashion.
- It is more economical than an interview.
- The standardised instructions allow the respondents to answer what is expected from them.
- Responses can be easily analysed.
- It is very useful for gathering large amounts of data (Mc Millan & Schumacher, 2001:257-267; Burns & Grove, 1997:358-359).

4.3.3.6 Disadvantages of selecting the questionnaire

- It is difficult to determine the reliability of a postal questionnaire.
- The correctness of the answers is difficult to determine.
- No provision is made for the independent opinion of the respondents.
- The questionnaire can be completed by someone other than the respondent.

- The respondent can interpret the questions wrongly.
- Because the anonymity of the respondent is protected, the non-responding individuals can't be traced and as such, this can lead to poor feedback from the respondents (McMillan & Schumacher, 2001:257-267; Burns & Grove, 1997: 358-359).

The questionnaire is deemed suitable for this specific survey because all the principals can read and write and can be reached easily. The respondents can complete the questionnaires in their own time, and responses can be easily analysed.

4.4 PILOT STUDY

4.4.1 Pilot-testing the questionnaire

In all cases it is essential that newly constructed questionnaires be thoroughly pilot-tested before being utilised in the main investigation. This ensures that errors of whatever nature can be rectified immediately at little cost. Space should also be left on the questionnaire for comment or evaluation of the questionnaire by the fieldworker and / or the respondent. In this manner the researcher obtains a general impression of the feasibility of this questionnaire and the data which they obtain (De Vos *et al.*, 1998: 179).

A pilot study is defined by Strydom and de Vos (1998:179) as the process whereby the research design for a prospective survey is tested.

A pilot study is frequently defined as a smaller version of a proposed study conducted to refine the methodology. It is developed similarly to the proposed study, using similar subjects, the same setting, same treatment and the same data collection and analysis techniques (Burns & Grove, 1997:52).

4.5 ELECTION OF STUDY POPULATION

Population is a term that sets boundaries on the study unit and refers to individuals in the universe who possess specific characteristics (Strydom & de Vos, 1998:190). Universe in this research refers to all the schools, circuits

and principals. In this research, the population consisted of 91 principals (N=91). The Bethal Circuit, Ermelo 1 Circuit, Ermelo 2 Circuit, Balfour Circuit, Piet Retief Circuit, Volksrust 1 Circuit, Volksrust 2 Circuit, Staneast Circuit, Stanwest Circuit, Secunda Circuit, Breyten Circuit, Carolina Circuit and Wakkerstroom Circuit.

4.6 SAMPLING

Sampling forms an important step in the research process. The sample has a substantial influence on the significance and generalisation of the research results. A random sampling method was used. The following steps were followed during research:

- Identification and list the research population.
- Assign a number to every person or item in the population.
- Decide about the size of the sample, that is, what percentage of the population we want to study.
- The size of the population determines the number of digits that will be used from the random table.
- Select any column from any list of random numbers, but stick to the selected column.
- Go strictly down the column and mark every number as large as or smaller than the population until the desired size of the sample has been reached.

The research about the principals as agents of change in the Gert Sibande region, Mpumalanga, necessitated that 70 school principals out of the whole population of school principals in the Gert Sibande region be sampled.

The sample is within the confines of the research in that the sample was 70 (n=70), which amounted to 77% of the population (N=91) (Strydom & de Vos, 1998:190-193).

Sampling is that method of drawing a sample of population so that all possible

samples of fixed size have the same probability of being selected, (Strydom & de Vos, 1998:193). The sample consisted of principals of the ten circuits (n=70):

Bethal Circuit: A.D. Nkosi Secondary School, Ikhethelo Secondary School, Hoogenhout Secondary School, Thandanani Primary School, Lamlile Primary School, Vukanini Primary School, Mbekezelo Primary School, M.D. Coovadia Combined School, H.M. Swart Lower Primary School and Mzinoni Secondary School.

Ermelo 1 Circuit: Cassim Park Combined School, Lindile Secondary School, Ligbron High School, Msebe Primary School, Phumula Primary School, Lungelo Combined School and Ithafa Secondary School.

Ermelo 2 Circuit: Morgenzon Secondary School, Davel Combined School and Sizakhele Primary School.

Balfour Circuit: I.M. Manchu Secondary School, Isifisosethu Secondary School, Lesedi Combined School and Nthoroane Secondary School.

Piet Retief Circuit: Ndlela High School, Piet Retief High School, Amadlelo aluhlaza Combined School and Kempville Combined School.

Volksrust 1 Circuit: Elangwane Secondary School, Volksrust High School, Osizweni Combined School and Qhub' Ulwazi Combined School.

Volksrust 2 Circuit: Seme High School, Nal' ithuba Primary School, Charl Cilliers Combined School and Hlel' imfundo High School.

Staneast Circuit: Mzamo Combined School, Imisebeyelanga Secondary School, Skoonuitsig Primary School, Nsimbi Primary School, Cothoza Combined School, Kalie de Haas Primary School, Laerskool Jeugkrug, Vaalriver High School, Standerton Laerskool, Standerton Primary School, George Hofmeyr Secondary School and Zikhetheleni Secondary School.

Stanwest Circuit: Jandrell Secondary School, Standerton High School, Stanwest Combined School, Ukuthokoza Combined School and Qondulwazi

Secondary School.

Secunda Circuit: Ifa Iethu Primary School, Thistle Grove Combined School, Evander Secondary School and Thomas Nhlabathi Secondary School.

Breyten Circuit: Mkhomazi Public School, Siyacathula Primary School and Masizakhe Secondary School.

Carolina Circuit: Sobhuza Primary School, Carolina Combined School, Zenzeleni Primary School, Zinikeleni Secondary School, Volkskool Carolina and C.V.O. Skool Carolina.

Wakkerstroom Circuit: Othaka High School, Theu-Theu Primary School, Hambani Primary School and Agriculture Combined School.

4.7 PERMISSION

Permission to conduct the study was obtained from the Mpumalanga Department of Education, in the Gert Sibande region and from the principals of the schools selected (See Annexure B, a permission letter from the Gert Sibande region).

4.8 ETHICAL CONSIDERATION

The questionnaires were completed anonymously and so respondents could not be traced, as the questionnaires were not numbered beforehand. The respondents could thus be assured of the confidentiality of their individual responses. The respondents returned completed questionnaires without coercion and without remuneration. In an effort to ensure absolute anonymity in order to obtain truthful answers no codes were used on the questionnaires, thus the non-respondents could not be identified.

4.9 DATA ANALYSIS

All of the completed questionnaires were usable and therefore were tallied, percentages calculated and frequencies displayed in tables as necessary. Data were processed and analysed by means of statistical programs selected in consultation with the Statistical Consultation Services of the Vaal Triangle

Faculty of the North-West University so that statistical comparisons could be made between poor and well-performing schools, using techniques that have been chosen. In this way the raw data from the questionnaires were summarised and communicated to the readers of the report. These statistical measures were used to obtain an idea about the nature of change in schools of the Gert Sibande region of the Mpumalanga Province.

4.10 RESEARCH RESULTS

The research results, obtained from the principals in the Gert Sibande region of the Mpumalanga Province were presented together with brief interpretations and discussions from respondents wherever possible, in an effort to enhance the meaningfulness of the research results. Further, more references to similar or dissimilar results reported by others in the literature reviewed were provided in an attempt to link this project's result to those of previously reported research projects addressing the same issues.

4.11 QUALITATIVE APPROACH

In view of the fact that this research is aimed at covering larger ground, in terms of school principals' responses, the following qualitative approach was used for research purposes.

4.11.1 Research instrument – telephonic interviews

Telephone interviews were conducted to ascertain what the school principals say about their being agents of change.

4.11.1.1 Telephone interviews

The design of the empirical investigation included 13 telephone interviews (see Annexure C – O). The telephone interviews with each of the thirteen school principals took 30 minutes each on average.

4.12 QUALITATIVE RESEARCH

Qualitative research is utilised to conduct telephone interviews in order to ascertain what the school principals have to say about school principals as

agents of change.

4.12.1 Population

Telephone interviews were conducted with thirteen different circuits in the Gert Sibande region: The Bethal Circuit, Ermelo 1 Circuit, Ermelo 2 Circuit, Balfour Circuit, Piet Retief Circuit, Volksrust 1 Circuit, Volksrust 2 Circuit, Staneast Circuit, Stanwest Circuit, Secunda Circuit, Breyten Circuit, Carolina Circuit and Wakkerstroom Circuit. Each interview lasted 30 minutes each on average. Questions used were summarised from the quantitative approach (see Annexure A).

The questions of the telephone interviews were as follows:

- You are a principal. Briefly describe how you view your role in the school.
- How did you experience change in your school over the past number of years?
- What “tools” do you use to deal with these changes effectively?
- Were/are there positive and negative changes? Briefly discuss one example of each.

The research was directed at thirteen school principals of the thirteen circuits, in the Gert Sibande region.

4.13 ADMINISTRATION

Initially, the researcher experienced some challenges in trying to access school principals at their respective schools in order to do telephone interviews. The reason for this was that the principal could either be in class teaching or in a meeting.

Telephone interviews were nevertheless conducted. Open-ended questions were asked and the interviewee's responses were noted (see 4.12.1).

4.14 TRUSTWORTHINESS

Four aspects are relevant to ensure trustworthiness in qualitative research:

- Truth-value
- Applicability
- Consistency
- Neutrality

Truth-value asks whether the researcher has established confidence in the truth of the findings for the subjects and the context in which the research was undertaken. Truth-value is therefore ensured by the strategy of credibility. It is clear that the findings are credible.

Applicability refers to the degree to which the findings can be applied to other contexts and settings or to other groups, the ability to generalise the findings or to other groups, the ability to generalise the findings to larger populations and whether they are fitting or transferable. From the above mentioned, the findings can be applied to other contexts and settings.

Consistency considers the consistency of the data according to Krefting (in De Vos *et al.*, 1998: 35). Consistency is defined in terms of dependability.

Neutrality refers to the degree to which the findings are a function solely of the informants and conditions of the research, and not of other biases, motivations and perspectives. Conformability is the strategy to ensure neutrality.

Triangulation is the combination of quantitative and qualitative methodology, which was used in this study. The best general approach to overcoming obstacles to knowledge is to employ two or more very different research methods (De Vos *et al.*, 1998: 359). In conclusion, the use of the two methodologies makes the results of the research reliable.

4.15 SUMMARY

This chapter briefly outlined the aims of empirical research, research design, selection of target population, and the principles of questionnaire construction and the telephone interviews were discussed.

The next chapter will focus on the analysis and interpretation of the data collected.

102

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In the previous chapter the empirical research was discussed. This chapter presents and interprets the collected research data. As a background to aid interpretation of responses personal details with regard to respondents are given. Responses, concerning the principals as agents of change in schools, are presented and analysed on both quantitative and qualitative methods. These involve the comparison of the respondents' perceptions of principals as agents of change in schools and provide a theoretical perspective on the role of the principal, the characteristics of change and the challenges that exist in South African schools. They also provide guidelines on how to meet and address change and telephonically interviews. The questions are summarised from those that appeared in the quantitative research (see 4.12.1).

5.2 GENERAL INFORMATION DATA

Data concerning a review of respondents are shown in Table 5.1 Responses in this section may be analysed and interpreted as follows:

5.2.1 Review of respondents

Questionnaires were distributed to the sample population composed of principals in the selected schools in the Gert Sibande region. 40 questionnaires were distributed to the principals. Table 5.1 below indicates the return rate:

Table 5.1: Response rate of the respondents

Sample	Return	Percentage
F	f	%
70	70	100,00

Table 5.1 indicates a 100% return rate

5.2.2 Demographical information data

This section deals with the demographical details of principals from the Gert Sibande region in the Mpumalanga Schools such as age, gender, experience, qualifications, learner enrolment, medium of instruction, geographical area, classification of schools and religious affiliation. Each item of these demographical details is discussed separately. This information enables the researcher to have a better understanding of the background of the respondents.

5.2.3 Age of respondents

Table 5.2: Age of respondents

Age in years	Frequency	Percentage %
20-29	1	1,43
30-39	8	11,43
40-49	32	45,71
50-59	27	38,57
60 and above	2	2,86
TOTAL	70	100,00

Table 5.2 presents the distribution of age groups of respondents from the Gert Sibande region in the Mpumalanga province. The largest component of the respondents, namely 32 (45, 71%), are around 40-49 years, the second group of 27 (38,57%,) are 50-59 years, the third group of 8 (11,43%) are around 30-39, 2 (2,86%) are above 60 years old and one (1,43%) is in the group of 20-29 years. The majority of the respondents are between 40 – 59 years.

5.2.4 Respondents' gender data

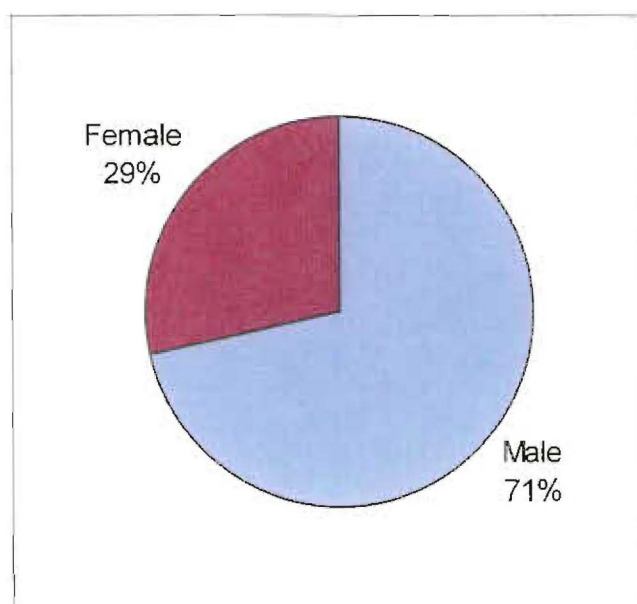
Table 5.3 explains the situation regarding the gender of principals from the Gert Sibande region in the Mpumalanga province.

Table 5.3: Respondents' gender

Gender	Frequency	Percentage %
Male	50	71,00
Female	20	29,00
Total	70	100,00

Table 5.3 and Figure 5.1 show that 71% (50 out of 70) male respondents and 29% (20 out of 70) female respondents were involved in the completion of questionnaires.

Figure 5.1: Respondents' gender



5.2.5 Highest academic qualification of principals

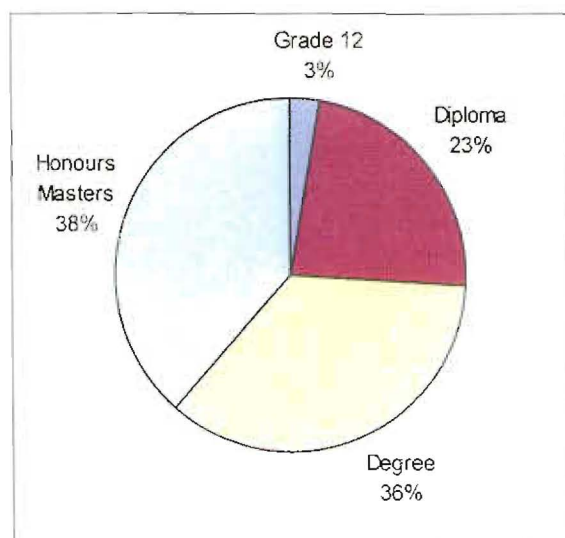
Table 5.4: Highest academic qualifications of principals

Qualification	Frequency	Percentage %
Grade 12	2	3,00
Diploma	16	23,00
Degree	25	36,00
Honours/Masters degree	27	38,00
Doctor's degree	0	0,00
Other	0	0,00
TOTAL	70	100,00

According to Table 5.4 and Figure 5.2 53% (2 out of 70) have Grade 12, 23% (16 out of 70) have a diploma, 36% (25 out of 70) have a degree and 38% (27 out of 70) of respondents have Honours or Masters degrees as their highest qualification. The majority of respondents have an Honours or a Masters degree. One could therefore deduct that these respondents are well qualified.

It means that principals are able to handle all the situations in schools, including to influence change in their schools, through convincing educators that it is good to do so.

Figure 5.2: Highest academic qualifications of principals



5.2.6 Learner enrolment

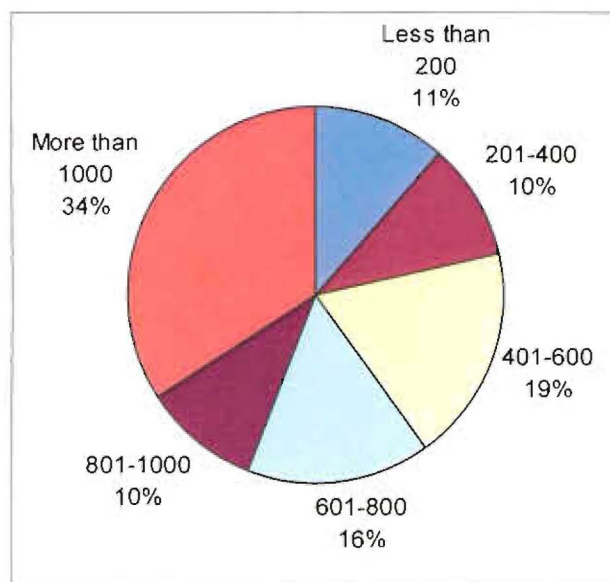
Table 5.5: Learner enrolment

Learner enrolment	Frequency	Percentage %
Fewer than 200	8	11,00
201 – 400	7	10,00
401 – 600	13	19,00
601 – 800	11	16,00
801 – 1 000	7	10,00
More than 1 000	24	34,00
TOTAL	70	100,00

Table 5.5 and Figure 5.3 show that 11% (8 out of 70) of school enrolment are fewer than 200, 10% (7 out of 70) of school enrolment are 201 – 400, 19% (13 out of 70) of school enrolment are 401 – 600, 16% (11 out of 70) of school enrolment are 601 – 800, 10% (7 out of 70) of school enrolment are 801 – 1 000 and 34% (24 out of 70) of school enrolment are more than 1 000. The

majority of learner enrolments are more than 1 000. The majority of the schools involved are large schools, which would have certain implications for the management of the schools, such as larger budgets to balance and more staff members to manage.

Figure 5.3: Learner enrolment



5.2.7 Medium of instruction

Table 5.6: Medium of Instruction

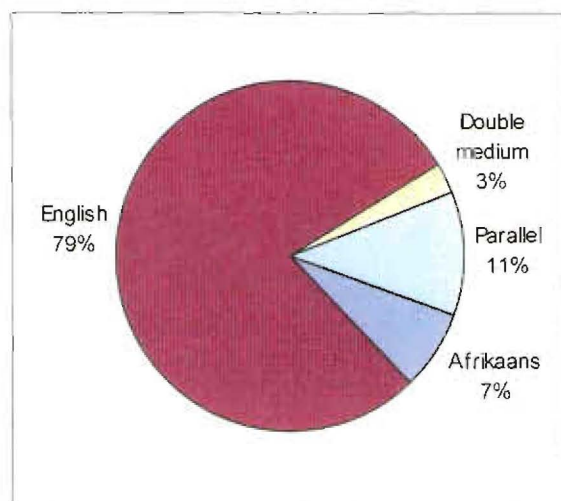
Medium of instruction	Frequency	Percentage %
Afrikaans	5	7,00
English	55	79,00
Double Medium (Afrikaans and English in one class)	2	3,00
Parallel Medium (Separate English and Afrikaans Classes)	8	11,00
Total	70	100,00

According to Table 5.6, and Figure 5.4, 7% (5 out of 70) of the schools have

Afrikaans as medium of instruction, 79% (55 out of 70) of the schools use English as medium of instruction, 3% (2 out of 70) of the schools have double medium (Afrikaans and English in one class) and 11% (8 out of 70) of schools have parallel medium (separate English and Afrikaans classes). The majority of these schools are using English as sole medium of instruction, which might have certain implications for change. The advantage is that in many schools the medium of instruction is English, and the disadvantage is that in the majority of schools the medium of instruction is not the learners' home language.

Some Afrikaans speaking educators and learners might feel left out, that is, their interests not being catered for. This may also have some educators and learners think of alternative school, for example double medium schools (Afrikaans and English in one class).

Figure 5.4: Medium of Instruction



5.2.8 Geographical area

Table 5.7: Geographical areas

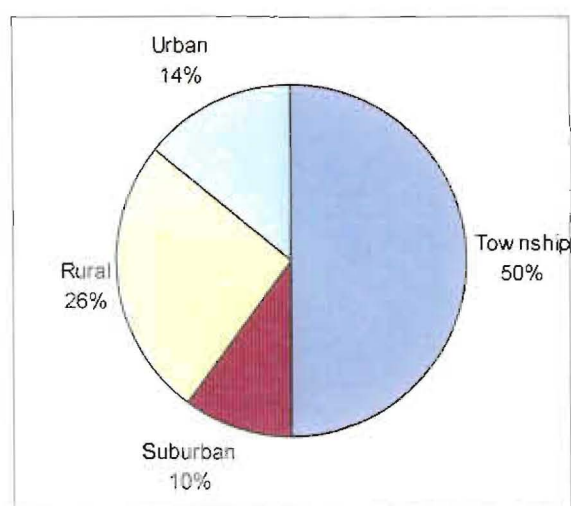
Geographical area	Frequency	Percentage %
Township	35	50,00
Suburban	7	10,00

Rural	18	26,00
Urban	10	14,00
TOTAL	70	100,00

Table 5.7 and Figure 5.5 show that 50% (35 out of 70) are township school principals, 10% (7 out of 70) are suburban school principals 26% (18 out of 70) are rural school principals, and 14% (10 out of 70) are urban school principals. Therefore we can deduce that the majority of principals are in the township schools.

Given a situation that most parents from rural areas are moving towards the townships, and therefore, township school are in undated with learners from rural areas, hence the huge number of principals in the township schools.

Figure 5.5: Geographical area



5.2.9 Classifications of schools

Table 5.8: Classifications of schools

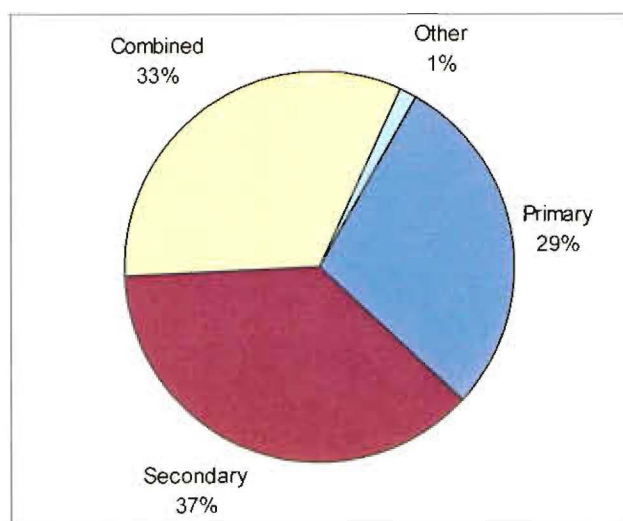
School Classification	Frequency	Percentage %
Primary	20	29,00

Secondary	26	37,00
Combined (Both Primary & Secondary)	23	33,00
Other (Specify)LSEN	1	1,00
Total	70	100,00

Table 5.8 and Figure 5.6 show that 29% (20 out of 70) are Primary School Principals, 37% (26 out of 70) are Secondary School Principals, 33% (23 out of 70) are combined school Principals and 1% (1 out of 70) is a principal of another school (LSEN). The majority of schools are secondary schools.

The research shows that more secondary school principals were given questionnaires than other school principals.

