

**MANAGING CHANGE IN SCHOOLS: THE EDUCATOR'S
PERCEPTIONS IN THE LICHTENBURG AREA PROJECT
OFFICE.**

BY

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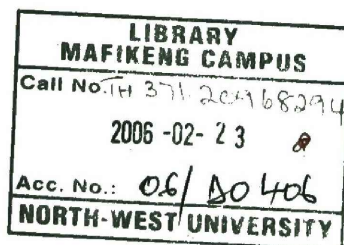
**A mini dissertation submitted in partial fulfillment of the requirements
of the MASTER OF EDUCATION in the Department of
Educational Planning and Administration in the Faculty of Education
at the University of North West.**

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ABSTRACT

The purpose of the study was to determine the perception of educators on managing change in schools of Lichtenburg Area Project Office. A questionnaire with four-licket scale was used. The questionnaire included the questions on some factors that may result in poor management of change in schools, the promoting management of change in education, the development of human resource through training and the change in curriculum. Two open-ended questions were also asked to the respondents to cite if change in education causes frustration, anxiety and depression.

The questionnaire was administered to 30 educators, 120 schools management team (SMT's). Out of the total sample size 150 ($n=150$), 30 ($n=30$) were drawn from the educators and 120 ($n=120$) were from the school management teams. A total of 133 (88,6%) usable questionnaires were returned.

Respondents were asked to express their perceptions by strongly disagreeing, disagreeing, agreeing or strongly agreeing on various aspects. Data were analysed statistically by the use of SPSS – Programme. Frequent distributions, percentages mean and standard deviations were computed. To determine whether the perceptions of the two groups were significant, the Spearman's Rank Correlation was computed.

The findings revealed that respondents perceived positively to the various number of aspects of managing change in schools. Respondents strongly agreed that enough workshops for educators will enhance the knowledge and skills to implement change

effectively. The involvement of all stakeholders in macro planning will improve the quality