Figure 5.6: Classification of schools



5.2.10 Religious affiliation

Table 5.9: Religious affiliation

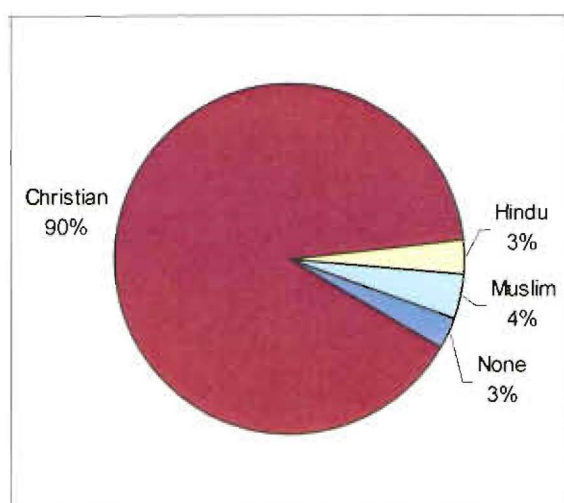
Religious Affiliation	Frequency	Percentage %
None	2	3,00

Christian	63	90,00
Hindu	2	3,00
Buddhist	0	0,00
Muslim	3	4,00
Other (Specify)	0	0,00
TOTAL	70	100,00

Table 5.9 and Figure 5.7 indicate that 3% (2 out of 70) of the respondents are of no religious affiliation, 90% (63 out of 70) of the respondents are Christians, 3% (2 out of 70) of the respondents are Hindu and 4% (3 out of 70) of the respondents are Muslim. The majority of respondents are Christians. The Constitution provides freedom of religion.

In the previous regime, Christianity was upheld over other religions, which were not allowed in the Government schools. The majority of the principals are Christians by choice. It could have been any of the abovementioned religions; there is no discrimination on the basis of religion in this new dispensation.

Figure 5.7: Religious affiliation



5.2.11 Home language

Table 5.10: Home language

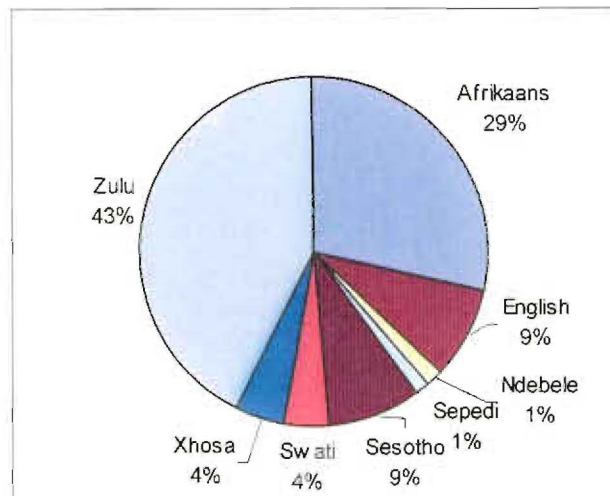
Language	Frequency	Percentage %
Afrikaans	20	29,00
English	6	9,00
Ndebele	1	1,00
Sepedi	1	1,00
Sesotho	6	9,00
Swazi	3	4,00
Tsonga	0	0,00
Tswana	0	0,00
Venda	0	0,00
Xhosa	3	4,00
Zulu	30	43,00
Other (Specify)	0	0,00
TOTAL	70	100,00

Table 5.10 and Figure 5.8 present the distribution of home language of the principal as manager, and the principal as agent of change. The largest component of respondents, 43% (30 out of 70) use Zulu as their home language, 29% (20 out of 70) of respondents use Afrikaans as their home language, 9% (6 out of 70) of the respondents use English as their home language, 9% (6 out of 70) of the respondents use Sesotho as their home language, 4% (3 out of 70) of the respondents (one) uses Swazi as his/her home language, 4% (3 out of 70) of the respondents use Xhosa as their home language, 1% (1 out of 70) of the respondents uses Ndebele as his/her home language, 1% (1 out of 70) of the respondents uses Sepedi as his/her home language, and. This would imply that the majority of respondents are managing schools where the medium of instruction is not their home

language.

In this new dispensation there is no discrimination on the basis of language as long there is no communication break down during tuition.

Figure 5.8: Home language



5.3 THE INTERPRETATION OF DATA CONCERNING THE PRINCIPAL AS MANAGER

The order in which the responses are analysed is based on the importance allocated to them by the respondents. Responses to questions dealing with the same issues have been clustered together. When respondents indicate that they do not agree to any extent, the understanding is that they are doubtful about the question or the idea. When respondents agree to a certain extent, the understanding is that, although they do agree, they may have some degree of doubt or hesitation. When respondents indicate that they agree to some extent, the interpretation is that, although they largely agree, there may be minor doubts or concerns. When respondents indicate that they agree to a large extent, the understanding is that they completely agree or embrace the idea.

Figure 5.9: Principal's duty to delegate

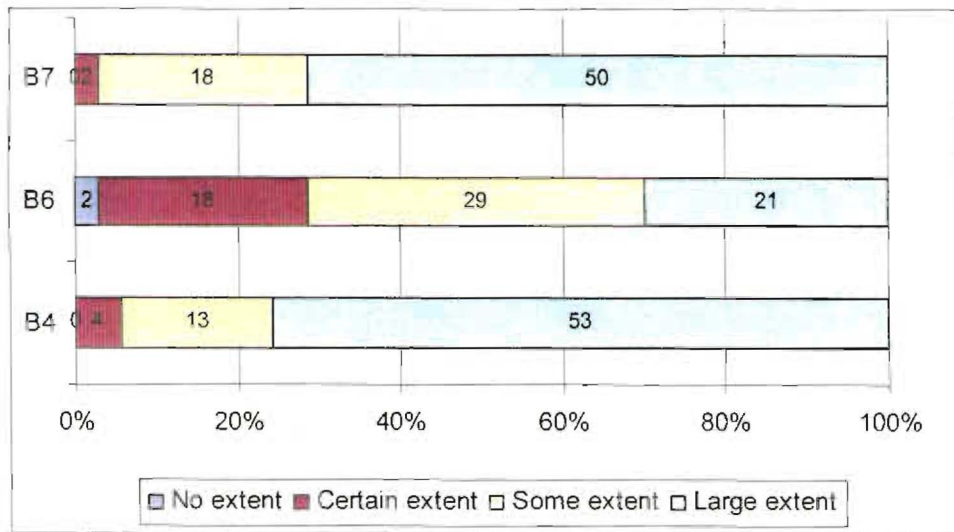


Figure 5.9 indicates that 5,71% ($f = 4$) of the respondents agree with question B4 to a certain extent. These respondents appear to be doubtful of this question or idea and seem to be reluctant to change. 18,57 % ($f = 13$) of the respondents agree with question B4 to some extent. The majority of the respondents 75,71% ($f = 53$) agree that it is the duty of the principal to delegate certain tasks to some members of the staff.

Figure 5.9 indicates that 2,86% ($f = 2$) of the respondents do not agree with question B6 to any extent. 25,71% ($f = 18$) of the respondents agree with question B6 to a certain extent. 41,43% ($f = 29$) of the respondents agree with question B6 to some extent. 30,00% ($f = 21$) of the respondents agree with question B6 to a large extent. The majority of the respondents appear to agree with this question. The question of discipline is not new. Principals used to inflict corporal punishment before, but according to the new dispensation, corporal punishment is no longer inflicted. In stead corporal punishment is replaced by corrective measures like suspension, taking away privileges and focusing on positive behaviour and rewards therefore (SA, 1996a: 38).

Figure 5.9 indicates that 2,86% ($f = 2$) of the respondents agrees with question B7 to a certain extent. 25,71% ($f = 18$) of the respondents agree with question B7 to some extent, and 71,43% ($f = 50$) of the respondents

agree with question B7 to a large extent. The majority of the respondents embrace change. In the old dispensation many principals did not include the staff in decision-making. Nowadays the staff has to be part of decision-making and the principal remains the co-ordinator of activities regarding decision-making and change.

Figure 5.10: Working as a team

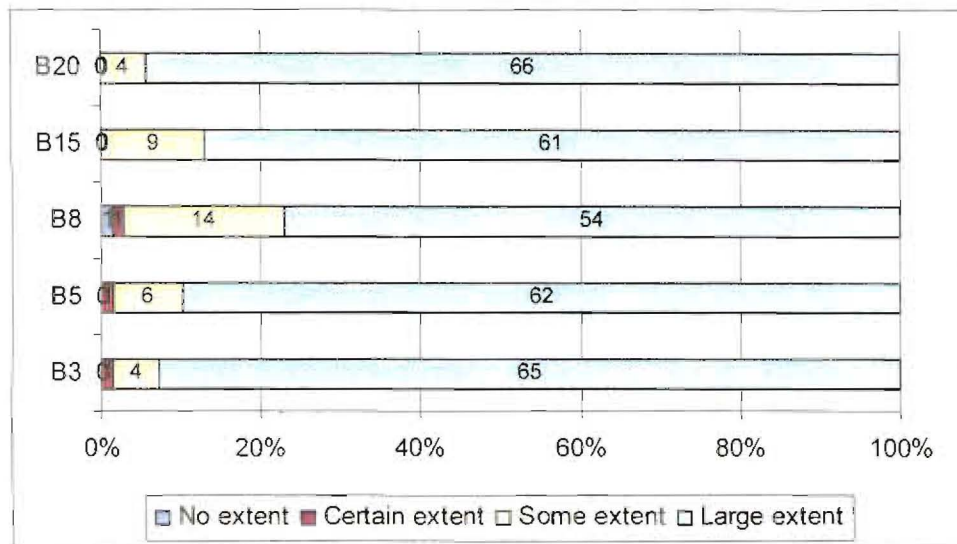


Figure 5.10 indicates that 1,43% ($f = 1$) of the respondents agrees with question B3 to a certain extent. 5,71% ($f = 4$) of the respondents agrees with question B3 to some extent. Figure 5.3.2 indicates that 92,86% ($f = 65$) of the respondents agree with question B3 to a large extent. By far the majority of the respondents feel strongly about the fact that principals and staff should work as a team. For growth and development of learners, the principal and staff should work as a team in order to cope and manage change.

Figure 5.10 indicates that 1,43% ($f = 1$) of the respondents agrees with question B5 to a certain extent. 8,57% ($f = 6$) of the respondents agree with question B5 to some extent and 88,57% ($f = 62$) of the respondents agree with question B5 to a large extent. The majority of the respondents clearly feel strongly about the fact that the principal, together with the SMT, should organise the school so that it becomes effective administratively and otherwise. The principal is an agent of change in a school situation and there

will be no progress if the principal is not at the helm of managing change.

Figure 5.10 shows that 1.43% ($f = 1$) of the respondents agrees with question B8 to a certain extent. 1.43% ($f = 1$) of the respondents agree to question B8 to certain extent. 20.00% ($f = 14$) of the respondents agree with question B8 to some extent. The majority, 80.00% ($f = 54$) of the respondents agree with question B8, strongly feeling that principals and SMTs should be able to manage and resolve conflict in schools. Conflict will always be there, because of different personalities and their perceptions of change in schools. Educators are used to the status quo. The principal therefore comes in handy in driving the programme of change in schools to make it thrive.

Figure 5.10 indicates that 12.86% ($f = 9$) of the respondents agree with question B15 to some extent. 87.14% ($f = 61$) of the respondents agree with question B15 to a large extent. By far the majority of respondents entirely agree that principals as well as HOD's must be knowledgeable about the running of the schools. The principal can be an agent of change, if he/she is knowledgeable in terms of managerial skills in order for him/her to develop the HOD's in managerial skills. Therefore the principal remains the head of the programme of change in the schools.

Figure 5.10 shows that 5.71% ($f = 4$) of the respondents agree with question B20 to some extent and 94.29% ($f = 66$) of the respondents agree with question B20 to a large extent. The majority of respondents agree that the principal should be well informed with regard to the departmental policies and its implementation. Therefore the principal remains an agent of change.

Figure 5.11: The principal as management process specialist

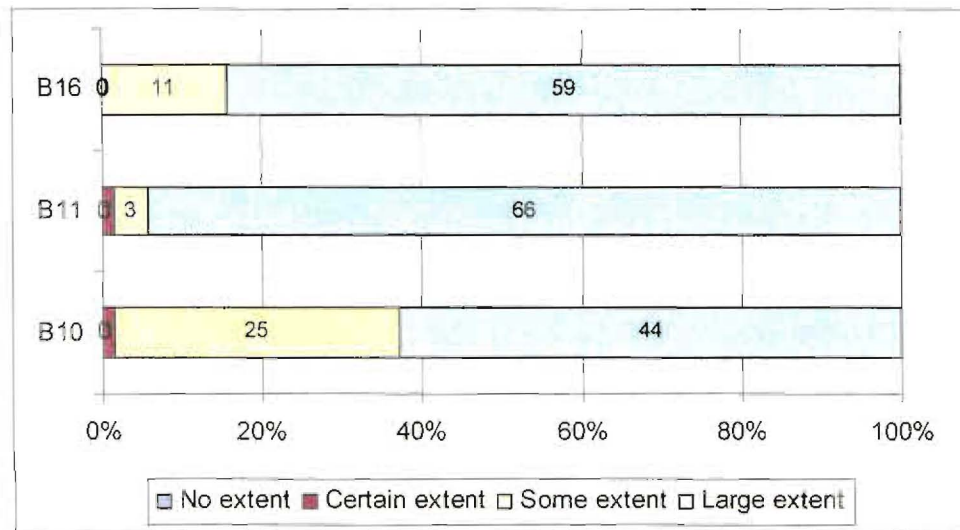


Figure 5.11 indicates that 1,43% ($f = 1$) of the respondents agree with question B10 to a certain extent. 35,71% ($f = 25$) of the respondents agree with question B10 to some extent. It appears as if, much as they agree with this question, they still have some doubts on whether the principal should be a management process specialist. 62,86% ($f = 44$) of the respondents agree with question B10 to a large extent. Although there appears to be fewer consensuses on this question, the majority of the respondents do feel that the principal should be a management process specialist.

Figure 5.11 indicates that 1,43% ($f = 1$) of the respondents disagrees with question B11, 4,29% ($f = 3$) of the respondents agree with B11 to some extent, but 94,29% ($f = 66$) agree that the principal should exercise professionalism. There is no doubt that the majority of the respondents think that professionalism should be inculcated in the principal.

Figure 5.11 indicates that 15,71% ($f = 11$) of the respondents agree with question B16 to some extent. The rest of the respondents, who are the majority of 84,29% ($f = 59$), embrace the idea that the principal should know how to motivate educators.

Figure 5.12: Principle determining the time-table

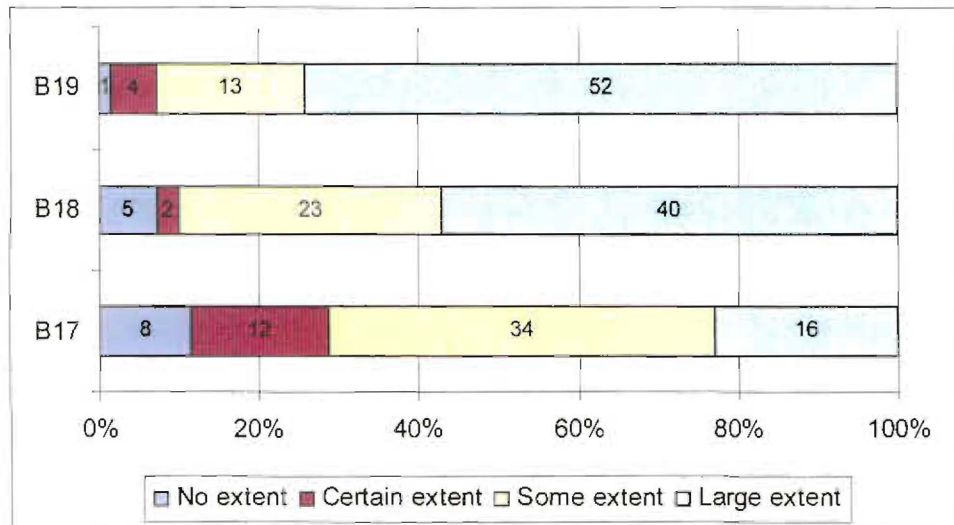


Figure 5.12 shows that 11,43% ($f = 8$) of the respondents do not agree with question B17 to any extent. 17,14% ($f = 12$) of the respondents agree to a certain extent and 48,57% ($f = 34$) of the respondents agree to some extent. The implication is that although they agree with the question to a certain degree, some doubt exists about the principals determining the kind of time-table that they want for their schools. 22,86% ($f = 16$) of the respondents agree with question B17 to a large extent. It is clear that the views of the respondents were quite varied as to the question of the principals determining the kind of time-table that they want for their schools.

Figure 5.12 shows that 7,14% ($f = 5$) of the respondents do not agree with question B18 to any extent, 2,86% ($f = 2$) of the respondents agrees with question B18 to a certain extent, 32,86% ($f = 23$) of the respondents agree with question B18 to some extent and 57,14% ($f = 40$) of the respondents agree with question B18 to a large extent. Although opinions in this regard appear to be divided, the majority of respondents agree that a well-functioning school is judged by performance, with the principal at the helm.

Figure 5.12 indicates that 1,43% ($f = 1$) of the respondents do not agree with question B19 to any extent. 5,71% ($f = 4$) of the respondents agree with question B19 to a certain extent and 18,57% ($f = 13$) of the respondents

agree with question B19 to some extent. The functioning of the school revolves around the principal; therefore the principal is accountable for all activities that take place in the school. This means that he/she is also responsible for the implementation of IQMS. The buck stops with the principal.

The majority of the respondents 74,29% (f = 52) agree with question B19 to a large extent. The implication is that the majority overwhelmingly embrace the fact that the principal remains accountable for the implementation of the Integrated Quality Management System (IQMS), which is meant to develop and appraise the educators.

Figure 5.13: Shared vision as a responsibility of the principal

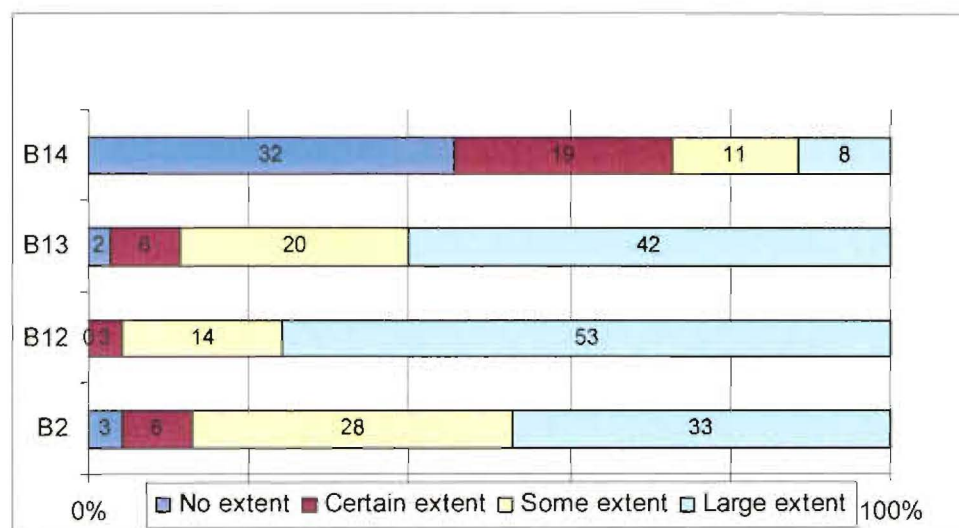


Figure 5.13 indicates that 4,29% (f = 3) of the respondents does not agree with question B2 to any extent. 8,57% (f = 6) of the respondents agree with question B2 to a certain extent and 40,00% (f = 28) of the respondents agree with question B2 to some extent.

Figure 5.13 shows that a majority of 47,14% (f = 33) of the respondents agree with question B2 to a large extent. The understanding is that the majority of the respondents embrace the idea that the shared vision is a responsibility ascribed to the principal.

Figure 5.13 indicates that 4,29% (f = 3) of the respondents agree with

question B12 to a certain extent. 20,00% (f = 14) of the respondents agree with question B12 to some extent. The majority of the respondents 75,71% (f = 58) agree with question B12 to a large extent and therefore agree that the planning and control are within the principals' competence, embracing the idea of planning and control.

Figure 5.13 shows that 2,86% (f = 2) of the respondents disagrees with question B13 completely. 8,57% (f = 6) of the respondents agree with question B13 to a certain extent and 28,57% (f = 20) of the respondents agree with question B13 to some extent. The majority of respondents 60,00% (f = 42) agree with question B13 to a large extent, implying that they embrace the fact that the principal should maintain the code of conduct in schools.

Figure 5.13 indicates that 45,71% (f = 32) of the respondents disagree with question B14, 27,14% (f = 19) of the respondents agree with question B14 to a certain extent, 15,71% (f = 11) of the respondents agree with question B14 to some extent and 11,43% (f = 8) of the respondents agree to the question B14 to a large extent.

Clearly there are diverse viewpoints about the issue of authority being vested in one person and the staff only receiving instructions from the principal and report back to him. None of the respondents agree with the question to a large extent. The respondents embrace change rather than embracing an authoritarian style of management.

Figure 5.14: Environment of trust

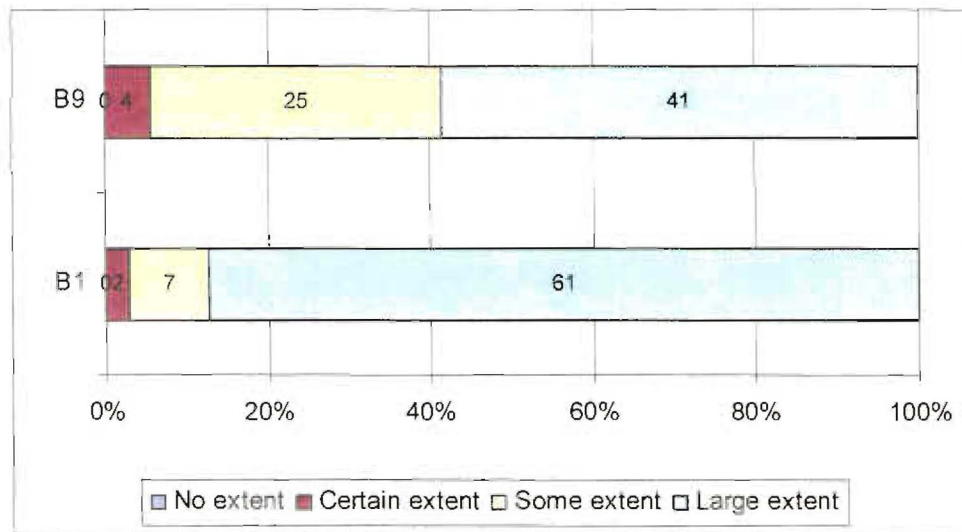


Figure 5.14 indicates that 2,86% ($f = 2$) of the respondents agree with question B1 to some extent. 10,00% ($f = 7$) of the respondents agree with question B1 to some extent. A large majority 87,14% ($f = 61$) of the respondents agree with question B1 to a large extent. The majority of the respondents by far support the fact that the principal should provide an environment of trust to learners, parents and educators.

Figure 5.14 shows that 5,71% ($f = 4$) of the respondents agree with question B9 to certain extent and 35,71% ($f = 25$) of the respondents agree with question B9 to some extent. The majority of the respondents 58,57% ($f = 41$) embrace the fact that parents can assist principals in making things happen in schools.

5.4 INTERPRETATION OF DATA CONCERNING THE PRINCIPAL AND CHANGE

Figure 5.15: The principal as agent of change

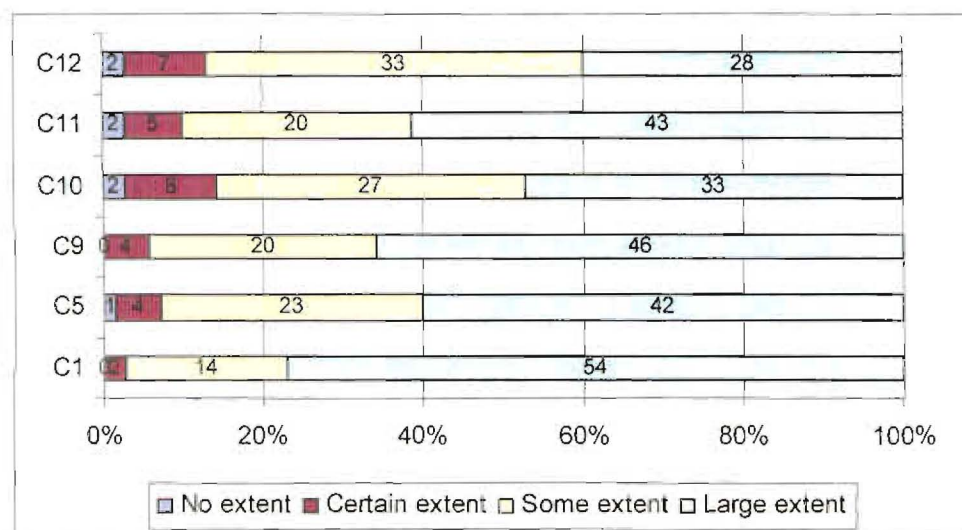


Figure 5.15 indicates that 2,86% ($f = 2$) of the respondents agree with question C1 to a certain extent. 20,00% ($f = 14$) of the respondents agree with question C1 to some extent. The majority of 77.14% ($f = 54$) of the respondents agree with question C1 to a large extent. The majority of the respondents embrace the principle of the principal being an agent of change in the schools.

Figure 5.15 indicates that 1,43% ($f = 1$) of the respondents totally disagree with the question that the principal cannot hope to implement change without persuading the staff that it is necessary. This may indicate a reluctance or resistance to change. 5,71% ($f = 4$) of the respondents agree with question C5 to a certain extent and 32,86% ($f = 23$) of the respondents agree with question C5 to some extent.

Figure 5.15 indicates that 60,00% ($f = 42$) of the respondents agree with question C5 to a large extent. The understanding is that the majority of the respondents embrace the fact that the principals cannot hope to implement change without persuading the staff that it is necessary.

Figure 5.15 shows that 5,71% ($f = 4$) of the respondents agree with question C9 to a certain extent and 28,57% ($f = 20$) of the respondents agree with question C9 to some extent. 65,71% ($f = 46$) of the respondents agree with question C9 to a large extent. In other words the majority of the respondents embrace the idea that the principals should themselves change in order to make sense of leadership roles in the changing times. The majority of the respondents embrace the idea of change.

Figure 5.15 indicates that 2,86% ($f = 2$) of the respondents does not agree with question C10 at all and 11,43% ($f = 8$) of the respondents agree with question C10 to a certain extent. Furthermore 38,57% ($f = 27$) of the respondents agree with question C10 to some extent and 47,14% ($f = 33$) of the respondents agree with question C10 to a large extent. Although the majority of the respondents embrace the question that change will only happen successfully if it is promoted and steered by the principal, there is a significant amount of diversity amongst them.

Figure 5.15 indicates that 2,86% ($f = 2$) of the respondents does not agree with question C11 at all and 7,14% ($f = 5$) of the respondents agrees with question C11 to a certain extent. 28,57% ($f = 20$) of the respondents agree with question C11 to some extent and the majority of 61,43% ($f = 43$) of the respondents agree with question C11 to a large extent. The implication is that the majority of the respondents embrace the fact that the principal and SMTs will have to work harder in order to speed up the process of change in their schools.

Figure 5.15 indicates that 2,86% ($f = 2$) of the respondents does not agree with question C12 at all and 10,00% ($f = 7$) of the respondents agree with question C12 to a certain extent. Figure 5.15 furthermore indicates that 47,14% ($f = 33$) of the respondents agree with question C12 to some extent and the majority of the respondents 40,00% ($f = 28$) agree with question C12 to a large extent. The majority of respondents embrace the question that the relocation of the principals' leadership from the apex of the organizational pyramid to the centre of network school relationships makes them function as agents of change, although a significant number of respondents were not

completely convinced.

Figure 5.16: Principal to be calm when resistance to change mount

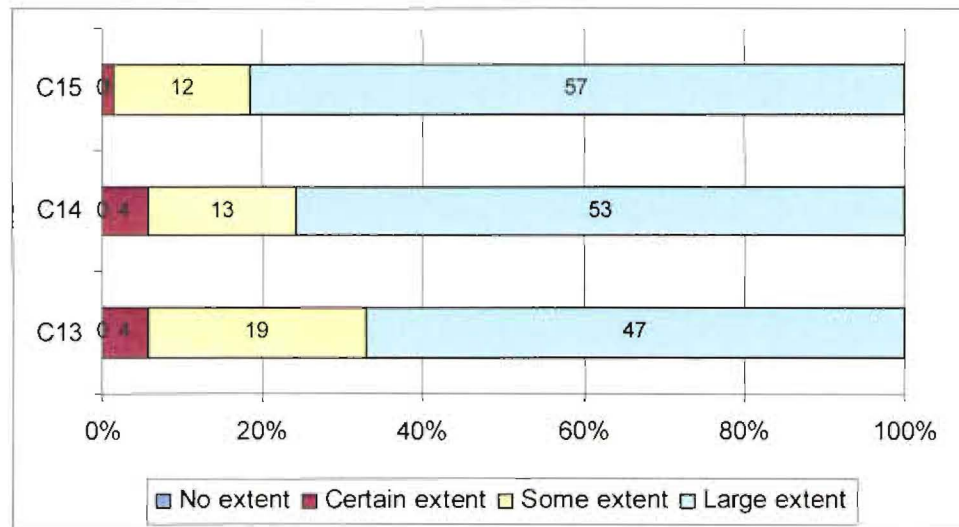


Figure 5.16 indicates that 5,71% ($f = 4$) of the respondents agree to question C13 to certain extent, 27,14% ($f = 19$) of the respondents agree with question C13 to some extent. 67,14% ($f = 47$) of the respondents agree to question C13 to a large extent. The implication is that by far the majority of the respondents embrace the fact that the principal should be calm when resistance to change mount.

Figure 5.16 shows that 5,71% ($f = 4$) of the respondents do not agree to question C14 to any extent and 18,57% ($f = 13$) of the respondents agree to some extent. Furthermore 75,71% ($f = 53$) of the respondents agree to the question to a large extent.

Figure 5.16 indicates that 1,43% ($f = 1$) of the respondents agree to question C15 to a certain extent and 17,14% ($f = 12$) of the respondents agree to question C15 to some extent. A majority of 81,43% ($f = 57$) of the respondents agree to the question C15 to a large extent.

Figure 5.17: Principal should focus on personnel that are already positive

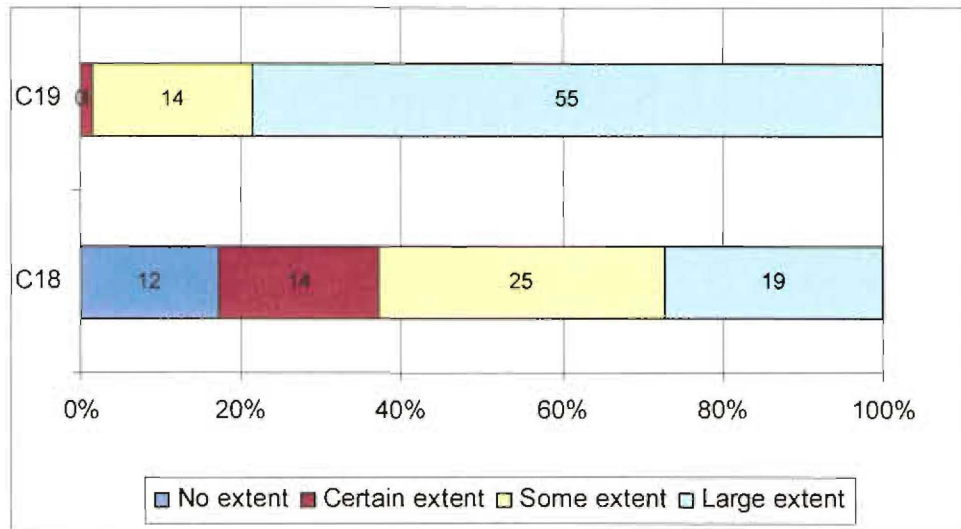


Figure 5.17 shows that 17,14% ($f = 12$) of the respondents do not agree with question C18 to any extent. 20,00% ($f = 14$) of the respondents agree with question C18 to certain extent, 35,71% ($f = 25$) of the respondents agree to question C18 to some extent and the majority of 27,14% ($f = 19$) of the respondents agree to the fact that the principal should focus on personnel that are already positive.

Figure 5.17 shows that 2,86% ($f = 1$) of the respondents agree with question C19 to certain extent. Furthermore 20,00% ($f = 14$) of the respondents agree to question C19 to some extent and the majority 78,57% ($f = 55$) of the respondents agree to question C19 to a large extent, therefore supporting the notion of the principal building a team, however not be discouraged by personnel's failure to co-operate.

Figure 5.18: Principals too busy to maintain stability and give proper attention to change programmes

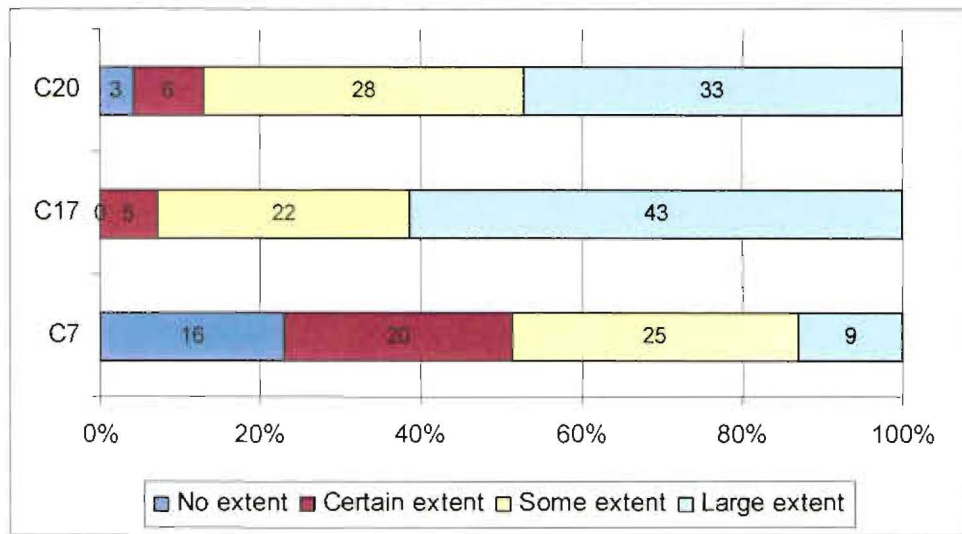


Figure 5.18 indicates that 22,86% ($f = 16$) of the respondents do not agree with question C7 at all and 28,57% ($f = 20$) of the respondents agree with question C7 to a certain extent. A fair number of respondents 35,71% ($f = 25$) agree with question C7 to some extent and 12,86% ($f = 9$) of the respondents agree with question C7 to a large extent. Although viewpoints differ in this regard, the majority of the respondents appear to agree that principals may be too busy to maintain stability and give proper attention to change programmes.

Figure 5.18 shows that 7,14% ($f = 5$) of the respondents agree with question C17 to a certain extent and 31,43% ($f = 22$) of the respondents agree with question C17 to some extent. Furthermore 61,43% ($f = 43$) of the respondents agree with question C17 to a large extent. In other words the majority of respondents agree that the principals must lead the change and not merely subject to it. One can conclude from this that the majority of the respondents embrace change.

Figure 5.18 indicates that 4,29% ($f = 3$) of the respondents do not agree with question C20 at all, 8,57% ($f = 6$) of the respondents agree to a certain extent and 40,00% ($f = 28$) of the respondents agree with question C20 to some

extent. A small majority of 47,14% ($f = 33$) of the respondents agree with question C20 to a large extent. The understanding is that the respondents agree that the principal has to accept the entire responsibility of managing change in the school.

Figure 5.19: Principal should initiate, facilitate and implement change

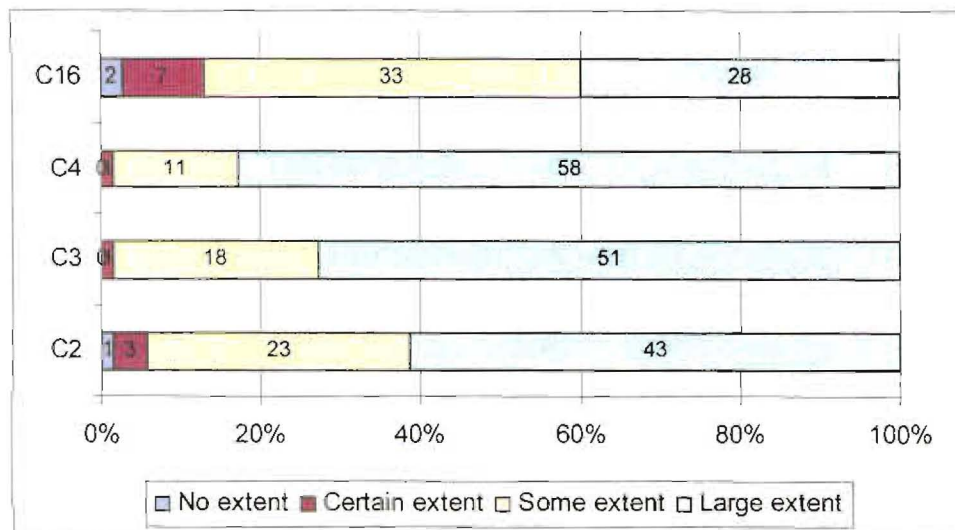


Figure 5.19 indicates that 1,43% ($f = 1$) of the respondents do not agree with question C2 at all and 4,29% ($f = 3$) of the respondents agree with question C2 to a certain extent. Although 32,86% ($f = 23$) of the respondents agree with question C2 only to some extent, the majority 61,43% ($f = 43$) of the respondents agree to a large extent. The implication is that the majority of the respondents agree that the principal should initiate, facilitate and implement change, and are therefore, by implication, also embracing change.

Figure 5.19 indicates that 1,43% ($f = 1$) of the respondents do not agree with question C3 to any extent and 25,71% ($f = 18$) of the respondents agree with question C3 to some extent. Furthermore 72,86% (51) of the respondents agree with question C3 to a large extent. The majority of the respondents clearly accept that the principal needs certain skills in order to manage change successfully.

Figure 5.19 shows that 1,43% ($f = 1$) of the respondents agree with question C4 to certain extent. 15,71% ($f = 11$) of the respondents agree with question

C4 to some extent and an overwhelming majority 82,86% ($f = 58$) of the respondents agree with question C4 to a large extent. Clearly the majority of the respondents agree that the principal should have good interpersonal relationships and an easy manner.

Figure 5.19 indicates that 2,86% ($f = 2$) of the respondents do not agree with question C16 at all and 10,00% ($f = 7$) of the respondents agree with question C16 to a certain extent. Furthermore 47,14% ($f = 33$) of the respondents agree with question C16 to some extent, while 40,00% ($f = 28$) of the respondents agree with question C16 to a large extent. The majority of the respondents agree to some extent that the principal's task is to plan and implement school marketing in schools.

Figure 5.20: Principal's task to co-ordinate ordinary learners and those with special needs

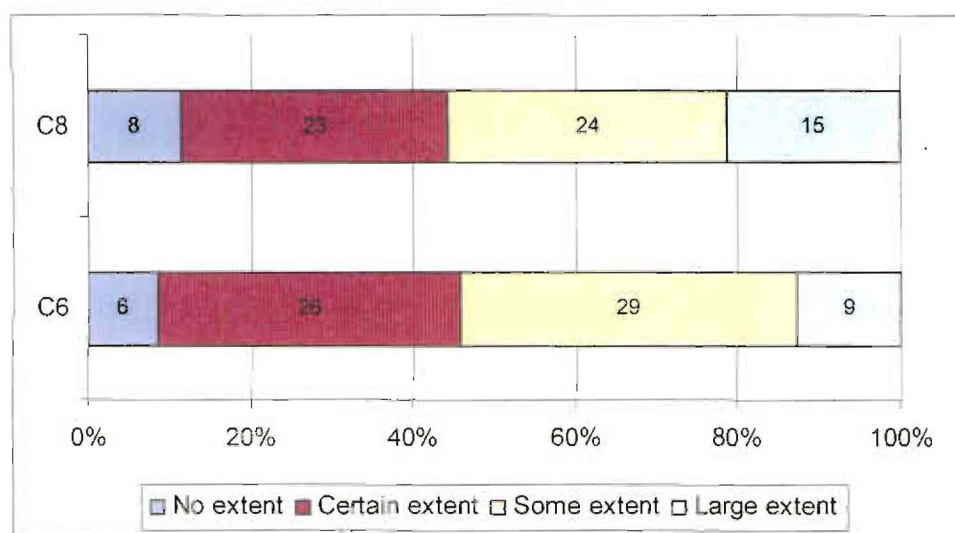


Figure 5.20 indicates that 11,43% ($f = 8$) of the respondents do not agree with question C8 at all and 32,86% ($f = 23$) of the respondents agree with question C8 to a certain extent. Furthermore 34,29% ($f = 24$) of the respondents agree with question C8 to some extent and 21,43% ($f = 15$) of the respondents agree with question C8 to a large extent. It is clear that there are various opinions in respect to the principal's task to co-ordinate the ordinary learners with those with special needs in an ordinary school.

Figure 5.20 shows that 8,57% (f = 6) of the respondents do not agree with the question at all, 37,14% (f = 26) of the respondents agree with question C6 to a certain extent and 41,43% (f = 29) of the respondents agree with question C6 to some extent, while 12,86% (f = 9) of the respondents agree with question C6 to a large extent. The respondents appear to have some doubts or hesitation with regard to the principal's duty to change from emphasis on the recall of knowledge to enabling the learners to think abstractly.

5.5 THE ANALYSIS AND INTERPRETATION DATA OBTAINED FROM THE TELEPHONE INTERVIEWS

The analysis and interpretation of the empirical research can further be enhanced by exploring and utilisation of qualitative approach through the use of telephone interview. Thirteen school principals from thirteen different circuits were telephonically interviewed. The questions are summarised from those that appeared in the quantities research (see 4.12.1).

5.5.1 Procedure

For purposes of further analyses, the questions were grouped together in 4 factors. These factors were determined based on the literature study. The factors are:

- Relations
- Manage
- Policy
- Style

Mean scores were determined for these four factors.

5.5.2 Mean scores for factors

The mean scores for the factors above were as follows:

Table 5.11: Mean scores for factors

Factor	Mean score
Relations	3.69
Manage	3.69
Policy	3.51
Style	2.93

From table 5.11 it is evident that establishing relations and the management function of the principal are seen as the most important factors to consider, while the style of the principal is seen as not as important.

5.6 ANALYSIS PROCEDURE

Table 5.12: Categories

CATEGORIES	SUB-CATEGORIES
The role of the principal	-
Experience on change	-
Tools	-
Change	Positive
	Negative

In the telephone interviews the interceptions of thirteen school principals from thirteen different circuits, about school principals as agents of change were obtained. After analysis of the data obtained from these interviews, identifiable similarities could be grouped into four main categories.

5.6.1 The role of the principal as agent of change

Table 5.13 Comments on the role of the principal

TELEPHONE INTERVIEW C	TELEPHONE INTERVIEW D	TELEPHONE INTERVIEW E	TELEPHONE INTERVIEW F	TELEPHONE INTERVIEW G
The principal sees to it that things happen academically, sports and otherwise. Annexure C, question 1.	It is the duty of the principal to act in the best interest of the learner at school, - he is the organiser – co-ordinator of all activities at school – liaison person and administrator. Annexure D, question 1	Develop and motivate educators to do their work as a team. To encourage learners to learn and to guide them. To help develop the community around the school. Annexure E, question 1	Have knowledge of school findings, guide, supervise, and offer professional advice to all staff members. Must have knowledge of the curriculum, liaise with relevant stakeholders. Maintain discipline and sound educational environment. Have passion for teaching and have good management skills. Annexure F, question 1	To ensure that learning and teaching take place. The principal should be visible at all times and offer assistance, guidance, counselling, meeting educators, parents and learners, and resolve conflict at school. See to it that change is implemented especially curriculum. Annexure G, question 1

TELEPHONE INTERVIEW H	TELEPHONE INTERVIEW I	TELEPHONE INTERVIEW J	TELEPHONE INTERVIEW K	TELEPHONE INTERVIEW L
To work co-operatively with all stakeholders within in the school. To plan and manage every activity in a school. To identify areas of concern for development. To delegate and monitor. Annexure H, question 1	As a leader, I should communicate with the staff as much as possible. My conduct should be exemplary. Annexure I, question 1	As principal, I should work collaboratively with all the stakeholders, the staff and SGB must contribute to development and planning. Teachers and parents must be committed to improve the school. Annexure J, question 1	To manage the running of the school in all spheres. To delegate duties as stated by the policy. Annexure K, question 1	Curriculum implementation, decision-making, conflict resolution, policy implementation, stakeholder involvement, planning, organising, controlling, evaluation, co-ordination and motivation. Annexure L, question 1
TELEPHONE INTERVIEW M	TELEPHONE INTERVIEW N	TELEPHONE INTERVIEW O		
The principal is in charge in a school. He/she is responsible and accountable for everything in a school, be it good or bad. The	To manage the school, to ensure that school accounts and records are properly kept. Department circulars reach the staff. To	The principal should initiate and be an agent of change and keep the stimulus rolling to effective conclusion of each phase.		

principal should see to it that planning, organising, leading and controlling are implemented. Hold staff and parents' meeting. Annexure M, question 1	ensure that workload is equitably distributed, control punctuality and teachers' portfolios. Annexure N, question 1	Annexure O, question 1		
---	--	------------------------	--	--

5.6.1.1 Comments on the role of the principal

It is clear that the role of the principal plays a pivotal role in school, hence, all the Annexure are similar in this respect.

The principal should see to it that things happen academically and extra-mural activities in school (see Annexure C, question 1). On the other hand, it is the duty of the principal to act in the best interest of the learners, to develop and motivate the best interest of the learners, to develop and motivate educators to educate and to encourage learners to learn (see Annexure D and E, question 1). The principal should have knowledge of school finance; guides supervise and offer professional advice to all staff members (see Annexure F and N, question 1). The principal should ensure that teaching and learning takes place, to work co-operatively with all the stakeholders within the school environment, as a leader, he/she should have good communication skills (see Annexure G, H and I, question 1). The principal should work collaboratively with the staff and the SGB, he/she should manage the running of the school in all spheres and to delegate (see Annexure J and K, question 1). In conclusion the principal is in charge of planning, organising and curriculum implementation and should be initiative as an agent of change (see Annexure L, M and O, question 1).

In conclusion, there are similarities to all the principals as stated above, in all the aspects pertaining to the role of the principal. This includes him/her as an agent of change in school.

5.6.3 Experience on change

Table 5.14 Comments on experience on change

TELEPHONE INTERVIEW C	TELEPHONE INTERVIEW D	TELEPHONE INTERVIEW E	TELEPHONE INTERVIEW F	TELEPHONE INTERVIEW G
One gets conflicting ideas from structures such as clusters and principals' meetings and labour unions as well. It makes change difficult. People in higher offices take decisions without consulting. Exams starting at 12:00 make things difficult. Annexure C, question 2	Changes are seen as challenges. Change is necessary in order to keep up with development and changes in the modern technology. Annexure D, question 2.	A lot of changes took place. Educators became confused when the new system was introduced. Learners were also affected by change. Parents are reluctant to participate in the education of their children, especially blacks who are, some, illiterate. Annexure E, question 2	Our changes have been gradually. No major changes took place. We had to adapt to different cultures and religions and only minor changes took place. Respect to these changes helped smooth the process. Annexure F, question 2	A lot of changes took place. Learners are regarded as important stakeholders. Learner Representative Councils (LRC's) are now consulted when important decisions are made. No corporal punishment. Nevertheless principal and staff try to find causes for misbehaving of learners. Annexure G, question 2

TELEPHONE INTERVIEW H	TELEPHONE INTERVIEW I	TELEPHONE INTERVIEW J	TELEPHONE INTERVIEW K	TELEPHONE INTERVIEW L
Changes in the National Curriculum Statement (NCS). It influenced everybody to stand on their toes. Attended workshops for quality teaching and learning, educator redeployment, parent unemployment. Good performance in music. Health promoting school. Annexure H, question 2	Democracy has come with many changes such as the banning of corporal punishment. Discipline is affected. Annexure I, question 2	Some teachers are scared of change. Some teachers don't want to work as a team. They believe in individualism. School policy should be done collectively. Annexure J, question 2	Change is not easy, it is a painful experience. To live the past and adopt the new education is needed. The principal needs to be a step ahead of the staff. Annexure K, question 2	Gradual change in curriculum implementation shift from teacher-based to learner-based curriculum (OBE). Parental (SGB) involved in education of learners. High failure rate, late coming, absenteeism, bunking of classes, single parent families, and orphanage. Annexure L, question 2

TELEPHONE INTERVIEW M	TELEPHONE INTERVIEW N	TELEPHONE INTERVIEW O		
Education is changing from worse to better and visa versa. Annexure M, question 2	Change is good four our country. Change brought equity and dignity to all citizens. It encourages group work, team work and sharing of resources. It promotes positive communication. Annexure N, question 2	Change is an on-going process, which, if managed correctly, is constant in a school and not something that causes resentment. Annexure O, question 2		

There are more similarities than differences, particularly Annexure E, H and L. They talk about change in the new system of education that is Outcomes Based Education (OBE) and the new curriculum that is National Curriculum Statement (NCS), which started off by confusing educators during its implementation; however educators learned to understand it (see Annexure E, H and L question 2). On the other hand, Annexure C, D, F, G, M, N and O don't differ much. The emphasise change which is coming gradually, and change is a process (see Annexure C, D, F, G, M, N and O, question 2):

In conclusion, many principals have come to accept and understand that change is inevitable. They can not wish away with it. Those that don't accept it will eventually realise that it is a question of swim or sink.

5.6.4 Tools

Table 5.15 Comments on tools

TELEPHONE INTERVIEW C	TELEPHONE INTERVIEW D	TELEPHONE INTERVIEW E	TELEPHONE INTERVIEW F	TELEPHONE INTERVIEW G
Divide subject into 3 groups. Staff meeting every Monday. The principal supervises learners in a school hostel. Plan better for a week, every Friday educators are given a plan for the following week. Annexure C, question 3. Finance and disciplinary committees meet on regular basis. SMT meet every day. October extensive planning	Attend workshops regularly. To keep up with new developments. Staff development programs are conducted on a weekly basis, so as to keep members up to date on any changes happening. Annexure D, question 3.	Regular workshop help for development of educators towards positive change. Principals meetings and seminars help to motivate and instil change to educators. it is not easy to change from the old system to the new. Annexure E, question 3.	Respect, patience, understanding and compromise. It is very important to communicate effectively. Annexure F, question 3.	RCL established to represent learners' interests. Subject improvement committee subject policies, gate keepers to motivate learners to observe time. To find/diagnose their problems and help to solve them. Annexure G, question 3.

TELEPHONE INTERVIEW H	TELEPHONE INTERVIEW I	TELEPHONE INTERVIEW J	TELEPHONE INTERVIEW K	TELEPHONE INTERVIEW L
Workshops on NCS and staff meeting, shortage of enrolment SGB's to address funds shortages. Good music performance and feeding scheme. Annexure H, question 3.	Staff meetings. Annexure I, question 3.	Parental involvement, professional development, collaborative management. Annexure J, question 3.	Regular staff meetings, different subject committee meetings, Curriculum, Implementers (CI's) to be constantly invited. Attend workshops. Annexure K, question 3.	Continual school based in service training (inset) for educators on IQMS implementation, code of conduct for learners and misconduct register, the use of motivation to induce parents to take part in school related activities and incentives for SGB. Annexure L, question 3 curriculum,

TELEPHONE INTERVIEW M	TELEPHONE INTERVIEW N	TELEPHONE INTERVIEW O		
Teacher development programmes. IQMS aims at improving teaching. Annexure M, question 3	Learning area committees, work in groups, encourage speech contest and organise regular debates, encourage learners to participate in cultural activities, playing indigenous games. Annexure N, question 3.	Proper planning and communication. Annexure O, question 3.		

There are many similarities regarding positive change; continuous assessment (cass), and also skills development benefit learners holistically (see Annexure C and D, p 205 and 206 question 4). The new system of education (OBE), has brought us together, equal opportunities for all and learners are treated humane (see Annexure E, F, and G, question 4). Annexure H and I state that feeding scheme and child support grant were introduced, in order to alleviate burden from the children who do not have parents (see Annexure H and I, question 4). On the other hand Annexure J, K, L, M, N, and O talk about change as opening communication, educators being compensated after appraisal (IQMS), punctuality is alleviated improve learner performance and staff learn to trust people with expertise (see Annexure J, K, L, M, N, and O, question 4)

In conclusion the statement above shows that change has brought about many educational transformation which benefit learners, educators and parents. It is therefore incumbent upon the principals to implement change in their schools.

The principals seem to speak with one voice; staff meetings, workshops, subject improvement committees, parental involvement and continual school-based in-service training are common phenomena (see Annexure C, D, E, G, H, I, J, K and L question 3). Annexure M, seems to be dubious in that changing from worse to better and visa versa (see Annexure M, question 3).

From the abovementioned statement it is clear that principals recognise and embrace change. They definitely see the need of change in the education of South Africa, except for the doubtful starters, who are fewer.

21

5.6.5 Change

5.6.5.1 Positive change

Table 5.16: Comments on positive changes

TELEPHONE INTERVIEW C	TELEPHONE INTERVIEW D	TELEPHONE INTERVIEW E	TELEPHONE INTERVIEW F	TELEPHONE INTERVIEW G
Continuous assessment (cass) benefits learners. Learners work. Annexure C, question 4	Learners are educated more holistically and more skills are developed. The new curriculum provides for these skills to be developed. Annexure D, question 4	The new system (OBE) is good because it has brought us together as one in all spheres of education. Annexure E, question 4	Equal opportunities for all. Annexure F, question 4	Learners are treated in a humane way. Learners take decisions through RCL. Annexure G, question 4
TELEPHONE INTERVIEW H	TELEPHONE INTERVIEW I	TELEPHONE INTERVIEW J	TELEPHONE INTERVIEW K	TELEPHONE INTERVIEW L
Feeding schemes help to alleviate absenteeism. It bridge the gap between the condition at home and the	Introduction of the child grant. Government has helped many parents to afford school uniform.	Some teachers accept change, develop open communication. Annexure J, question 4	Compensation of educators towards improving themselves academically. IQMS to	Learner attendance, punctuality and performance. Annexure L, question 4.

performance at school Annexure H, question 4	Annexure I, question 4		appraise educators. Annexure K, question 4	Understanding and implementation of curriculum. Annexure L, question 4
TELEPHONE INTERVIEW M	TELEPHONE INTERVIEW N	TELEPHONE INTERVIEW O		
IQMS can be both positive and negative. It is positive in that teachers are evaluated on a regular basis and their teaching improves. Annexure M, question 4	Freedom of expression, people are able to share ideas, anger easily addressed; refer people to psychologists if they need help. Annexure N, question 4	Staff learn to trust people who have expertise in specific fields. Annexure O, question 4		

5.6.5.2 Negative change

Table 5.17 Comments on negative change

TELEPHONE INTERVIEW C	TELEPHONE INTERVIEW D	TELEPHONE INTERVIEW E	TELEPHONE INTERVIEW F	TELEPHONE INTERVIEW G
Overemphasis of human rights and embargo on corporal punishment have negative impact on school, cell phones disrupt class teaching, even during exam times. Annexure C, question 4	Rights of the child are over emphasised. The hinder conduct and implementation of discipline structures. Annexure D, question 4	Scarcity of school resources in black schools. In some remote schools learners are still learning under the trees. Annexure E, question 4	Very little parent involvement. Annexure F, question 4	Poor learner performance. Parents need to be interviewed, difficult to get hold of them. Annexure G, question 4
TELEPHONE INTERVIEW H	TELEPHONE INTERVIEW I	TELEPHONE INTERVIEW J	TELEPHONE INTERVIEW K	TELEPHONE INTERVIEW L
Shortage of funds, poor facilities, poor infrastructure, no conducive environment for teaching and learning.	Most children are orphaned, and they take care of themselves. When there is a problem, no parents do come to discuss the	Other teachers don't accept change and criticise everything at school. Annexure J, question 4	Pass learners who don't deserve to pass (age-cohort). A lot of paper work. Annexure K, question 4	Immense social evils, used of drugs, intoxication, vulgarism, gangsterism and discrimination.

Annexure H, question 4	matter. Annexure I, question 4			Annexure L, question 4
TELEPHONE INTERVIEW M	TELEPHONE INTERVIEW N	TELEPHONE INTERVIEW O		
Learners absent themselves from activities, planned by teachers. Teachers take blame for the bad learner's choices, thereby teachers' spirit affected negative. Annexure M, question 4	Learners neglect advice from parents. Peer pressure, drugs, gangsterism, theft, early sexual involvement and not doing homework. Annexure N, question 4	Staff in hostels recent no time tables, including night shifts, by consensus a roster to suit everyone is drawn up. Annexure O, question 4		

Much as there are positive things taking place in education today, there are also some negative things in education as perceived by some principals. Overemphasis of human rights on learners, example embargo on corporal punishment, scarcity of school resources, very little parental involvement and poor learner performance (see Annexure C, D, E, F, G,H, I, J and K, question 4). Other negativities are the use of drugs and vulgarism, learner absenteeism, learners' neglecting parent's advice and staff resenting time table for learners' hostels (see Annexure L, M, N and O, question 4).

It is clear that change is not a one-day-occurrence, it is a continuous process. Change needs commitment to all who set to implement it, particularly the principal who is the agent of change.

5.7 SUMMARY

In this chapter analysis and interpretation of data have been done. All forty (40) of the school principals targeted in the sample responded positively and filled in the questionnaires as requested. The response rate was hundred percent (100%).

The data on demographical information in section A such as age, gender, experiences, qualifications, learner enrolment, medium of instruction, geographical area, classification of schools and religious affiliation were discussed. Each item of these demographical details was discussed separately. This assisted the researcher in having a better understanding of the background of the respondents. The interpretation was discussed. The responses of the respondents varied from one question to the other.

In this chapter responses to questions dealing with the same issues have been clustered together. When respondents indicated that they do not agree to any extent, the understanding was that they are doubtful about the question or the idea. When respondents agreed to a certain extent, the understanding was that, although they do agree, they might have some degree of doubt or hesitation. When respondents indicated that they agreed to some extent, the interpretation was that, although they largely agreed, there might be minor

doubts or concerns. When respondents indicated that they agree to a large extent, the understanding was that they completely agree or embrace the idea.

CHAPTER SIX

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

In this chapter a summary of this research is presented. The findings regarding the research problems, aims and objectives as described in Chapter 1, the theoretical perspective on the role of the principals as agents of change (Chapter 2); the aspects of change (Chapter 3); the empirical research (Chapter 4) and data analysis and interpretation in Chapter 5 will be focused upon. Finally, recommendations based on the research findings will be presented.

6.2 SUMMARY

The first chapter outlined the reason of this study. The study focuses on an introduction and the background to the research problem. It is clear that education has come a long way in South Africa and was radically divided according to race, but now has been streamlined into one National Education Department. The research focused on problems, aims and objectives, which is to investigate change in schools and the role played by principals as agents of change.

The second chapter focused on a theoretical perspective of the role of the principal as an agent of change in schools in the Gert Sibande region, Mpumalanga. The key concepts used in this study were explained (see 2.2). Since this research dealt with the principal, the principal was then put in the spotlight (see 2.2.1). An extensive literature study was done to determine the role of the principal. It was found, for example, that the principal is the person who provides an environment of trust in response to the collective needs of learners, parents and staff (see 2.2.1). Principals are employees of the Department of Education, whose duty is to produce quality work and therefore they need lifelong learning and on-going development (see 2.3.1). Other

functions of the principal are to create and maintain good discipline and work harmoniously with staff (see 2.3.2). Principals are empowered by a new policy, introduced in 2006 by the Minister of Education to act in partnership and not under the direction of the School. The principal cannot be successful without educators (see 2.2.4), parents (see 2.2.5) and learners (see 2.2.6). Management tasks are some duties delegated to staff members in order to develop them (see 2.4).

Planning as a management task suggests that planning may be seen as a reflection in a basic or theoretical manner of policy, rules, procedures, strategies, methods, skills and expertise by the educational manager to achieve aims and objectives (see 2.4.1). Planning is important in that it is a starting point of the management action and it is the means of establishing whether the school is still moving in the direction of set objectives (see 2.4.3). Requirements of good planning should provide enough internal and external information to plan meaningfully. It requires much attention before an activity is initiated and it should take place within the framework of the formulated national and provincial educational policy (see 2.4.4).

Centralised planning, decentralised planning, strategic planning, tactical planning, operational planning, adjustment planning, overall planning and practical planning are some of the types of planning (see 2.4.5). Goals and objectives can be formulated. The school's mission must be clearly described (see 2.4.7.1). Problems arise in any organisation and more so at school where many people are present and thus problem solving is of great importance in the planning task (see 2.4.7.2). Decision-making is a thought, which is carried out consciously, sometimes unconsciously, to direct the achievement of goals (see 2.4.7.3).

Organising is that management task which is performed to initiate planning (see 2.5.1). An organisational structure is a specific framework of establishing posts in which people carry out certain actions and are grouped so that they can pursue a common goal (see 2.5.2). Delegating is the task carried out by the principal in entrusting duties with their attendant responsibilities to others, to divide the work meaningfully and to ensure its effective execution (see

2.5.3). Leadership is the ability to influence personnel so that they will strive willingly and enthusiastically towards the accomplishment of the objectives of the school (see 2.6.1).

Control is the manager's checking up and from this it can be deduced that control is subsequent to the principal's other tasks (see 2.7.1). Control should be clear and understandable for both the person carrying out the instruction and the person involved in it (see 2.7.2). A school's management has to have a shared vision for the future of the school (see 2.8.1). School time-tables are important for the smooth running of schools and the principals should know the scheduled teaching time of workload per post level (see 2.8.2). Money from National Government to the schools is called school-based budget, which is controlled by the individual school, independently of the local education authority (see 2.8.3).

The cornerstone of educational change is the transformation of the curriculum, which determines the type of education South Africa needs for her people (see 2.8.4). The task of management is to provide an environment that is conducive for learning and teaching at schools (see 2.8.5). A well-functioning school is judged by its performance (see 2.8.6). Classroom management is a shared responsibility between an educator and the principal (see 2.8.7). Policy provides guidelines and allows the executor to make decisions within a certain framework (see 2.8.8). Globalisation is a phenomenon designed to bring technological change in South African education and computer-assisted instruction for our today's learners (see 2.8.9).

In Chapter 3, agents of change from educational perspective were discussed. An agent of change can be described as a person who is the consultant or specialist who helps an organisation design and carry out the programme (see 3.2). Change in the context of education means that principals are exposed to new controls and regulations, growth-increasing competition, technological developments and changes in the work force. Characteristics of change can be that the principals lead rather than instruct, the decision-making hierarchy becomes flatter and the roles we play in schools become more flexible (see 3.3.1). The principals need skills in order to initiate change (see 3.3.2).

Principals play the crucial role in schools. They act as a buffer, balancing the competing needs and contributions of educators with those of other stakeholders outside of the school (see 3.3.3). Change is a process, not an event (see 3.3.3). The Americans expect their schools to teach learners basic skills to prepare them for the world of work (see 3.3.3).

In Chapter 3 the major feature of change is to impart an increased authority to principals geared to democratic school renewal plans and collegial relationships with the directorate (see 3.4.1). Principals should themselves change in order to make sense of leadership (see 3.4.1). Change in carrying out discipline was projected with alternatives for punishment (see 3.4.2). In order to manage change effectively the principals should be conversant with key concepts and modern practices in organisational development and transformation in particular (see 3.4.3).

Some educators understand change but they are scared to be part of change because they are not sure of the future and they want to keep the status quo (see 3.5.1). Knowledge of the nature of resistance to change and considering the views of educators and their perceptions of change are some of the important prerequisites of the efficient management of resistance (see 3.5.2).

Chapters 4 and 5 presented the empirical research and the data analysis and interpretation respectively. Chapter 4 detailed the research instrument's design and administration as well as the method of research. Chapter 5 presented the data analysis and interpretation by means of figures and tables to examine differences in responses of the respondents.

6.3 FINDINGS FROM THE RESEARCH

6.3.1 Literature study: Findings on literature research aim 1 - The role of the principal in educational change from a theoretical perspective

- The principal is in a pivotal position to shape and improve the organisational culture of the school (see 2.2.1). The principal is responsible for the school and curriculum, learner's community and school

relations, staff (educators) and organisation and structure of the school (see 2.2.1). As an employee of the department of education a principal's duty is to liaise with the department of education and its agencies (see 2.3.1).

- Principals as leaders manage complex institutions and need lifelong learning and on-going development (see 2.3.1). All principals should undergo in-service training to prepare them for their new responsibilities and accountabilities in management and personal relationships with their colleagues, learners and parents (see 2.3.1). The principal has to build an atmosphere conducive to interest, respect, co-operation and goodwill towards the supervisory programme (see 2.3.1).
- A principal should create and maintain good discipline (see 2.3.2). The principal is not merely a manager, however, least of all an administrator and he/she must guard against overemphasising his broad function of educational leadership (see 2.3.2).
- Parents' participation in their children's education is through the school governing bodies (SGB's) (see 2.3.3.). The role of the principal has evolved to participatory decision-making leadership (see 2.3.3). Principals manage and resolve conflict. They should also promote multiculturalism in their schools (see 2.3.3).
- It also has been discovered that educators have significantly high levels of stress and burnout (see 2.3.4). Principals play a critical role during the process of induction, whereby a newly appointed educator is introduced to teaching or the school system (see 2.3.4). Principals must be proficient in managerial activities such as planning, organising, controlling, evaluating and investigating (see 2.3.4). They must introduce a code of conduct for educators, a manual for the development appraisal of educators and norms and standards for educator development (see 2.3.4).
- Principals need to change from a highly authoritarian hierarchical structure to one that requires a sharing of control with educators, learners and

parents (see 2.3.4). It is essential that the members of the school management teams (SMT's), principals and deputy principals (DP's), and education specialists (HOD's) should also be trained (see 2.3.4).

6.3.1.1 Requirements of effective planning

- It should provide enough internal and external information to plan meaningfully (see 2.4.4). Planning requires much attention before an activity is initiated (see 2.4.4). It should take place within the framework of the formulated national and provincial educational policy (see 2.4.4). Various people may contribute to planning (see 2.4.4). Planning serves the purpose of implementing policy and should cover all necessary details (see 2.4.4).
- Delegating is the task carried out by the principal in the entrusting duties with their attendant responsibilities to subordinates and to divide the work meaningfully and so ensure its effective execution by making people responsible for the results or the achievement of objectives (see 2.5.3). Delegation enables the principal to concentrate on more important issues which require his/her management skills (see 2.5.3).
- Control as a basic and principal management function is the action by means of which the execution of plans and/or instructions is controlled and regulated in order to ensure that the working plans are being followed (see 2.7.1).
- Control should be adapted to the nature and needs of the activities to be controlled; a principal's control task differs from that of an educator (see 2.7.2). Disparities should be indicated or reported as soon as possible (see 2.7.2). Control should be flexible, in other words, it should be able to adapt to changing circumstances and make provision for exceptions (see 2.7.2). Control should be clear and understandable for both the person carrying out the instruction and the person involved in it (see 2.7.2).
- A vision can loosely be defined as the dream or goal a person sets for himself/herself over a period of time and includes the mission statement

(see 2.8.1).

- The school governing body (SGB) should be responsible for the school budget. The school governing body (SGB) is advised to elect a finance committee responsible for doing the basic work on the budget. The committee should then report back to all the other members of the SGB. The budget cannot be finalised unless it is approved through voting in a meeting by the majority of parents (see 2.8.3).
- It is the task of management to organise so that there is optimum learning for learners by deploying people's (educators') time and space to the best advantage. This involves grouping learners in various ways for learning, sometimes attempting to form homogeneous groups and sometimes deliberately forming mixed groups (see 2.8.5).
- A well-functioning school is judged by performance (see 2.8.6). Performance appraisal is concerned with setting achievable goals and giving feedback to staff on their work performance, identifying their training needs and encouraging better performance so that organisation can be achieved (see 2.8.6).
- School policy provides guidelines and allows the executor to make decisions to guide those who are involved in the implementation of planning (see 2.8.8).
- Globalisation is a phenomenon designed to bring change in education (see 2.8.9). Learners are introduced to technology through technological education and computer-assisted instruction, for example teaching mathematics and science with the aid of computers.

6.3.2 Findings on literature research aim 2: The characteristics of change

The following findings regarding the characteristics of change in schools in the Gert Sibande region, Mpumalanga were made:

- Educators spend progressively less time on teaching and other school-

related activities as the week progresses (see 3.3.1).

- Educators in urban areas spend more time on teaching and administration than those in rural areas (see 3.3.1).
- Educators at formerly white schools generally spend more time on teaching than those at former African schools and schools established since 1994 (see 3.3.1).
- Educators with larger classes spend less time on school-related activities (see 3.3.1).
- Female educators spend more time than males on teaching, preparing and planning, while the men spend more time on non-core and non-administrative matters (see 3.3.1).
- Principals lead rather than instruct (see 3.3.1).
- The decision-making hierarchy becomes flatter (see 3.3.1).
- Responsibility is shared: the principal can't simply be blamed (see 3.3.1).
- Leadership is about empowering participants, not wielding power (see 3.3.1).
- Leadership is about developing rather than delivering expertise (see 3.3.1).
- Leadership is about commanding respect through stature, not status (see 3.3.1).
- Leadership is about creating a culture of learning rather than controlling behaviour (see 3.3.1).
- The principals need skills in order to initiate and manage change successfully (see 3.3.2).
- They need good interpersonal relationships and ease of manner (see 3.3.2).

- They need a grouping in the ethics and philosophy of change (see 3.3.2).
- They need an understanding of how groups function (see 3.3.2).
- They need initiative and innovativeness (see 3.3.2).
- They need a flexible and adaptable management style (see 3.3.2).
- They need skills in enhancing communication, trust and self-confidence (see 3.3.2).
- Change may arise through natural disasters, such as earthquakes, floods, famines and the like (see 3.4.1).
- Change may arise through external forces, such as imported technology, values and immigration (see 3.4.1).
- Change may arise through internal contradictions, such as when indigenous changes in technology lead to new social patterns and needs, or when one or more groups in society perceive a discrepancy between education, values and outcomes affecting themselves or others in whom they have an interest (see 3.4.1).

The characteristics of the American educational reform movement and the dramatic educational change in South African society in the past few years have affected both general and special education:

- More mandates have been imposed on public schools from state regulation in the reform of additional graduation and course requirements, teacher certificate standards, testing accountability procedures (see 3.4.1).
- Many states have strengthened educational bankruptcy laws (see 3.4.1).
- There has been governing experimentation with site-based management (see 3.4.1).
- There is talk of reduction of bureaucratic requirements for exemplary schools (see 3.4.1).

- Market processes are used by regular schools (see 3.4.1).
- Inter-district choice plans have been introduced (see 3.4.1).
- There is a mix of greater centralisation and decentralisation in educational reform (see 3.4.1).
- Education is being restructured and redesigned in South Africa (see 3.4.1).
- Education is being moved away from a segregation setting for learners with special needs to the provision of education for all learners in an inclusive and supportive learning environment (see 3.4.1).
- Learners with special education needs have the right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of learners (see 3.4.1).

6.3.3 Findings on literature research aim 3: Guidelines on how to meet and address change in schools

The following are the findings regarding the guidelines on how to meet and address change in schools:

- There appears to be a general consensus in the literature on schools and organisations generally that they must adapt to change in their environments if they want to be able to survive (see 3.5.1).
- The need for change has been expressed in terms of the economy and many groups have said that they need a workforce (educators) that has the technological skills to compete in the international market (see 3.5.1).
- The pace of change in some public schools is not as rapid as it should be (see 3.5.1).
- Schools need sound policies in order to make change a success story (see 3.5.1).
- The spirit and the success of any school lies with its people, learners, staff,

parents and the principal. Strategic and operational changes are important in schools (see 3.5.1).

- Principals have the responsibility to lead, to foster project teams and to constantly seek opportunity for improvement in every process and service of the school organisation (see 3.5.1).
- They must review the school's strengths, weaknesses, opportunities and threats (SWOT) analysis and school vision (see 2.7.2).

The following are important for implementing change with care:

- Encourage personnel initiative and creativity (see 3.5.3).
- Focus on personnel that are already positive, have patience with the negative staff and they will soon support you (see 3.5.3).
- Build a team spirit. The staff as a team should aim at achieving the objectives and goals of the school, however, do not be discouraged if the personnel fail to cooperate (see 3.5.3).
- The personnel want to be involved in major decisions. Take note of their views before making final decisions (see 3.5.3).

The essential steps for a successful change management process:

- Diagnose the problem (see 3.5.3).
- Develop alternatives and select the best intervention (see 3.5.3).
- Evaluate limiting conditions (see 3.5.3).

Conclusions on findings of the literature study:

- It is important for the principal to create an environment of trust and acceptance between him/her and the staff.
- The principal needs to listen to parents' and educators' point of views on any subject regarding the school.

- The principal should realise that programmes are geared to build the culture of teaching and learning are centred on parents, learners and educators in the school.
- The implementation and delivery of change in the school are to be carried out by educators with the principal at the helm.
- The principal should lead, rather than instruct. The principal as a leader of an institution (school) should be innovated and lead by example, because he/she is regarded as an agent of change.
- The principal as a leader should always be in control of any situation in the school setting.
- Decision-making should always be collective and the principal should learn to plan together with all the stakeholders.

6.3.4 Findings on literature research aim 4: The challenges that exist in South African schools

The following are the findings regarding the challenges that exist in South African schools:

- Principals are faced with resistance to change by some of the staff members with low morale (see 3.6.1).
- Too often, when educators prove reluctant or unwilling to change, their behaviour is interpreted psychologically, as a kind of character flaw, e.g. “She’s a resistant person”, or “He is rigid” (see 3.6.1).
- When we encounter resistance to change among a large group of educators more generally, it is misleading to generalise about their personalities and unhelpful to dismiss them as stubborn or resistant (see 3.6.1).
- Change is disruptive; it causes unforeseen effects, creates stress and causes people’s emotions to mount (see 3.6.1).

The following have been discovered to be universal reasons for resistance:

- **Fear of the unknown (see 3.6.1)**

Some principals feel better in their comfort zone; because they are used to their status quo and for them change is taboo.

- **Historical factors (see 3.6.1)**

Maybe things did not go well in the past as a result some principals think that will happen to them when they accept change in this new dispensation.

- **Misinformation (see 3.6.1)**

Some principals have lost trust in this changing time. As a result they can't understand when they are informed about change at this juncture.

- **Threat to power base (see 3.6.1)**

Some principals don't have self-confidence in their position of having power, and they feel they can be toppled from their position by some of the educators.

- **No perceived benefit (see 3.6.1)**

It might be that they feel they will not gain from the envisaged change.

- **Poor relationship (see 3.6.1)**

Because of the previous point of view that a principal is an authoritarian that is ruling the school by fear, it is difficult for staff members, nowadays, to accept that they must have a healthy working relationship with their principal.

- **Organisational culture (see 3.6.1)**

In the old dispensation there was this culture of the principal as the

authority and the educators as the workers, but now the principal and his/her staff members should work on a new organisational culture, where equality is of vital importance.

- **Fear of failure (see 3.6.1)**

Some principals don't want to accept change and therewith new responsibilities, because of fear of failure.

- **Custom bound (see 3.6.1)**

Some principals are accustomed to the past, and find it difficult to accept change in the new order.

- **Reluctant to let go (see 3.6.1)**

Education has been overhauled and as a result some principals are expected to change, but some don't want to change, and don't want to let go the comfortable "know how", their status quo.

- **Loss of familiar and reliable (deviation from the familiar) (see 3.6.1)**

Some principals are in a comfort zone of the familiar and reliable, and are reluctant to accept change.

- **Meaningless changes (they are not considered necessary) (see 3.6.1)**

Because of unwillingness to accept change, some principals might see changes as meaningless.

- **Fear of change (they feel threatened) (see 3.6.1)**

Fear of change can be related to fear of failure.

- **Competition (to accept another individuals' ideas in place of their own) (see 3.6.1)**

In the past the principal was the only authority with ideas and a say in the school, and now some principals find it difficult to accept other individuals'

ideas and point of views. They see this as competition and a threat to their position.

- **Low tolerance for change (educators are emotionally unequipped to assimilate or implement it) (see 3.6.1)**

This low tolerance for change can be seen in conjunction with the fear of change and failure.

Efficient management of resistance:

- Knowledge of the nature of resistance to change (see 3.6.2).
- Considering the views of educators and their perceptions of change (see 3.6.2).
- Unanimity in respect of aims that will be achieved through the change (see 3.6.2).
- Consideration of individual differences (see 3.6.2).
- Sensitivity to the influence of the past (see 3.6.2).
- Careful implementation of change (see 3.6.2).
- Resistance to change should be expected (see 3.6.2).
- Mutual trust (see 3.6.2).

Methods of managing resistance have been outlined:

- Education and communication (inform and educate the educator) (see 3.6.2).
- Participation and involvement (educators should be involved in change) (see 3.6.2).
- Facilitation and support (re-educate and give support programmes) (see 3.6.2).

- Negotiation and agreement (interact with educators) (see 3.6.2).
- Manipulation and cooptation (information is withheld in co-opting the leader of a group) (see 3.6.2).
- Force (threats such as job loss and dismissal) (see 3.6.2).
- Resistance to change can result in conflict; conflict should be managed, rather than eliminated (see 3.6.2).
- Conflict should be channelled into positive experiences (see 3.6.2).
- When schools fail to manage change effectively, it is usually because of lack of commitment to all the stakeholders, particularly the principal (see 3.6.2).

It has been discovered that a continuous focus on change, to the exclusion of continuity, creates a fear of destabilisation (see 3.6.2).

The principal should ensure that change is taking place according to plan as the manager of change and, to ensure that the resources are available (see 3.6.2).

The above would also be recommendations of this study.

6.3.5 Empirical research: findings of the quantative study

6.3.5.1 Empirical research: findings on the principal as manager

- The research indicates that 2,86% (f = 2) of the respondents agree to question B1 to some extent. A large majority 87,14% (f = 61) of the respondents agree to question B1 to a large extent. By far the majority of the respondents support the fact that the principal should provide an environment of trust to learners, parents and educators. The respondents overwhelmingly embrace the idea of trust and they also embrace change.

A few respondents, who seem not to be in agreement with the question, can be persuaded through interaction until they are convinced that change

is inevitable in our schools today. An environment of trust may not only be brought upon by the principal alone, but principal, educators, parents and learners should work in tandem in order to realise their goal (see 5.3).

- The research indicates that 4,29% ($f = 3$) of the respondents does not agree with question B2 to any extent. 8,57% ($f = 6$) of the respondents agree with question B2 to a certain extent and 40,00% ($f = 28$) of the respondents agree with question B2 to some extent. Figure 5.13 shows that a majority of 47,14% ($f = 33$) of the respondents agree with question B2 to a large extent. The understanding is that the majority of the respondents embrace the idea that the shared vision is a responsibility ascribed to the principal.

It must be understood that some principals lack managerial skills, shared vision is a cumbersome concept in a normal school environment, they simply don't understand it and feel threatened until they get the necessary training. Education is important for the principals to firstly understand the concept vision that it is a goal that can be divided into short, medium and long terms, and it has to be shared by all the stakeholders. Persuasion and interaction should be encouraged to those who are lagging behind. They must eventually be taken on board (see 5.3).

- The research shows that 1,43% ($f = 1$) of the respondents agree with question B3 to a certain extent. 5,71% ($f = 4$) of the respondents agree with question B3 to some extent. Figure 5.10 indicates that 92,86% ($f = 65$) of the respondents agree with question B3 to a large extent. By far the majority of the respondents feel strongly about the fact that principals and staff should work as a team.

A few respondents don't understand the fact that the principal and staff need to work as a team for the growth and development of learners. A lot of education needs to be done to a few principals and convince them of the importance of a learner in a school situation and they should come on board (see 5.3).

- The research indicates that 5,71% ($f = 4$) of the respondents agree with

question B4 to certain extent. These respondents appear to be doubtful of this question or idea and seem to be reluctant to change. 18,57% (f = 13) of the respondents agree with question B4 to some extent. The majority of the respondents (75,71%, f=53) agree that it is the duty of the principal to delegate certain tasks to some members of the staff.

The principal cannot be seen to be performing or doing all the tasks all by him/herself. Some tasks need to be delegated to staff members. By delegating tasks to staff he/she will be developing the staff. So, it is the principal's duty to delegate certain tasks to some members of the staff (see 5.3).

- The research shows that 1,43% (f = 1) of the respondents agree with question B5 to a certain extent. 8,57% (f = 6) of the respondents agree with question B5 to some extent and 88,57% (f = 62) of the respondents agree with question B5 to a large extent. The majority of the respondents clearly feel strongly about the fact that the principal, together with the SMT, should organise the school so that it becomes effective administratively and otherwise.

The principal is a leader and a manager of the school. The learning and teaching of every school is centred around the principal. The principal should organise members of the SMT, and together they can organise the school to become effective administratively and otherwise. A few principals, who feel to the contrary, need to be taken on board through education and training (see 5.3).

- The research indicates that 2,86% (f = 2) of the respondents do not agree with question B6 to any extent. 25,71% (f = 18) of the respondents agree with question B6 to a certain extent. 41,43% (f = 29) of the respondents agree with question B6 to some extent. 30,00% (f = 21) of the respondents agree with question B6 to a large extent. The majority of the respondents appear to agree with this question.

Some principals feel that discipline should not be focused on the principal alone, rightly so, because the principal in most cases is not in class, but

educators are always in class and interact with learners on daily basis. On the other hand, there is this philosophy or *modus operandi* that says learners should always be taken to the principal if and when discipline has to be meted out. At the end of the day the buck stops with the principal. Education is of essence in this regard (see 5.3).

- The research shows that 2,86% ($f = 2$) of the respondents agrees with question B7 to a certain extent. 25,71% ($f = 18$) of the respondents agree with question B7 to some extent, and 71,43% ($f = 50$) of the respondents agree with question B7 to large extent. The majority of the respondents embrace change.

A few principals feel that it is not true that the principals should allow participatory decision-making in the school. The implication is that principals are the only people who should take decisions for the school. This mentality in the new dispensation does not hold, because the principals are also human beings who can make mistakes just like any other human being. Issues should be discussed and reach consensus, where there is no consensus reached, a joint decision-making should be taken without any prejudice. Some principals need to be developed in managerial skills (see 5.3).

- The research indicates that 1,43% ($f=1$) of the respondents agrees with question B8 to no extent. 1,43% ($f=1$) of the respondents agree with question B8 to certain extent. 20,00% ($f = 14$) of the respondents agree with question B8 to some extent. The majority, 80,00% ($f = 54$) of the respondents agree with question B8, strongly feeling that principals and SMTs should be able to manage and resolve conflict in schools.

A few principals do not believe that the principal and SMT should be able to manage and resolve conflict in schools. The position the principals and the SMT's find themselves in, warrant that they should be in the possession to manage and resolve conflict, given the training and development they have gone through and being managers and leaders in their own rights. The school functioning revolves around them.

Therefore, the few principals need thorough education and perhaps to be reminded about change (see 5.3).

- The research shows that 5,71% (f = 4) of the respondents agree with question B9 to certain extent and 35,71% (f = 25) of the respondents agree with question B9 to some extent. The majority of the respondents 58,57% (f = 41) embrace the fact that parents can assist principals in making things happen in schools.

Some principals do not feel that parents can assist principals in making things happen in schools. Some principals are used to the status quo that principals are the only voice in schools. Some parents do not always attend parents meetings regularly, therefore, they cannot make things happen. This mentality should be obliterated through some principals' minds and should be assisted through development and training in order for them to understand the importance of parents in schools (see 5.3).

- The research indicates that 35,71% (f = 25) of the respondents agree with question B10 to some extent. It appears as if, much as they agree with this question, they still have some doubts on whether the principal should be a management process specialist. 62,86% (f = 44) of the respondents agree with question B10 to a large extent. Although there appears to be fewer consensuses on this question, the majority of the respondents do feel that the principal should be a management process specialist.

Some principals don't agree to the fact that the principal should be a management process specialist. The principal serves as a manager in a normal school setting, under the circumstances, he has to strive to be a specialist in what he does, which is managing the school. If some principals think to the contrary, serious education and training is necessary in order to get them on board with change (see 5.3).

- The research shows that 1,43% (f = 1) of the respondents agrees with question B11 94,29% (f = 66) that the principal should exercise professionalism. There is no doubt that the majority of the respondents think that professionalism should be inculcated to the principal.

A very few principals think that the principal should not exercise professionalism. Some principals are law unto themselves and they want to keep the status quo. A serious intervention in a form of training to be done before it is too late, autocracy wants to rear its ugly head in schools. It is time that principals should change (see 5.3).

- The research indicates that 4,29% ($f = 3$) of the respondents agree with question B12 to a certain extent. The majority of the respondents 75,71% ($f = 53$) agree with question B12 to a large extent and therefore agree that the planning and control is within the principal's competence, embracing the idea of planning and control

A few principals feel that planning and control is not within the principals' competence. Some principals avoid and evade their responsibility. Conducting workshops will be one mechanism geared to making some principals aware of the importance of planning and control which is on the principals' doorstep in schools (see 5.3).

- The research shows that 2,86% ($f = 2$) of the respondents disagree with question B13 completely. 8,57% ($f = 6$) of the respondents agree with the question B13 to a certain extent and 28,57% ($f = 20$) of the respondents agree with question B13 to some extent. The majority of respondents (60,00%; $f = 42$) agree with question B13 to a large extent, implying that they embrace the fact that the principal should maintain the code of conduct in schools.

Some principals find it difficult to comprehend the fact that principals should maintain the code of conduct in schools. The fact of the matter is, the buck stops with the principal. Some principals need to be trained on the maintenance of the code of conduct (see 5.3).

- The research indicates that 45,71% ($f = 32$) of the respondents disagree with question B14, 27,14% ($f = 19$) of the respondents agree with question B14 to a certain extent and 15,71% ($f = 11$) of the respondents agree with question B14 to some extent. Clearly there are diverse viewpoints about the issue of authority being vested in one person and the staff only

receiving instructions from the principal and reporting back to him. None of the respondents agrees with the question to a large extent. The respondents embrace change rather than embracing an authoritarian style of management.

Some principals condone the fact that the authority is vested in one person and the staff only receive instructions from the principal and report back to him. Some principals are very fond of using instructional management style, which do not always yield good results. A participatory style of management is preferred in the new dispensation. Some principals need an intensive development in management (see 5.3).

- The research shows that 12,86% (f=9) of the respondents agree with question B15 to some extent. 87,14% (f = 61) of the respondents agree with question B15 to a large extent. By far the majority of respondents entirely agree that principals as well as HODs must be knowledgeable about the running of the schools.

Very few principals do not believe that the principal as well as the heads of departments (HODs) must be knowledgeable about the running of the school. This shows how casual some principals are when it comes to the principal ship in schools. No principal and HODs can succeed in discharging functions such as managing schools without the necessary managerial skills. Such principals should be work shopped and developed about change (see 5.3).

- The research indicates that 15,71% (f = 1) of the respondents agree with question B16 to some extent. The rest of the respondents, which is the majority of 84,29% (f = 59), embrace the idea that the principal should know how to motivate educators.

A few principals do not comprehend the fact that the principal should know how to motivate educators. The principals, who are not motivators by nature, need to undergo special training in this respect, in order for them to be on par with their colleagues counterparts. Educators need to

be motivated in order to arouse interest in teaching (see 5.3).

- The research shows that 11,43% (f = 8) of the respondents do not agree with question B17 to any extent. 17,14% (f = 12) of the respondents agree to a certain extent and 48,57% (f = 34) of the respondents agree to some extent. The implication is that although they agree with the question to a certain extent, some have doubts about the principals determining the kind of time-table that they want for their schools. 22,86% (f = 16) of the respondents agree with question B17 to a large extent. It is clear that the views of the respondents were quite varied as to the question of the principals determining the kind of time-table that they want for their schools.

The good thing about this question which says principals determine the kind of time-table they want for their schools, is that some principals are aware of the fact that the time-table is for all educators who are doing the actual teaching in classes. Nevertheless, some principals still believe that principals should determine time-tables for their schools. These principals need a mindset shift. They should also be helped to change (see 5.3).

- The research indicates that 7,14% (f = 5) of the respondents do not agree with question B18 to any extent, 2,86% (f = 2) of the respondents agree with question B18 to a certain extent, 32,86% (f = 23) of the respondents agree with question B18 to some extent and 57,14% (f = 40) of the respondents agree with question B18 to a large extent. Although opinions in this regard appear to be divided; the majority of respondents agree that a well-functioning school is judged by performance, with the principal at the helm.

Performance is at least, the tool available to assess the functioning of the schools. Some principals, though, believe that this is not the only tool, there are many others such as stability and good attendance by both educators and learners. There is a need for sharing information through workshops. However, most principals think that performance with principal at the helm should be embraced (see 5.3).

- The research shows that 1,43% (f = 1) of the respondents does not agree with question B19 to any extent. 5,71% (f = 4) of the respondents agree with question B19 to a certain extent and 18,57% (f = 13) of the respondents agree with question B19 to some extent.

It seems a very few principals do not believe that the principals remains accountable for the implementation of the Integrated Quality Management Systems (IQMS) which is meant to develop and appraise educators. This is true, because this is a departmental policy which the principals should be accountable for its implementation, therefore some principals seems to resist IQMS and they need training in this regard (see 5.3).

- The research indicates that 5,71% (f = 4) of the respondents agree with question B20 to some extent and 94,29% (f = 66) of the respondents agree with question B20 to a large extent. The majority of respondents agree that the principal should be well informed with regard to the departmental policies and its implementation.

A few principals seem to be in disagreement with the fact that the principal should be well-informed with regard to the departmental policies and its implementation. It is important for the principals to be informed with the policies in order to assist educators who may find it difficult to understand them. These principals should be trained in this regard and learn to accept change (see 5.3).

6.3.5.2 Empirical research: findings on the principal and change

- The research indicates that 20,00% (f = 14) of the respondents agree with question C1 to some extent. The majority of 77,14% (f = 54) of the respondents agree with question C1 to a large extent. The majority of the respondents embrace the principal being an agent of change in the schools.

A few principals do not accept the fact that the principal is an agent of change. It is important for the principals to become role models to both educators and learners and that will happen if and when principals are

informed with new information that will change the school for the better. Those principals who are lagging behind with change, should be trained and developed in order to become agents of change (see 5.4).

- The research shows that 1,43% ($f = 1$) of the respondents does not agree with question C2 at all and 4,29% ($f = 3$) of the respondents agree with question C2 to a certain extent. Although 32,86% ($f = 23$) of the respondents agree with the question C2 only to some extent, the majority 61,43% ($f = 43$) of the respondents agree to a large extent. The implication is that the majority of the respondents agree that the principal should initiate, facilitate and implement change, therefore, by implication, also embracing change.

Some principals do not understand the fact that the principal should initiate, facilitate and implement change in schools. Such principals need training and development in order for them to be on par with other educators and accept their responsibility and change (see 5.4).

- The research indicates that 1,43% ($f = 1$) of the respondents do not agree with question C3 to any extent and 25,71% ($f = 18$) of the respondents agree with question C3 to some extent. Furthermore 72,86% ($f = 51$) of the respondents agree with question C3 to a large extent. The majority of the respondents clearly accept that the principal needs certain skills in order to manage change successfully.
- A few principals find it difficult to accept the fact that the principal needs certain skills in order to manage change successfully. It is true that managerial skills are important for any principal to have in order to manage the school as well as change. Principals who do not have these skills, need training and development (see 5.4).
- The research shows that 1,43% ($f = 1$) of the respondents agree with question C4 to some extent and an overwhelming majority 82,86% ($f=58$) of the respondents agree with question C4 to a large extent. Clearly the

majority of the respondents agree that the principal should have good interpersonal relationships and an easy manner.

A few principals are doubtful about the fact that the principal should have good interpersonal relationships and an easy manner. Such principals need to be taken on board through training and development in order for them to realise the importance interpersonal relationships and change in schools (see 5.4).

- The research indicates that 60,00% (f = 42) of the respondents agree with question C5 to a large extent. The understanding is that the majority of the respondents embrace the fact that the principals cannot hope to implement change without persuading the staff that it is necessary.

Some principals think that the principal can hope to implement change without persuading the staff that it is necessary. Change cannot succeed in a school if it is not embraced by educators, therefore the principal need educators in order to successfully implement change. Principals who think that the principal can willy nilly implement change without educators, need to be trained and develop in order to understand change (see 5.4).

- The research shows that 8,57% (f = 6) of the respondents do not agree with the question at all, 37,14% (f = 26) of the respondents agree with question C6 to a certain extent and 41,43% (f = 29) of the respondents agree with question C6 to some extent, while 12,86% (f = 9) of the respondents agree with question C6 to a large extent. The respondents appear to have some doubts or hesitation with regard to the principal's duty to change from emphasis on the recalling of knowledge to enabling the learners to think abstractly.

Some principals are doubtful and some don't accept the question at all, that it is the principal's duty to change from emphasis on the recall of knowledge to enabling learners to think abstractly. In all fairness, both educators and principals play an important role in this regard, but at the end of the day, it is the principal who is supposed to encourage and motivate educators as well as learners to think abstractly. Some

principals, who think to the contrary, need training (see 5.4).

- The research indicates that 22,86% (f = 16) of the respondents does not agree with question C7 at all and 28,57% (f = 20) of the respondents agree with question C7 to a certain extent. A fair number of respondents 35,71% (f = 25) agree with question C7 to some extent and 12,86% (f = 9) of the respondents agree with question C7 to a large extent. Although viewpoints differ in this regard, the majority of the respondents appear to agree that principals may be too busy to maintain stability and give proper attention to change programmes.

Some principals think that the principals are too busy to maintain stability and therefore give little attention to change programmes. But some think that principals are not too busy to give attention to change programmes. The implication is that some principals don't want to embrace change programmes because they are not changed themselves. They need workshops on change (see 5.4).

- The research shows that 11,43% (f = 8) of the respondents do not agree with question C8 at all and 32,86% (f = 23) of the respondents agree with question C8 to a certain extent. Furthermore 34,29% (f = 24) of the respondents agree with question C8 to some extent and 21,43% (f = 15) of the respondents agree with question C8 to a large extent. It is clear that there are various opinions in respect of the principal's task to co-ordinate the ordinary learners with those with special needs in an ordinary school.

Some principals don't believe in this question at all and some are doubtful of the fact that it is the principal's task to co-ordinate the ordinary learners with those with special needs in an ordinary school. And in depth training and development should be conducted to principals who think that it is not their task to co-ordinate the ordinary learners with those with special needs. The buck always stops with the principal. Principals should learn to change in order to co-ordinate the needs of ordinary learners with those with special needs in an ordinary school (see 5.4).

- The research indicates that 5,71% (f = 4) of the respondents agree with

question C9 to a certain extent and 28,57% (f = 20) of the respondents agree with question C9 to some extent. 65,71% (f = 46) of the respondents agree with question C9 to a large extent. In other words the majority of the respondents embrace the idea that the principals should themselves change in order to make sense of leadership roles in the changing times. The majority of the respondents embrace the idea of change.

Some principals are doubtful of the fact that the principals should themselves change in order to make sense of leadership roles in the changing times. Such principals need to undergo training and development in terms of change (see 5.4).

- The research shows that 2,86% (f = 2) of the respondents does not agree with question C10 at all and 11,43% (f = 8) of the respondents agree with question C10 to a certain extent. Furthermore, 38,57% (f = 27) of the respondents agree with question C10 to some extent and 47,14% (f = 33) of the respondents agree with question C10 to a large extent. Although the majority of the respondents embrace the question that change will only happen successfully if it is promoted and steered by the principal, there is a significant amount of diversity amongst them.

A few principals don't think it is possible for the principals to promote and steer change and yet, some are doubtful to come to terms with the idea. The principal, by virtue of the fact that he/she is the principal of the school is duty bound to promote and steer change in his/her school. Principals, who think to the contrary, need training and development in change (see 5.4).

- The research indicates that 2,86% (f = 2) of the respondents does not agree with question C11 at all and 7,14% (f = 5) of the respondents agrees with question C11 to a certain extent. 28,57% (f = 20) of the respondents agree with question C11 to some extent and the majority of 61,43% (f = 43) of the respondents agree with question C11 to a large extent. The implication is that the majority of the respondents embrace the fact that the principal and SMTs will have to work harder in order to

manage change successfully.

A few principals don't agree with this question and some principals are doubtful of the fact that the principals and SMTs will have to work harder in order to speed up the process of change in their schools. It might be that some principals are not aware of change and therefore, they need serious education about change (see 5.4).

- The research shows that 2,86% ($f = 2$) of the respondents do not agree with question C12 at all and 10,00% ($f = 7$) of the respondents agree with question C12 to a certain extent. Figure 5.15 furthermore indicates that 47,14% ($f = 33$) of the respondents agree with question C12 to some extent and the majority of the respondents 40,00% ($f = 28$) agree with question C12 to a large extent. The majority of respondents embrace the question that the relocation of the principals' leadership from the apex of the organisational pyramid to the centre of network school relationships makes them function as agents of change, although a significant number of respondents were not completely convinced.

A few principals don't believe the fact that the relocation of the principal's leadership from the apex of the organisational pyramid to the centre of network school relationship makes them function as agents of change. Some principals are doubtful about the question above. The principals should not be kept aloof from educators and other stakeholders; instead they should mingle with the rest of other school community members in order to discharge its duties, such as promoting change and building healthy relationship with educators, parents and learners (see 5.4).

- The research indicates that 5,71% ($f = 4$) of the respondents agree with question C13 to some extent and 67,14% ($f = 47$) of the respondents agree with question C13 to a large extent. The implication is that by far the majority of the respondents embrace the fact that the principal should be calm when resistance to change mount (see 5.4).

Some principals are doubtful about the question that the principal should be calm when resistance to change mount, for the simple reason when

they are cool, calm and collected it would become easier to resolve problem and to convince educators about change (see 5.4).

- The research shows that 5,71% (f = 4) of the respondents do not agree with question C14 to any extent. The implication is that the respondents totally disagree with the question that resistance can be managed by participation and involvement of educators. The respondents don't embrace the idea that resistance can be managed by participation and involvement of educators. They are resisting change. and 18,57% (f = 13) of the respondents agree to some extent. Furthermore 75,71% (f = 53) of the respondents agree with the question to a large extent.

A few principals don't believe that resistance can be managed by participation and involvement of educators. On the other hand, some principals are doubtful about the question above, regarding participation and involvement of educators, that the principal alone will be unable to manage resistance. The principals, who think that educators can be left out of managing resistance, better think again. The principals actually need training in order for them to understand how to manage resistance to change (see 5.4).

- The research indicates that 1,43% (f = 1) of the respondents agree with question C15 to a certain extent and 17,14%(f = 12) of the respondents agree with question C15 to some extent. A majority of 81,43% (f = 57) of the respondents agree with the question C15 to a large extent (see 5.4).

A few principals are doubtful of the fact that the principal should eliminate conflict and channel it into positive experience. Some principals think that conflict can just go without tackling it head on. It needs to be managed and with time, it should be channelled into positive experience. This is the duty assigned to the principal. Some principals need training on how to manage conflict and change in schools (see 5.4).

- The research shows that 2,86% (f = 2) of the respondents do not agree with question C16 at all and 10,00% (f = 7) of the respondents agree with question C16 to a certain extent. Furthermore 47,14% (f = 33) of the

respondents agree with question C16 to some extent, while an equal number 40,00% (f = 28) of the respondents agree with question C16 to a large extent. The majority of the respondents agree to some extent that the principal's task is to plan and implement school marketing in schools.

A few principals do not support the question of the principal's task to plan and implement school marketing in schools, at all. Some of the principal are dubious of the previous mentioned question. In some cases educators are not pro-active with regard to activities taking place in their schools. The principal therefore comes in handy in initiating and influencing educators to implement school marketing, with him/her at the helm, because he/she is regarded as an agent of change in the school (see 5.4).

- The research shows that 7,14% (f = 5) of the respondents agree with question C17 to a certain extent and 31,43% (f = 22) of the respondents agree with question C17 to some extent. Furthermore 61,43% (f = 43) of the respondents agree with question C17 to a large extent. In other words the majority of respondents agree that the principals must lead the change and not merely subject to it. One can conclude from this that the majority of the respondents embrace change.

Some principals are doubtful of the fact that the principal must lead the change not merely subject to it. It is true that the principal should lead the change, because the principal remains a leader of the school, and therefore should always be seen as an agent of change (see 5.4).

- The research indicates that 35,71% (f = 25) of the respondents agree with question C18 to some extent and the majority of 27,14% (f = 19) of the respondents agree with the fact that the principal should focus on personnel that are already positive. One could deduct from this that the majority of respondents feel positive towards change.

Some principals are doubtful of the fact that the principal should focus on personnel that are already positive. It is advantageous due to the fact that the positive ones stand a good change of assisting the principal to

influence the doubtful starters that change is important in our schools nowadays (see 5.4).

- The research shows that 2,86% ($f = 1$) of the respondents do not agree with question C19 at all. Furthermore 20,00% ($f = 14$) of the respondents agree with question C19 to some extent and the majority 78,57% ($f = 55$) of the respondents agree with question C19 to a large extent, therefore supporting the notion of the principal building a team. However, he should not be discouraged by personnel's failure to co-operate.

A very few principals do not support the question that some principals should build a team spirit, however not be discouraged by personnel's failure to co-operate. A leader should always stand shoulder high even when the circumstances warrant him/her to surrender. The principal's leadership should exude positive influence for educators to emulate, because the principal serves as a motivator and an agent of change (see 5.4).

- The research indicates that 4,29% ($f = 3$) of the respondents do not agree with question C20 at all, 8,57% ($f = 6$) of the respondents agree to a certain extent and 40,00% ($f = 28$) of the respondents agree with question C20 to some extent. A small majority of 47,14% ($f = 33$) of the respondents agree with question C20 to a large extent. The understanding is that the respondents agree that the principal has to accept the entire responsibility of managing change in the school (see 5.4).

Some principals do not think that it is in the interest of the principal that he/she has to accept the entire responsibility of managing change in the school. Some of them are doubtful, but the fact of the matter is that, much as the principal delegates some duties and requests some members of the staff, he/she remains responsible of managing change, by virtue of being the leader of the school (see 5.4).

6.3.6 Empirical research: findings on qualitative research

- Change came with the adoption of different cultures for example religions.

In the previous dispensation one religion, Christianity was predominant in some schools, but now other religions are equally recognised in schools (5.6.2).

- Democracy has come with many changes such as banning of corporal punishment. It is clear that corporal punishment was a process that was intended to inflict pain to learners, totally disregarded their rights. Banning it was one of the positive decisions (5.6.3).
- Regular workshops help for development of educators towards positive change. The above mentioned statement states that in order to facilitate the process of change, workshops and meetings can assist the principals in their endeavour to implement change in schools (5.6.3).
- The use of motivation to induce parents to take part in school-related activities and incentives for SGB. Some parents do not attend to issues pertaining to their children. They should be given incentives, for example a finger lunch (5.6.3).
- The principal is an organiser, co-ordinator and liaison person. He/she plays an important role in a school situation, in other words, he/she is everything in one (5.6.1).
- The principal should have knowledge of school finances (accounts and records). To run the school needs a versatile principal, the one who can manage educators, administration, change and all sundry (5.6.1).

Guidelines on the researcher's contribution on the empirical research:

- The principals need to attend workshops geared to improve their managerial skills.
- The principals should work towards team building amongst his/her staff members, HODs, SGBs, school leaders and learners.
- The principals must learn to delegate some tasks to the HODs and the rest of the staff members, by so doing the principal will be developing the

HODs and staff members.

- The principals have to read all materials geared or focused on discipline. They should also attend workshops, symposiums or debates on the characteristics of discipline.
- The principals need also to learn to accept constructive criticism and be open-minded to participatory decision-making.
- The principals should read managerial materials on change, because the world we live in keeps changing, particularly regarding the South African education system.
- The principals must mingle themselves with positive people. They must be prepared to initiate change in their schools.
- The principals should promote good working relationship with their staff members and parents.
- Principals have to learn to manage conflict. They should immediately attend to the conflict situation before it turns out uncontrollable.

6.4 RECOMMENDATIONS

Recommendations play a pivotal role in this research. It is hoped that the recommendations in this research will help and assist those who are concerned with the principals as agents of change.

6.4.1 Recommendation 1

Principals need lifelong learning and ongoing development in order to manage complex institutions.

Motivation

Principals are employees of the Department of Education, and it is the Department of Education's duty to see to it that principals undergo in-service training and workshops in order to prepare them for new responsibilities and

accountabilities in management and personal relationships with their colleagues, learners and School Governing Bodies (SGBs) who represent the parents.

6.4.2 Recommendation 2

Principals should be educated and trained to plan, organise, control and delegate in order to promote the smooth running of schools.

Motivation

Good planning requires knowledge and skills on the part of the principals. Principals must be proficient in managerial activities as in organising, controlling and evaluating. It is the principal's duty to delegate some responsibilities to subordinates.

6.4.3 Recommendation 3

Principals should make it possible for school policies to be formulated and implemented (the departmental policies as well). School performance appraisal and globalisation should be embraced, because South Africa belongs to the global village.

Motivation

School principals should embrace and enforce school policies and school performance appraisal. School policies are not an option, but a must. A well functioning school is judged by good performance. Principals should know what is happening in other countries, like U.S.A., Japan, the U.K., and Chicago. Globalisation should be embraced.

6.4.4 Recommendation 4

Discipline should not be seen as the principal's terrain only, but all the stakeholders' (school community)

Motivation

Discipline should be the function of all in the school environment. Parents

should help to inculcate discipline in their children at home, in order to make it easier for educators at school. A well-disciplined learner has respect and does well in the classroom situation.

6.4.5 Recommendation 5

The authority should not be vested in one person only and the staff shouldn't only receive instructions from the principal and report back to him/her, but instead there should be a participatory decision-making in a school situation.

Motivation

The principals can find it difficult to manage the situation in schools, if they keep on instructing educators on what to do and what not to do, without them (educators) being involved in the decision-making. Participatory decision-making can assist in harmonising the situation in schools.

6.4.6 Recommendation 6

To change from emphasis on the recalling of knowledge to enabling learners to think abstractly, it's not the principal's duty alone. Educators play a pivotal role in the classroom. They need to be assisted, though, in order to achieve their goal. The principal and the Department of Education should assist educators to accomplish their mission of making learners to think abstractly.

Motivation

The actual classroom teaching is the duty and the function of an educator. An educator has all the necessary methods, strategies and techniques to make learners think abstractly, rather than putting the emphasis on the recalling of knowledge.

6.4.7 Recommendation 7

Principals should also give much attention to change programmes; they should not be too busy to maintain stability at school only. Principals should delegate certain duties to their deputies, HOD's and other senior staff members in order to facilitate and be hands-on on change programmes,

because principals are accountable for all activities taking place at school.

Motivation

It is the principal's duty to delegate certain duties to the deputies, HODs and other staff members.

6.4.8 Recommendation 8

It is the task of the principals, educators, parents, learners and the education department to co-ordinate the ordinary learners with those with special needs in an ordinary school.

Motivation

The Department of Education needs to educate and train principals, educators and parents (SGBS) to accept learners with special needs in an ordinary school. Ordinary learners need to be taught to accept these learners as ordinary human beings in their schools.

6.4.9 Recommendation 9

The principal should not only focus on personnel that are already positive, he/she should also give his/her attention to those who are negative in order to make change a reality.

Motivation

If the principal does not focus on both the positive and the negative personnel, this will have serious implications to the staff. The implication is that the staff can be divided; therefore the principal needs to put both parties on board.

6.4.10 Recommendation 10

The School Governing Bodies (SGBs) should take full responsibility for all the school finances.

Motivation

The school principals have many things to do at school. It is therefore incumbent upon the parents (SGB) to come to the principals' rescue by alleviating the burden on their shoulders, by assisting them in governing the school finances.

6.4.11 Recommendation 11

The principal should ensure that different cultures for ex-religions are promoted in schools.

Motivation

Educators and learners from different cultural backgrounds should be allowed to a school which was predominantly one culture or religion school. They must also be given an opportunity to practice their culture without any hindrances or predecessors.

6.4.12 Recommendation 12

The principal has a duty to perform that of insist that corporal punishment is total obliterated from the precinct of schools.

Motivation

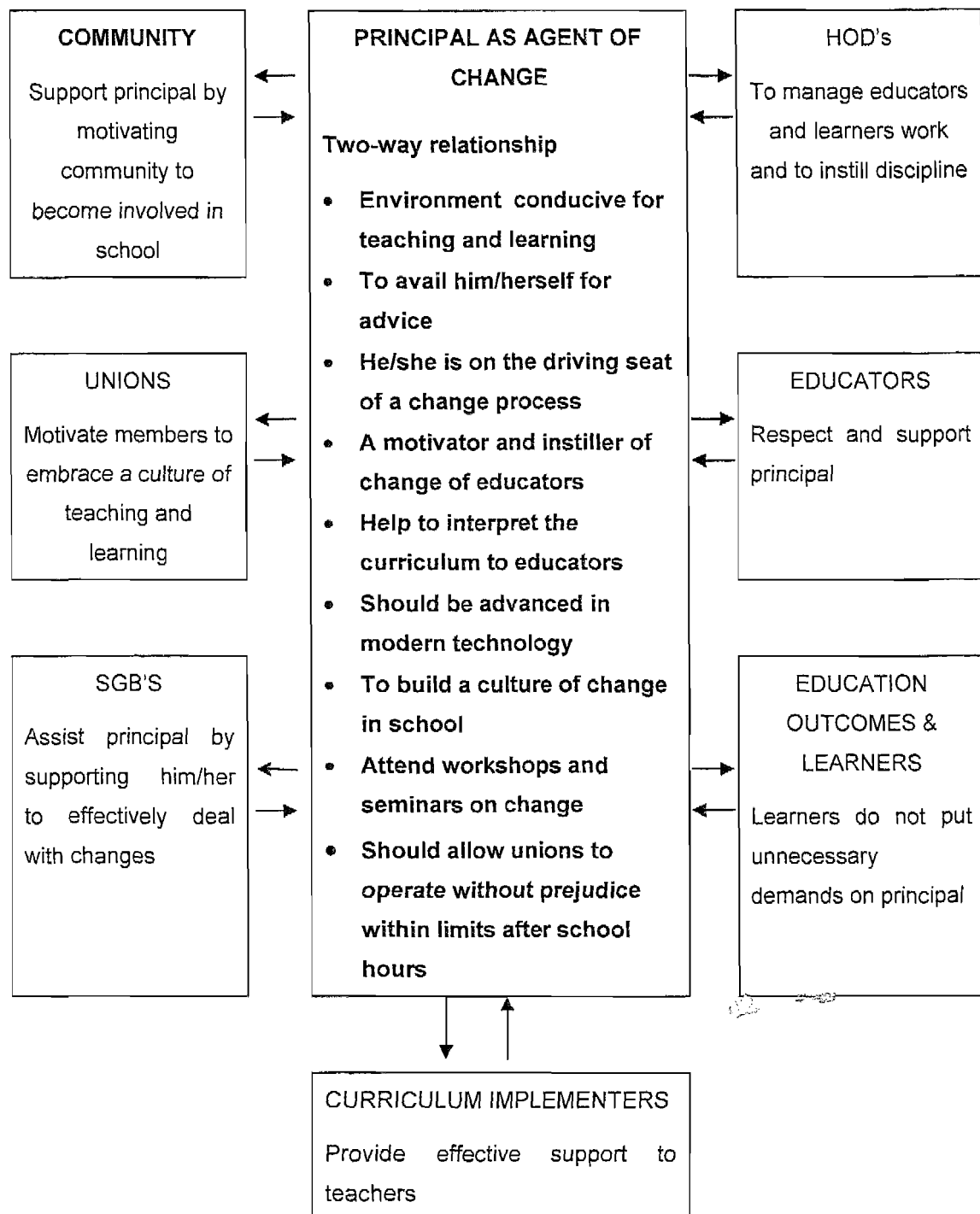
The principal as school manager should always remind and educate educators about the importance of the South African Schools Act (SASA), which provides that corporal punishment is abolished and no learner should suffer consequences of corporal punishment.

6.5 A MODEL OF CHANGE

As indicated in Chapter 1 (see 1.1), one of the aims of this study was to design a model to provide guidelines on the role of the principal in the context of change.

The following model of change presents the recommendations of the researcher, based on the findings presented in this chapter.

Figure 5.21 A model for the improvement of the principal's role as agent of change



The principal occupies a central and influential position in school, as shown on figure 5.21 above. The two-way communication plays a crucial role in ensuring that there should be healthy and lubricant interaction between the principal as agent of change and all the structures in and around the school.

Change is necessary in order to keep up with development in the modern technology. The principal should be on the driving seat. He/she is expected to be available to guide, supervise and offer professional advice to his/her staff. The principal should make the education environment conducive for teaching and learning in school and he/she should be knowledgeable of the curriculum and interpret it to educators.

Change is an on-going process. Principals should organise meetings, workshops, symposiums and seminars to help motivate and instil change in the minds of educators. Educators must be assisted to build the culture of change in their minds. Respect to these changes helps to smooth the process.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research could be conducted on educators to find out how much they contribute to enhance change in schools. It is important to hear their views as one of the stakeholders in education. How they handle situations such as:

- Classroom overcrowding
- Learners' attention (discipline) in class
- Educators' understanding and implementation of the National Curriculum Statement (NCS)
- The management of conflict and violent situation in class.

6.7 CONCLUSION

Chapter 6 encapsulates the summaries of all the chapters. Findings and recommendations also find expression in this research. It is hoped that recommendations made in this research will contribute to the principals' management style in schools in more than one way, and principals therefore remain agents of change.

BIBLIOGRAPHY

- ADAMS, N. 1987. Secondary school management today. London: Hutchinson.
- ALTRICHTER, H. & ELLIOT, J. 2000. Images of educational change. Buckingham: Open University Press.
- ANON. 2005. School heads to get more powerful governing bodies need to be balanced by strong principals. *Star*: 5, 12 July.
- AREND, R.I. 1997. Classroom instruction and management. Boston, Mass.: McGraw-Hill.
- ARRIAZA, G. 2004. Making changes that stay made: school reform and community involvement. *High School Journal*, 87(4):5, April/May.
- BADAT, S. 1992. Democratising education policy research for social transformation. (In Unterhalter, E., Wolpe, H. & Botha, T. Education in a future South Africa. Policy issues for transformation. Trenton, N.J.: Africa World Press. p. 17-38.)
- BADENHORST, D.C., CALITZ, L.P., VAN SCHALKWYK, O.J. & VAN WYK, J.G. 1992. School management: the task and role of the teacher. Pretoria: HAUM Educational.
- BARTOL, K.M. & MARTIN, D.C. 1991. Management. New York: McGraw-Hill.
- BEARE, H., CALDWELL, B.J. & MILLIKAN, R.H. 1990. Creating an excellent school: some new management techniques. London: Routledge.
- BEHR, A. 1984. New perspective in South African education. 2nd ed. Durban: Butterworth.
- BELL, L. 1992. Managing teams in secondary schools. London: Routledge.
- BENNET, R. 1994. Management. 2nd ed. London: Pitman.

BERGH, Z.C. & THERON, A.L., eds. 1999. Psychology in the work context. Cape Town: Oxford University Press Southern.

BEUKES, C.J. 2003. The motivation for and establishment of education management and development centres (EMDCs) in the Western Cape, South Africa. Cape Town: University of the Western Cape. (Dissertation – MEd.)

BISSCHOFF, T.C. 1997. Financial management explained. Pretoria: Kagiso.

BISSCHOFF, T.C., DU PLESSIS, P. & SMITH, E. 2004. Effective school marketing. Pretoria: Van Schaik.

BISSCHOFF, T.C., & MESTRY, R. 2003. Financial school management explained. 2nd ed. Pretoria: Kagiso.

BOTHA, P. 1994. The teacher as caring supervisor. (In Oosthuizen, I.J., Bray, W., Marais, D., Mentz, P.J., Oosthuizen, I., Van der Westhuizen, P.C. & Van Schalkwyk, O.J. Aspects of educational law for educational management. Pretoria: Van Schaik. p 73-87).

BRAY, W. 2000. Foundation of law and education policy. Pretoria: Centre for Education Law and Education Policy (CELP), Department of Education Management, University of Pretoria.

BREVIS, T., NGAMBI, H.C., VRBA, M.J. & NAICKER, K.S., 2002. Management principals. 3rd ed. (In Smit, P.J., De J. Cronje, G.J., Management principals. A contemporary edition for South Africa. Landsdowne: Juta & Co. Ltd. p 88).

BROOKSBANK, K. & ANDERSON, K. 1989. Educational administration. London: Longman.

BROWN, S., ARMSTRONG, S. & THOMPSON, G. 1998. Motivating students. London: Kogan Page.

BUCHTEL, A.J. 1992. Practical school management, Course II. Pretoria: Acacia.

BUCKLEY, J. 1985. The training of secondary school heads. Berkshire: Nfer-Nelson.

BULL, S.L. & SOLITY, J. 1993. Classroom management: principles to practice. London: Routledge.

BURNS, N. & GROVE, S.K. 1997. The practice of nursing research. Philadelphia, Pa.: Lippincott.

BUSH, T. 2003. Theories of educational leadership and management. 3rd ed. London: Sage.

BUSH, T. & BELL, L. 2002. The principles of practice of educational management. London: Chapman.

BUSHER, H. & SARAN, R. 1995. Managing teachers as professionals in schools. London: Kogan Page.

CALDERHEAD, J. & SHORROCK, S.B. 1997. Understanding teacher education: case studies in the professional development of beginning teachers. London: Falmer.

CALDWELL, B.J. & SPINKS, J.M. 1998. Beyond the self-managing school. London: Falmer.

CALITZ, L., FUGLESTAD, O.L. & LILLEJORD, S. 2002. Leadership in education: productive learning cultures. Sandown: Heinemann.

CARNELL, E. & LODGE, C.L.. 2002. Supporting effective learning. London: Chapman.

CHARLES, C.M. & SENTER, G.W. 1995. Elementary classroom management 2nd ed. New York: Longman.

CHRISPEELS, J.H. 2004. Learning to lead together: the promise and challenge of sharing leadership. London: Sage.

CLEGG, S.R. 1990. Modern organisation: organisation studies in the post modern world. London: Sage.

COLEMAN, M. 2003. Developing a culture of learning and teaching. (*In* Coleman, M., Graham-Jolly, M. & Middlewood, D. Managing the curriculum in South African schools. London: Commonwealth Secretariat. p. 131-147.)

COLEMAN, M. & GRIGGS, R.J. 2002. Research methods in educational leadership and management. London: Sage.

CARNELL, E. & LODGE, C. 2002. Supporting effective learning. London: Paul Chapman Publishing.

CRAFT, A. 2005. Creativity in schools: tension and dilemmas. New York: Routledge.

DADEY, A. & HARBER, C. 1991. Training and professional support for headship in Africa. London: Commonwealth Secretariat.

DANIELS, H. & GARNER, P., eds. 1999. Inclusive education: supporting inclusion in education systems. London: Kogan Page.

DAVIDMAN, L. & DAVIDMAN, P.T. 1997. Teaching with a multicultural perspective: a practical guide. 2nd ed. New York: Longman.

DAVIES, B. & ELLISON, L. 1991. Marketing the secondary school. Harlow: Longman.

DAVIS, B. & ELLISON, L. 2003. The new strategic direction and development of the school. Key frameworks for school improvement planning. 2nd ed. London: Routledge Falmer.

DAVIS, B., ELLISON, L. & BOWRING-CARR, C. 2005. School leadership in the 21st century: developing a strategic approach. 2nd ed. London: Routledge Falmer.

DEAN, J. 1993. Managing the secondary school. 2nd ed. London: Routledge.

DE VOS, A.S. 1998. General introduction to research design, data collection methods and data analysis. (*In* De Vos, A.S., Strydom, H., Fouché, C.B.,

Poggenpoel, M. & Schurink, E.W. Research at grass roots. A primer for the caring professions. Pretoria: Van Schaik Publishers. p. 76-78.)

DE VOS, A.S., STRYDOM, H., FOUCHÉ, C.B., POGGENPOEL, M. & SCHURINK, E.W. 1998. Research at grass roots: a primer for the caring professions. Pretoria: Van Schaik Publishers.

DICHMONT, P. 1994. The Blue Book. Using newspapers and magazines for effective learning: a guide for English second language in secondary schools. Durban: Education Foundation's Media in Education Project.

DIMMOCK, C. 1993. School-based management and school effectiveness. London: Routledge.

DUKE, D.L. & CANADY, R.L. 1991. School policy. New York: McGraw-Hill.

DUNKLEE, D.R. & BRACEY, G.W. 2000. If you want to lead, not just manage. A primer of principal. Thousands Oaks, Calif.: Corwin Press.

DUNLAP, D.M. & SCHMUCK, P.A. 1995. Women leading in education. New York: University of New York.

DU PREEZ, P., CAMPHER, T., GROBLER, B., LOOCK, C. & SHABA, S.M. 2003. Effective education management series. A guide educators and managers in education. Module 1: Principles of effective education management. Sandown: Heinemann.

EHLERS, T. & LAZENBY, K. 2004. Strategic management. Pretoria: Van Schaik Publishers.

ELLSWORTH, J.B. 2000. Surviving change. A survey of educational change models. New York: Eric Clearinghouse on Information & Technology, Syracuse University.

ENGELBRECHT, P., GREEN, L., NAICKER, L. & ENGELBRECHT, L. 1999. Inclusive education in action in South Africa. Pretoria: Van Schaik Academic.

ENGLUND, R.L., GRAHAM, R.J. & DINSMORE, P.C. 2003. Creating the project office. A manager's guide to leading organisational changes. San Francisco, Calif.: Jossey-Bass.

ERASMUS, B.J., LOEDOLFF, P.v.Z., MDA, T. & NEL, P.S. 2006. Managing training and development in South Africa. 4th ed. Oxford University Press: Southern Africa.

ERASMUS, B.J. & VAN DYK, P.S. 2003. Training management in South Africa. 3rd ed. Cape Town: Oxford University Press.

ESP, D. 1993. Competences for school managers. London: Kogan Page.

EVANS, R. 2001. The human side of school change: reform, resistance and the real life problems of innovation. San Francisco, Calif.: Jossey-Bass. 317 p.

FIDLER, B. 2002. Strategic management for school development: leading your school's improvement strategy. London: Chapman.

FITZ-GIBBON, C.T. 1996. Monitoring education. Indicators, quality and effectiveness. London: Cassell.

FLEISCH, B. 2002. Managing educational change: the state and school reform in South Africa. Cape Town: Heinemann.

FOUCHÉ, C.B. 1998. Selection of researchable topics. (*In* De Vos, A.S., Strydom, H., Fouché, C.B., Poggenpoel, M. & Schurink, E.W. Research at grass roots. A primer for the caring professions. Pretoria: Van Schaik Publishers. p. 77-94.)

FULLAN, M. 1992. Managing sustained change. (*In* Bennet, N., Crawford, M. & Riches, C. Managing change in education: individual and organisational perspective. London: Chapman. p. 109-129.)

FULLAN, M. 2005. Leadership and sustainability: system thinkers in action. Thousand Oaks, Calif.: Corwin Press.

- FRASE, L.E. & HETZEL, R.W. 1990. School management wandering around. Lancaster, Pa.: Technomic.
- FULLINWIDER, R.K. 1996. Public education in a multicultural society: policy, theory, critique. New York: Cambridge University Press.
- GALLIE, M., SAYED, Y. & WILLIAMS, H. 1997. Transforming educational management in South Africa. The crisis of conflict: the challenges of change. *Education In a New South Africa*, 66(4):464, July.
- GOVENDER, K.P. 1997. The influence of a changing school environment of school management. Pretoria: University of South Africa. (Thesis – PhD.).
- GOVENDER, P. 2005a. Headmaster accused of squandering fees. *Sunday Times*:13, 03 July.
- GOVENDER, P. 2005b. South African teachers teach only half the time. *Sunday Times*:13, 23 October.
- GRAHAM-JOLLY, M. and MIDDLEWOOD, D. 2003. The nature of curriculum change management. Managing the curriculum in South African schools. London: Commonwealth Secretariat.
- GREENWOOD, M.S. & GAUNT, H.J. 1994. Total quality management for schools. London: Cassell.
- GRIFFIN, R. 2002. Education in transition: international perspectives on the politics and processes of change. Oxford: Symposium Books.
- GRINNELL, R.M. & WILLIAMS, M. 1990. Research in social work: a primer. Itasca, Ill.: Peacock.
- GROBLER, B.R. & SMITH, J.A.J. 1996. Educational management. School organisation II. Johannesburg: RAU College for Education and Health.
- GRONN, P. 2003. The new work of educational leaders: changing leadership practice in an era of school reform. London: Chapman.
- GULTIG, J., NDHLOVU, T. & BERTRAM, C. 2000. Creating people-

centred schools: school organisation and change in South Africa: reader. Cape Town: South African Institute for Distance Education and SAIDE. Oxford University Press (SAIDE).

HALLINAN, M.T. 1995. Promising practices and policies. New York: Plenum Press.

HALLINGER, P. & HECK, R.H. 2004. The study of educational leadership and management. (*In Tomlinson, H. Educational management. London: Routledge Falmer. p. 216-371.*)

HALSALL, R. 1998. Teachers' research and improvement. Open doors from inside. Buckingham: Open University Press.

HAMLYN, P. 1996. Success against the odds. Effective schools in disadvantage areas. National Commission on Education. London: Routledge.

HANSEN, M.J. 1990. Site-based management and quality circles: a natural combination. *NASSP Bulletin*, 74(528):100–103.

HARRIS, A., BENNET, N. & PREEDY, M. 1998. Organisational effectiveness and improvement in education. Buckingham: Open University Press.

HAYWARD, R.P.D. 1998. Action research on total quality education in a South African primary school. Pretoria: University of South Africa. (Thesis – DEd.) 72 p.

HERMAN, J.J. & HERMAN, J.L. 1994. Making change happen. Thousand Oaks, Calif.: Corwin Press.

HEYSTEK, J. & LOUW, E.M. 1999. Parental participation in school activities: is it sufficient? *South African Journal of Education*, 19(1):21-27.

HUYVAERT, S. 1997. Time is of the essence: learning in schools. Boston, Mass.: Allyn & Bacon.

JANSON, C.A. 2002. Organisational climate. (*In* Van der Westhuizen & Theron, 2002:143. 2002. Schools as organisations. 2nd ed. Pretoria: Van Schaik. Schools as organisations. Pretoria: Van Schaik. p. 140-158.)

JENKINS, H.O. 1991. Get it right. A handbook for successful school leadership. Oxford: Blackwell Education.

JOYCE, B., CALHOUN, E. & HOPKINS, D. 1999. The new structure of school improvement: inquiring schools and achieving students. Buckingham: Open University Press.

KEMP, R. & NATHAN, M. 1989. Middle management in schools: a survival guide. Oxford: Blackwell.

KGOSANA, C. 2005. Thousands of teachers' post vacant. *City Press*, 23 October.

KIMBROUGH, B. & BURKETT, W. 1990. The principalship: concepts and practices. Upper Saddle River, N.J.: Prentice-Hall.

KNIGHT J. 1997. Strategic planning for school managers. London: Kogan Page.

KRAAK, A. & YOUNG, M. 2001. Education in retrospect. Policy and implementation since 1990. Pretoria: HSRC.

KRUGER, A.G. & VAN SCHALKWYK, O.J. 1993. Classroom management. Pretoria: Academica.

KRUGER, A.G. & SCHALKWYK, O.J. 1997. Classroom management. 2nd ed. Pretoria: Van Schaik.

LAW, S. & GLOVER, D. 2000. Educational leadership and learning: practice, policy and research. Philadelphia, Pa.: Open University Press.

LEASK, M. & TERREL, I. 1997. Development planning school improvement for middle managers. London: Kogan Page.

LEGOTLO, M.W. 1994. An induction programme for newly appointed school

principals in Bophuthatswana. Potchefstroom: Potchefstroom University for CHE. (Thesis – PhD.)

LEITHWOOD, K., JANTZI, D. & STEINBACH, R. 1999. Changing leadership for changing times. Buckingham: Open University Press.

LEMMER, E. 1999. Contemporary education: global issues and trends. Johannesburg: Heinemann Higher and Further Education.

LEVAČIĆ, R. 1994. Financial management in education. Milton Keynes: Open University Press.

LEVAČIĆ, R. 1995. Local management of schools: analysis and practice. Buckingham: Open University Press.

LEWIN, K., SAMUEL, M. & SAYED, Y., eds. 2003. Changing patterns of teacher education in South Africa: policy, practice and prospects. Sandown: Heinemann.

LIPMAN, M. 2003. Thinking in education. 2nd ed. Cambridge: University Press.

LOBER, I. 1993. Promoting your school. Lancaster: Technomic Publishing.

LOMAX, P. 1989. The management of change: increasing school effectiveness and facilitating staff development through action research. Clevedon, Pa.: Multilingual Matter.

LOMAX, P. 1996. Quality management in education: sustaining the vision through action research. London: Hyde Publications.

LOOCK, C., CAMPHER, T., DU PREEZ, P., GROBLER, B. & SHABA, S.M. 2003. A guide to educators and managers in education, Module 3: education leadership. Sandown: Heinemann. (Effective Education Management Series.)

LOUW, D.A. & EDWARDS, D.J.A. 1997. Psychology. Pretoria: Heinemann.

LUMBY, J., MIDDLEWOOD, D. & KAABWE, E. 2003. Managing human resources in South African schools. London: Commonwealth Secretariat.

MACBEATH, J. 1998. Effective school leadership: responding to change. London: Chapman.

MAEPA, L.J. 1999. Empowering school principals to manage change in education. Pretoria: University of Pretoria. (Dissertation – MEd.)

MAHULUHULU, S.O. 2003. Implications of transformational leadership in schools. Johannesburg: Rand Afrikaans University. (Dissertation – MEd.)

MAILULA, M.J. 2004. The in-service training of teachers and school managers for the implementation of Curriculum 2005 in the Sedibeng West District (D8). Vanderbijlpark: North West University, Vaal Triangle Campus. (Dissertation – MEd.)

MAKHALEMELE, L.M. 2003. The leadership role of a school principal: a public administrative perspective. Potchefstroom: Potchefstroom University for CHE. (Dissertation – MEd.).

MARSH, D.D. & LE FEVER, K. 2004. Educational management administration and leadership in a policy context: what happens when students' performances standards are clear? *Belmas*, 32(4):387-404, 8 July.

MATABOGE, T.J.M. 1999. Guidelines for the in-service education and training of school principals in managerial competencies. Pretoria: University of Pretoria. (Thesis – PhD.)

MAURER, R.E. 1991. Managing conflict: tactics for school administrators. Boston, Mass.: Allyn & Bacon.

MBATHA, N.Y. 2004. The role of district managers in the implementation of multi-skilling programme. Vanderbijlpark: North West University, Vaal Triangle Campus. (Dissertation – MEd.)

McMILLAN, J.H. & SCHUMACHER, S. 2001. Research in education: a conceptual introduction. 5th ed. New York: Longman.

- MENTZ, P.J. 1996. Organisational climate in schools. (*In* Van der Westhuizen, P.C., *et al.* Schools as organisations. Pretoria: Van Schaik. p. 1246-169.)
- MESTRY, R. 1999. Human resource management in education. Melville: RAU.
- MOLEKOA, R.M. 2001. Management of change in a school as an organisation: a case study of selected primary schools in Kwamhlanga district (Mpumalanga province). Pretoria: University of Pretoria, Mamelodi Campus. (Dissertation – MEd.)
- MOLETE, A.L. 2004. Managing and reducing educators' resistance to change in SEDIBENG – west (D8). Vanderbijlpark: North West University, Vaal Triangle Campus. (Dissertation – MEd.)
- MOLOI, K.C. 2000. Organisational behaviour. Educational management. Study guide. Johannesburg: RAU College for Education and Health.
- MOLOI, K.C. 2001. Organisational behaviour and leadership. Melville: RAU. (Study guide.)
- MOLOKO, M.N. 1996. Team management in secondary schools. Vanderbijlpark: Potchefstroom University for CHE. (Thesis – PhD.)
- MONARENG, M. 2006. The principals must toe the line. *Mirror* (Mpumalanga): 27-31, March.
- MORGAN, G. 1990. Riding the waves of change: developing managerial complicities for turbulent world. San Francisco, Calif.: Jossey-Bass.
- MOSOGÉ, M.J. 1996. Teacher participation in school management. Potchefstroom: Potchefstroom University for CHE. (Thesis – PhD.)
- MPUMALANGA. Department of Education. 2003. Integrated quality management system: educator's manual. Nelspruit; Government Printers.
- MPUMALANGA. Department of Education. 2006. languages learning area:

participants' manual. Grade 8 & 9 orientation programme. Nelspruit: CTP Book Printers.

MUNGUNDA, C. 2003. An investigation into principals' experience and perceptions of participative management. Port Elizabeth: Rhodes University. (Dissertation – MEd.)

MUNN, P. 1993. Parents and schools: customers, managers or partners? London: Routledge.

MURGATROYD, S. & MORGAN, C. 1993. Total quality management and the school. Buckingham: Open University Press.

NDHLOVU, T., BERTRAM, C., MTHIMUNYE, N. & AVERY, N. 1999. Creating people-centred schools: school organisation and change in South Africa: learning guide. Cape Town: SAIDE and Oxford University Press.

NELSON, J.L. PALONSKY, S.B. & CARLSON, K. 2000. Critical issues in education: dialogues and dialectics. 4th ed. Boston, Mass.: McGraw-Hill.

NEWTON, C. & TARRANT, T. 1992. Managing change in schools: a practical handbook. London: Routledge.

NICHOLSON, R. 1989. School management. London: Kogan Page.

NKHI, C.S. 2003. Reasons why educators from township schools send their children to ex-model-c schools. Sebokeng: Vista University. (Dissertation – MEd.)

O'CALLAGHAN, W.G., 2004. Thinking outside the box: how educational leaders can safely navigate the rough waters of change. Toronto: Scarecrow Education.

OLDROYD, D., ELSNER, D. & POSTER, C. 1996. Educational management today: a concise dictionary and guide. London: Chapman.

OOSTHUIZEN, I.J., BOTHA, P.W., BRAY, D., MARAIS, P.J., MENTZ, L E., OOSTHUIZEN, P.C., VAN DER WESHUIZEN, P.C. & VAN SCHALKWYK,

O.J. 1994a. Aspects of educational law for educational management. 2nd ed. London: Macmillan Press.

OOSTHUIZEN, I.J., BOTHA, P.W., BRAY, D., MARAIS, P.J., MENTZ, L., OOSTHUIZEN, P.C., VAN DER WESTHUIZEN, P.C. & VAN SCHALKWYK, O.J. 1994b. Aspects of educational management. Pretoria: Van Schaik.

OWENS, R.G. 1991. Organisational behaviour in education. 4th ed. Boston, Mass.: Allyn & Bacon.

PETTINGER, R. 1997. Introduction to management. 2nd ed. London: Macmillan.

PIEK, G.C. 1994. School management. Cape Town: Maskew Miller Longman.

PREEDY, M., GLATTER, R. & LEVAVČIČ, R. 1997. Educational management: strategy, quality and resources. Buckingham: Open University Press.

PRINSLOO, E., VORSTER, P.J. & SIBAYA, P.T. 1997. Teaching with confidence. Pretoria: Kagiso.

RANSON, S. 1994. Towards the learning society. London: Cassell.

RAPUDI, M.M. 1999. The principal's role in teacher empowerment in the Northern Province. Auckland Park: Rand Afrikaans University. (Mini-dissertation – MEd.)

REID, K., HOPKINS, D. & HOLLY, P. 1990. Towards the effective schools: the problem and some solutions. Oxford: Basil Blackwell.

RICHERS, C. 1998. Communication in educational management. 2nd ed. (*In* Crawford, M., Kydd, L. & Riches, C. Leadership and teams in educational management. Buckingham: Open University Press.)

ROGERS, B. 1998. You know the fair rule. Strategies for making the hard

job of discipline and behaviour management in school easier. 2nd ed. London: Prentice Hall.

RUDDUCK, J. 1991. Innovations and change: developing involvement and understanding. Buckingham: Open University Press.

SA see SOUTH AFRICA.

SARASON, S.B. 1995. parental involvement and the political principle: why the existing governance structure of school should be abolished. San Francisco, Calif.: Jossey-Bass.

SCHLEBUSCH, J.C. 2001. Managing change – how educational leaders manage transformational change within a framework of control and constraints. Stellenbosch: University of Stellenbosch. (Dissertation – MPhil.).

SCHOPPA, L.J. 1991. Education reform in Japan: a case of immobilise politics. London: Routledge.

SCHWEISFURTH, M. 2002. Teachers, democratisation and educational reform in Russia and South Africa. Wallingford: Symposium Books.

SEHLARE, B.P.M.M. 1993. The responsibility of the principal in the induction of the beginner teacher in high schools in Bophuthatswana. Potchefstroom: Potchefstroom University for CHE. (Dissertation – MEd.).

SERGIOVANNI, T.J. 1991. The principalship: a reflective practice perspective. 2nd ed. Boston, Mass.: Allyn & Bacon.

SHAH, C.G. 1990. Managerial communication for secondary school principals. Pretoria: Unisa. (Thesis – DEd.).

SHUTTLEWORTH, D.E. 2003. School management in transition: schooling on the edge. London: Routledge Falmer.

SIKHAVHAKHAVHA, P.M. 1999. Didactic – professional in-service training and development needs of secondary school teachers in the region of the Northern Province. Potchefstroom: Potchefstroom University for CHE.

SIMKINS, T. 2005. Leadership in education: 'what works' or what makes 'sense'. Educational management administration and leadership, 33(1):23, July.

SINGH, K., VAUGHT, C. & MICHELL, E.W. 1998. Single-sex classes and academic achievement in two inner-city schools. Journal of Negro education, 67(2):157-167.

SIZER, T.R. 2004. Breaking ranks: 2 strategies for leading high schools reform. New York: Houghton Mifflin.

SMITH, S.C. & SCOTT, J.J. 1990. The collaborative school: a work environment for effective instruction. Reston: NASSP.

SOUTH AFRICA. 1996a. South African Schools Act 84 of 1996. Pretoria: Government Printers.

SOUTH AFRICA. 1996b. The Constitution of the Republic of South Africa, Act 108 of 1996. Cape Town: Government Printers.

SOUTH AFRICA. 2000a. Alternatives to corporal punishment: the learning experience. A practical guide for educators. Pretoria: Tirisano.

SOUTH AFRICA. 2000b. Managing and leading schools: Pretoria: CTP Book Printers.

SOUTH AFRICA. 2000c. School management team: managing and leading schools. Pretoria: CTP Book Printers.

SOUTH AFRICA. 2000d. Managing diversity. Pretoria: CTP Book Printers.

SQUELCH, J. & LEMMER, E.M. 1994. Eight keys to effective school management in South Africa. Halfway House: Southern Book Publishers.

STEYN, J.C., DE KLERK, J. & DU PLESSIS, W.S. 2001. Education for democracy. Durbanville: Wachwa Publishers.

STRESHLY W.A., WALSH, J. & FRASE, L.E. 2002. Avoiding legal hassles. What school administrators really need to know. 2nd ed. Thousand Oaks,

Callif.: Corwin Press.

STRYDOM, H. and DE VOS, A.S. 1998. The pilot study. Research at grass roots. A primer for the caring professions. Pretoria: Van Schaik Publishers.

SUGRUE, C. 2005. Passionate principalship: learning from the life histories of school leaders. London: Routledge Falmer.

SYBOUTS, W. & WENDEL, F.C. 1994. Training and development of school principals: a handbook. Westport: Greenwood Press.

THERON, A.M.C. 1996. General school as organisations. (*In Van der westhuizen, P.C., De Bruin PP, Erasmus M, Jansen C.A, Mentz P.J & Steyn S.C. Schools as organisations. Pretoria: Van Schaik. p. 198-199.*)

THERON, P.F. & BOTHMA, J.H. 1990. Guidelines for headmaster. Pretoria: Van Schaik Academic.

THERON, A.M.C., 2002. Schools as organisations. Pretoria: Van Schaik.

TICKLE, L. 2000. Teacher induction: the way ahead. Buckingham: Open University Press.

TOMLINSON, H. 2004. Educational management: major themes in education, v. 4: Educational change. London: Routledge Falmer.

TRAVERS, J.C. & COOPER, C.L. 1996. Teachers under pressure: stress in the teaching profession. London: Routledge.

VAN DER LINDE, C.H. 2000a. Potgietersrus and Vryburg in South Africa: what went wrong? Implications for educational managers. *Unity From Diversity*, 121(4):672, 8 July.

VAN DER LINDE, C.H. 2000b. The role of good educational management in a changing South Africa. *Education*, 122(3):511, 8 July.

VAN DER WESTHUIZEN, P.C. 1995. Effective educational management. 5th ed. Pretoria: Kagiso.

- VAN DER WESTHUIZEN, P.C., & THERON, A.M.C. 2002. Schools as organisations. 2nd ed. Pretoria: Van Schaik.
- VAN DEVENTER, I. & KRUGER, A.G. 2003. An educator's guide to school Management skills. Pretoria: Van Schaik Publishers.
- VENTER, P.R. 1999. A training programme to improve the listening behaviour of school principals. Potchefstroom: Potchefstroom University for CHE. (Thesis – PhD.).
- WALLACE, M. 2003. Education management and administration: managing the unmanageable? Coping with complex educational change. *Belmas*, 31(1): 9-29, 8 July.
- WALLACE, M. & POCKLINGTON, K. 2002. Managing complex educational change: large-scale reorganisation of schools. London: Routledge Falmer.
- WALTERS, S. 1992. Globalisation, adult education and training. Impact and Issues.
London: ZED Publishers.
- WEST-BURNHAM, J. 1997. Managing quality in schools: effective strategies for quality-based schools improvement. 2nd ed. London: Pitman.
- WHITAKER, P. 1993. Managing change in schools. Buckingham; Open University Press.
- WICKAM, P.A. 1999. Management consulting. London: financial Times / Prentice Hall.
- WRIGHT, K. & STEGELIN, D.A. 2003. Building school and community partnerships, through parent involvement. 2nd ed. Hillside, N.J.: Merrill Prentice Hall.
- XABA, M.I. 1999. Management development as a task of school managers at institutional level. Vanderbijlpark: Vaal Triangle Campus of Potchefstroom University for CHE. (Thesis – PhD.).

ZYMAN, S. 1999. The end of marketing as we know it. New York: Harper Business.

ANNEXURE A

LETTER OF PERMISSION

MPUMALANGA PROVINCIAL GOVERNMENT

2 De Jager Street
ERMELO
2351
Republic of South
Africa



Private Bag X9029
ERMELO
2350
South Africa
TEL NO (017) 801 5022
FAX NO (017) 819 7603

DEPARTMENT OF EDUCATION

Gert Sibande Region

Litiko leTefundvo Umnyango Wentfundo Departement van Onderwys Umnyango Wezemfundo Department of Education

ENQUIRIES: Dr L H Mathunyane
TEL: 017-8015002

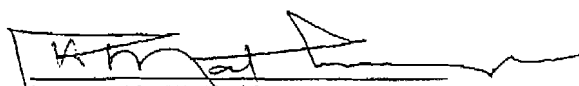
TO M/S T T VILAKAZI
P O BOX 1654
STANDERTON
2430

FROM REGIONAL DIRECTOR: GERT SIBANDE REGION
DR LH MATHUNYANE

DATE 14 February 2006

SUBJECT RESEARCH PROJECT: PhD STUDIES

1. Your letter dated 15 December 2005 with regard to the above subject has reference.
2. Permission is hereby granted that you conduct a research in the Gert Sibande Region towards your PhD degree.
3. You are kindly requested to submit the following information to this office before you commence with your research.
 - A motivation from your promoter
 - A declaration that you will not force any person to participate in your research and that this will take place outside office hours/school contact (tuition) time.
4. The Department of Education wishes you good luck in your research project.


DR. LH MATHUNYANE
REGIONAL DIRECTOR
/rs

14/02/06
DATE

ANNEXURE B

QUESTIONNAIRE

Dear principal

The ever-changing times in the new dispensation call for dramatical change in the education of our learners. Principals are renowned to be the main role players in bringing about and implementing change in schools. Whether the principals are able to cope with that, remains to be seen.

The main aim of this questionnaire is to research the principals as agents for change in schools.

Will you be so kind to use a few minutes to complete the attached questionnaire?

Please note the following:

- Your participation is highly appreciated. The success of this research solely relies on your honest opinions. This questionnaire is circulated to limited number of school principals.
- This questionnaire is anonymous. Please don't write your name or any other identifying information on the questionnaire. If you want to correspond with the researcher, you are to contact the undersigned at the address below.
- There are no correct or incorrect answers as far as the opinion related questions are concerned. Only your honest opinions are valid.
- This questionnaire consists out of three sections. Please answer all questions and react to all statements.
- Please return this questionnaire on completion to the person from whom it was received.

Thank you for your assistance.

Themba Thomas Vilakazi *Themba Vilakazi*

P.O.Box 1654 Standerton

2430

SECTION A: Demographic information

Kindly provide the following personal particulars by crossing the relevant box.

1. Gender	<table border="1"> <tr> <td>Male</td> <td>Female</td> </tr> </table>		Male	Female													
Male	Female																
2. Current age in completed years	<table border="1"> <tr> <td style="height: 20px;"></td> </tr> </table>																
3. Home language	<table border="1"> <tr> <td>Afrikaans</td> <td>English</td> <td>Ndebele</td> <td>Northern Sotho</td> <td>Southern Sotho</td> </tr> <tr> <td>Swati</td> <td>Tsonga</td> <td>Tswana</td> <td>Venda</td> <td>Xhosa</td> </tr> <tr> <td>Zulu</td> <td>Other (Specify)</td> <td colspan="3"></td> </tr> </table>		Afrikaans	English	Ndebele	Northern Sotho	Southern Sotho	Swati	Tsonga	Tswana	Venda	Xhosa	Zulu	Other (Specify)			
Afrikaans	English	Ndebele	Northern Sotho	Southern Sotho													
Swati	Tsonga	Tswana	Venda	Xhosa													
Zulu	Other (Specify)																

4. The medium of instruction in your school

Afrikaans	English	Double medium (Afrikaans and English in one class)	Parallel medium (separate English and Afrikaans classes)
-----------	---------	--	--

5. Which one of the following best describes your religious affiliation?

None	Christian	Hindu	Buddhists	Muslim	Other (Specify)
------	-----------	-------	-----------	--------	--------------------

6. Your highest educational qualification

Grade 12	Diploma	Degree	Honours/Masters degree	Doctor's degree	Other (Specify)
----------	---------	--------	---------------------------	--------------------	--------------------

7. How would you classify your school?

Primary	Secondary	Combined (Both primary and secondary)	Other
---------	-----------	--	-------

8. How would you classify the geographical area of your school? Choose only one option.

Township	Suburban	Rural	Urban
----------	----------	-------	-------

9. How many complete years have you been a principal?

10. What is the learner enrolment at your school?

Less than 200	201-400	401-600	601-800	801-1000	More than 1000
------------------	---------	---------	---------	----------	-------------------

- 11a. Number of boys (male learners) in your school

- 11b. Number of girls (female learners) in your school

- 12a. Number of male staff in your school

- 12b. Number of female staff in your school

SECTION B: The principal as manager

Kindly assist by completing the questionnaire:-

- Indicate your opinion by encircling the appropriate number on the scale provided for each question.
- Remember:- If you circle number "1" it means "to no extent", while if you circle number "4" it means "to a very large extent. Numbers "2" (Certain extent) and "3" (Some extent) are at equal intervals between "to no extent" and "to a very large extent".

	To what extent do you believe:	No extent	Certain extent	Some extent	Large extent
1.	the principal provides an environment of trust to learners, parents and educators?	1	2	3	4
2.	the shared vision is a responsibility ascribed to the principal?	1	2	3	4
3.	the principal and the staff need to work as a team for the growth and development of learners?	1	2	3	4
4.	it is the principal's duty to delegate certain tasks to some members of staff?	1	2	3	4
5.	the principal organises the school together with the SMT such that it becomes effective administratively and otherwise?	1	2	3	4
6.	discipline is the principal's terrain in the school situation?	1	2	3	4
7.	the principal should allow participatory decision-making in the school?	1	2	3	4
8.	the principal and the SMT should be able to manage and resolve conflict in schools?	1	2	3	4
9.	the parents can assist principals in making things happen in schools?	1	2	3	4
10.	the principal should be a management process specialist?	1	2	3	4
11.	the principal should exercise professionalism?	1	2	3	4
12.	planning and control is within the principal's competence?	1	2	3	4
13.	the principal should maintain the code of conduct in schools?	1	2	3	4
14.	the authority is vested in one person and the staff only receive	1	2	3	4

Questionnaire

instructions from the principal and report back to him?				
15. the principal as well as the heads of departments (HODs) must be knowledgeable about the running of the school?	1	2	3	4
16. the principal should know how to motivate educators?	1	2	3	4
17. the principals determine the kind of timetable they want for their schools?	1	2	3	4
18. a well-functioning school is judged by performance, with the principal at the helm?	1	2	3	4
19. the principal remains accountable for the implementation of the Integrated Quality Management System (IQMS) which is meant to develop and appraise educators?	1	2	3	4
20. the principal should be well-informed with regard to the departmental policies and its implementation?	1	2	3	4

SECTION C: The principal and change

Kindly assist by completing the questionnaire:-

- Indicate your opinion by encircling the appropriate number on the scale provided for each question.
- Remember:- If you circle number "1" it means "to no extent", while if you circle number "4" it means "to a very large extent. Numbers "2" (Certain extent) and "3" (Some extent) are at equal intervals between "to no extent" and "to a very large extent".

To what extent do you believe:	No extent	Certain extent	Some extent	Large extent
1. the principal is an agent of change in schools?	1	2	3	4
2. the principal should initiate, facilitate and implement change in schools?	1	2	3	4
3. the principal need certain skills in order to manage change successfully?	1	2	3	4
4. the principal should have good interpersonal relationships and an easy manner?	1	2	3	4
5. the principal cannot hope to implement change without persuading the staff that it is necessary?	1	2	3	4

Questionnaire

6.	it is the principal's duty to change from emphasis on the recall of knowledge to enabling learners to think abstractly?	1	2	3	4
7.	the principals are too busy to maintain stability and therefore give little attention to change programmes?	1	2	3	4
8.	it is the principal's task to co-ordinate the ordinary learners with those with special needs in an ordinary school?	1	2	3	4
9.	the principals should themselves change in order to make sense of leadership roles in the changing times?	1	2	3	4
10.	change will only happen successfully if it is promoted and steered by the principal?	1	2	3	4
11.	the principals and SMTs will have to work harder in order to speed up the process of change in their schools?	1	2	3	4
12.	the relocation of the principal's leadership from the apex of the organisational pyramid to the centre of network school relationships makes them function as agents of change?	1	2	3	4
13.	the principal should be calm when resistance to change mount?	1	2	3	4
14.	resistance can be managed by participation and involvement of educators?	1	2	3	4
15.	the principal should eliminate conflict and channel it into positive experiences?	1	2	3	4
16.	it is the principal's task to plan and implement school marketing in schools?	1	2	3	4
17.	the principal must lead the change not merely subject to it?	1	2	3	4
18.	the principal should focus on personnel that are already positive?	1	2	3	4
19.	the principal should build a team spirit, however not be discouraged by personnel's failure to co-operate?	1	2	3	4
20.	the principal has to accept the entire responsibility of managing change in the school?	1	2	3	4

THANK YOU FOR YOUR ASSISTANCE!

Questionnaire

ANNEXURE C

TELEPHONE INTERVIEW (STANWEST CIRCUIT)

TELEPHONE INTERVIEW (STANWEST CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

Manager makes sure everything academically, sports SGB, Educator. Hostel under my supervisor, appoint staff members (for education department and SGB) support staff academically and extra mural activities. The following duties are included in the management of the school:

- 2. How did you experience change in your school over the past number of years?**

not the same and it makes change difficult people in higher offices take decisions without consultation the learners must come to school each day and write exams at 12:00 missing 3 periods per day of grades 8 and 9 run full time-table where do write exams at 12:00?

- 3. What tools do you use to deal with these changes effectively?**

On subject matter we divided our subjects into 3 subjects group to make it possible for teachers we meet every Monday. In our school there is a hostel, supervise, learners, extensively extra – mural activity we try to plan better for a week. Distribute it a week before the better you plan the easier. Financial committee, disciplinary comm. We meet on a regular basis. SMT meets everyday, staff everyday of the week October extensive planning (SMT and senior educators) every Tuesday and Thursday morning for the benefit of the learners as a result we don't lose teaching time.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

Positive change - Cass benefits learners. Learners work constantly.

Negative change - overemphasis of human rights and embargo on corporal punish have very negative influence in school cell phone in school is a problem even during exam time, disruptive in class.

ANNEXURE D

TELEPHONE INTERVIEW (STANEAST CIRCUIT)

TELEPHONE INTERVIEW (STANEAST CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

The principal is the manager of the school and the loco parents of learners. At this school all learners are admitted via children's court enquiry due to uncontrollable behaviour. It is the duty of the principal to act in the best interest of the learner at this school at all times.

The following duties are included in the management of the school:

- Arbitrator and mediator
- Administrator
- Organizer
- Co-ordinator of all activities
- Liaison person

2. How did you experience change in your school over the past number of years?

Changes are seen as challenges at this school. Change is necessary in order to keep up with development and changes in the modern technology.

3. What tools do you use to deal with these changes effectively?

Workshops are attended regularly by all staff members to keep up with new developments. Staff development programs are conducted on a weekly base to keep all members up to date on any changes happening.

4. Were there positive and negative changes? Briefly discuss one example of each:

Positive change

Learners are educated more holistically and more skills are developed. The new curriculum provides for these skills to be developed.

Negative change

Rights of the child are emphasized to the extent that it hinders the effective conduct and implementation of discipline structures.

ANNEXURE E

TELEPHONE INTERVIEW (PIET RETIEF CIRCUIT)

TELEPHONE INTERVIEW (PIET RETIEF CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

My role at school is to develop and motivate educators to do their work co-operatively as a team, to encourage learners to learn, to guide them to face life in the outside world and to help develop the community around the school, to involve them in the education of their children and to participate in what ever happens at school.

- 2. How did you experience change in your school over the past number of years?**

A lot of change had happened in education firstly educators became confused when the new system of education was introduced in our country. Learners were also affected by change of the system which was hard to understand. Parents didn't want participate in the education of their children especially in black nation where most of them are illiterate.

- 3. What tools do you use to deal with these changes effectively?**

Workshops which are held regularly help to develop educators positively towards change. Principals' councils, meetings seminars also help to motivate and to instil change in education. It wasn't simple to change from the old system to the new.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

Most changes which take places are political which are hard to understand if you are political minded. Most of white schools are full of resources which make them liked by everybody. Most of black children attend in white schools resources are scarce if none. Some of the rural schools are without L.S.M. in some remote areas learners learn under trees no school all together.

The new system is good because it brought us together as one in all spheres

of life in education in the place of residence etc.

2023-2024

ANNEXURE F

TELEPHONE INTERVIEW (SECUNDA CIRCUIT)

TELEPHONE INTERVIEW (SECUNDA CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

Have knowledge of school finance guide, supervise and offer professional advice to all staff. Must have knowledge of the curriculum liaise with relevant Government department, parents and learners should maintain discipline and educational environment be conducive for teaching professional and all that it encompasses should have good managerial skills in all areas of education.

- 2. How did you experience change in your school over the past number of years?**

Our changes have been gradual and therefore no "major" changes took place. We had however had to adapt to the different cultures and religions and only minor changes took place. Respect to these changes helped smooth the process.

- 3. What tools do you use to deal with these changes effectively?**

Respect, patience, understanding and compromising. It is also very important to communicate effectively.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

Positive change – equal opportunities for all negative – very little parental involvement

ANNEXURE G

TELEPHONE INTERVIEW (BALFOUR CIRCUIT)

22

TELEPHONE INTERVIEW (BALFOUR CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

My role as principal is to ensure that effective teaching and learning takes place at school of this happens there is no doubt that goals and objective of obtaining good result by learners will be achieved however, there good and objective cannot be achieved if the principal spend most of his time in the office and is not aware what is happening in classroom and in the premise. He should be moving in the school offering assistance, guidance, counselling, meeting teachers, learners, parents and solving conflict ensure that change is implemented be it in the curriculum or the way the school is run.

2. How did you experience change in your school over the past number of years?

In my school a lot of change has taken place in the part member of years. For example, learners are won regarding as important stakeholders. Learner's representative council are now consulted when important decisions that may affect learners are to be taken where as the past are opposite was true. Learners are no longer subjected to corporate punishment when they've arrived late or failed a test. But education tries to find the course in order to help the learner.

3. What tools do you use to deal with these changes effectively?

R.C.L has been elected to represent the interest of learners. They are there to see to it that the rights of learners are not violated. Subject improvement committees, make policy for each subject and device ways and means of helping learner to perform well in each subject, motivate learners to arrive on time and try to find out the problems of each learner who arrive late.

4. Were there positive and negative changes? Briefly discuss one example of each:

One example of positive changes is the fact that learners are now treated in a

humane way they are treated as important stakeholders and are afforded an opportunity to be part of the decision making process of the school through the RCL. The process of finding out why a learner is performing poorly is long and time consuming. This is because besides talking to the learner, the parent also has to be interviewed which is a different task to get help from some of them.

ANNEXURE H

TELEPHONE INTERVIEW (BETHAL CIRCUIT)

230

TELEPHONE INTERVIEW (BETHAL CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

I view my role as essential in the normal functioning of the school. To work co-operatively with all the stakeholders within the school (e.g. SMT members, educators, SGB) these enables me concern among all groups for the development of the school my success as a manager of the school depends on effective delegation of duties to the relevant people and proper monitoring of the work/duty delegated due dates could be met for the task planned, selection or choices be made were necessary.

2. How did you experience change in your school over the past number of years?

There were few changes experienced:

- Changes in the national curriculum influence me to seek more strategies of approaching each learning area educator and the monitor their attendance of workshop for quality teaching and learning
- Shortage in the enrolment of learners that resulted in the redeployment of educators and therefore losing some expertise.
- Shortage of funds most parents in my school community are unemployed and
- Payment of school funds and fundraisings become a problem.
- Good performances by the school in extra mural activities e.g. music and sports
- Inclusion of feeding scheme in the school which resulted in good attendance of
- Learners and better school result.

- Declaring the school as a “health promoting school”

3. What tools do you use to deal with these changes effectively?

Tools used

- Change in workshops, staff meetings
- Shortage in enrolment inclusion of other learning areas e.g. Afrikaans
- Shortage of funds S.G.B to address parents
- Holding of learners - results
- Good performance in extramural
- more time for practice
- Feeding scheme
- Enlarging the scheme to benefit all the learners
- Proper kitchen
- Issuing learners with dishes

4. Were there positive and negative changes? Briefly discuss one example of each:

Positive change

Feeding scheme helped to solve many problems in the school such as absenteeism prior performance and record in formation collected from the learner who performs according to his/her capabilities. Since the school community is poverty stricken the scheme bridges the gap between the conditions at home and the performance at school. Some parents get employment in the feeding scheme to cook for learners. Results are better because the attendance of the learner is good.

Negative change

Shortage of funds influences the school negatively. The school becomes dilapidated, has poor facilities and poor infrastructure. Conditions in the classroom and school environment become not conducive for teaching and learning.

ANNEXURE I

TELEPHONE INTERVIEW (ERMELO1 CIRCUIT)

TELEPHONE INTERVIEW (ERMELO1 CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

As a leader I should communicate with the staff as much as possible. My conducts should be exemplary.

- 2. How did you experience change in your school over the past number of years?**

Democracy has come with many things like “no corporal punishment” etc. This has affected the discipline.

- 3. What tools do you use to deal with these changes effectively?**

Staff meeting.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

Yes

Positive – by introducing the child grant the government has helped many parents to afford school uniforms children are neater.

Negative

Most children are orphaned and they take care of themselves. When there is a problem about that child there is no parent to come and discuss that.

ANNEXURE J

TELEPHONE INTERVIEW (ERMELO2 CIRCUIT)

2012

TELEPHONE INTERVIEW (ERMELO2 CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

As a principal I work collaborate with learners, educators and parents. I think in order to improve the school the staff and SGB must together contribute to action and development planning. I think the most important ingredient is a serious commitment of teachers, schools and the community to parent participation programmes.

2. How did you experience change in your school over the past number of years?

Really it was very difficult today teachers are afraid of “change”. Teachers believed in individuality they don’t want to work as a team. They afraid “collaboration” management, I work collaborate with my staff and eventually they accepted change. Because I am not a principal who decides policy alone, but together with all the stakeholders we do that. Most educators use struggling to respond promptly and adequately to changing demands for education to dynamic societal forces to new reforms and to internal pressure for greater accountability.

3. What tools do you use to deal with these changes effectively?

In order to deal with these changes effectively I am doing the following:

- Parental involvement in school management
- Professional development
- Collaboration management
- Staff appraisal

4. Were there positive and negative changes? Briefly discuss one example of each:

Yes, there are positive and negative changes. Some teachers accept changes but other do not. Those who accept change, they are having the decision making power with all the stakeholders. Those who do not accept change they always criticize everything at school. So, being a principal, I am trying the following in my school.

ANNEXURE K

TELEPHONE INTERVIEW (BREYTEN CIRCUIT)

TELEPHONE INTERVIEW (BREYTEN CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

My role as a principal in the school is to manage the running of the school in all departments using various bodies delegated according to education policies.

- 2. How did you experience change in your school over the past number of years?**

Change is never easy and it is a very painful experience. This means you let of some of the past, and adapt the new that cater for the present educational needs. It has been quite a rocky but exciting experience challenging me to be a step ahead of my staff so that I can help my staff to adapt to the new resolutions to that the schooling and teaching can for on in spite of the uncertainties brought by this change.

- 3. What tools do you use to deal with these changes effectively?**

Regular/Continuous staff meetings, learning area meetings different committee meetings help to attack new policies and come up with understanding and common found for the whole school and tread on invitation of education department personnel e.g. CI's help to clarify some changes my staff has to did with attending workshops has also helped equip me with answers to deal with the changes.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

There are positive and negative changes. At the moment it seems like there's more of the negative that the positive.

The positive is the compensation of each educators endeavour towards improving him/herself academically and forwards hard work to educator does in educating the learners holistically, rather than the favouritism done before

by compensating one teacher out of the whole staff (IQMS).

The negative is the easy way of passing even the less deserving learner because of (age co-hort). The negative is a lot of our time as educators is taken by paperwork and typing to cover tasks as demanded than concentrating on teaching the learners.

ANNEXURE L

TELEPHONE INTERVIEW (CAROLINA CIRCUIT)

2023-2024

TELEPHONE INTERVIEW (CAROLINA CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

I play a leading role in:

- Curriculum implementation
- Decision making
- Policy implementation
- Stakeholder involvement
- General administration, management and governance
- Planning, organising, controlling, evaluation, co-ordination and motivation

2. How did you experience change in your school over the past number of years?

Gradual change in curriculum implementation shift from the traditional teacher based curriculum to learner focused OBE.

Parental (SGB) involvement in the education of learners.

Late coming, absenteeism, single parent families, orphanage, etc.

3. What tools do you use to deal with these changes effectively?

Continual school base inset for education on curriculum.

Instruments on the control of education.

IQMS implementation focusing on education development.

Code of conduct for learners and misconduct register.

Incentives for SGB.

4. Were there positive and negative changes? Briefly discuss one example of each:

Learner attendance, punctuality and performance.

Education, understanding and implementation of the curriculum.

Learner conduct.

Our learners are involved in social evils; including use of drugs, intoxication was also a problem as our school is interracial.

Late coming, bunking of classes, absenteeism, result in poor performance.

We agreed as a staff that:

- Discipline should be a joint venture.
- Only disciplined men can erect discipline.
- We should be exemplary i.e. be punctual, attend regularly, focused plan and present lessons appropriately, display a sense of purpose

We jointly (education, management, learners, SGB) developed a code of conduct for learners and agreed to apply it consistently and advocate it.

Misconduct register is used to record learner misconduct.

Disciplinary committee is established to deal with disciplinary problems.

NB

- Thus far, we are succeeding
- Don't have major disciplinary problem
- Learner performance is improving

ANNEXURE M

TELEPHONE INTERVIEW (WAKKERSTROOM CIRCUIT)

245

TELEPHONE INTERVIEW (WAKKERSTROOM CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

A principal is the one in charge in school. He or she is responsible and accountable for everything that happens in school whether is good or bad. His or her role is supposed to be of influence. In a school a principal has to influence planning, organizing, leading and controlling. He or she needs to see to it that all stakeholders of his or her school, namely parents, teachers and learners do hold meetings where they discuss and take decisions about issues affecting teaching and learning. Decisions arrived at need to be organized for them to be implemented for decisions to be implemented they need to be controlled. Unless the principal exemplifying and lead decision making, organizing and controlling by doing for him or her, nothing will ever happen.

2. How did you experience change in your school over the past number of years?

How I experienced change in my school over the past number of years? Education and therefore, teaching and learning is changing from worse to better and vice versa.

3. What tools do you use to deal with these changes effectively?

What “tools” do I use to deal with these changes effectively?

Teacher development programmes in place one way and means principals ought to make use of to deal with changes effectively. IQMS is one programme that aims at improving teaching. Teachers are evaluated against this programme which is coupled with incentives to achieve high teaching performances which will result in quality public education.

4. Were there positive and negative changes? Briefly discuss one example of each:

Were/are there positive and negative changes?

Changes were and will be there either positive or negative ones. IQMS, for example is both positive and negative. It is positive in that if teachers are evaluated on a regular basis they will definitely improve their teaching. It is also negative in that the evaluation and its results depend on learners performances. Learners' performances themselves depend on the choices learners make. Some learners choose to about themselves from activities planned by teachers and teachers take responsibility of bad learners' choices instead of learners taking the responsibility of their choices, thereby teachers spirits affected negatively.

ANNEXURE N

TELEPHONE INTERVIEW (VOLKSRUST1 CIRCUIT)

2010-01-01

TELEPHONE INTERVIEW (VOLKSRUST1 CIRCUIT)

1. You are a principal. Briefly describe how you view your role in the school.

I manage the school

I ensure that school accounts and records are properly kept

I ensure that department circulars and other information received reach the as soon as possible

I ensure that workload is equitable distributed

I control punctuality and work books and registers

2. How did you experience change in your school over the past number of years?

Change is good for our country. Change brought dignity and equity to all citizens

Change encourage them work group work and sharing of resources.

Change promoted consultation and discussions and communication.

3. What tools do you use to deal with these changes effectively?

Working in groups as learning area communicates

Work in group or in pairs in research and project

Encourage impromptu speech organize regular debate under supervision

Encourage learner to participate on cultural activities, group singing and playing indigenous games

Encourage learners to participate on sport and in religious activities.

4. Were there positive and negative changes? Briefly discuss one

example of each:

Positive changes

Freedom of expression

People are allowed to express their ideas and feelings. They are able to share ideas and not their inner feelings. It reduces misunderstanding. The society becomes calm and easily addresses people and refers them to psychologists, those who need more attention

Negative changes

Freedom has caused learners or the youth to neglect advice from parents, elders and local learners. Peers pressure from friends leads learners to drugs, gangsterism, theft and early sexual involvement. They neglect the core duties to learn and do home work, research and project. They come late with no genuine reductions.

ANNEXURE O

TELEPHONE INTERVIEW (VOLKSRUST2 CIRCUIT)

21

TELEPHONE INTERVIEW (VOLKSRUST2 CIRCUIT)

- 1. You are a principal. Briefly describe how you view your role in the school.**

My role is that of principal teacher – thus the first line of authority from the Department – but also first i.e. fore runner for my staff.

The principal should not only initiate, but should also be the agent of transformation and keep the stimulus rolling to effective conclusion of each phase.

- 2. How did you experience change in your school over the past number of years?**

Change, is an on going process, which, if managed correctly, is a constant in a school and therefore not something that causes resentment or resistance.

- 3. What tools do you use to deal with these changes effectively?**

Proper planning and communication.

- 4. Were there positive and negative changes? Briefly discuss one example of each:**

Negative: Staff in hostels resented new time-tables, including night shifts - by consensus a roster to suit everyone was drawn up.

Positive: Staff learned to trust people who have expertise in specific fields.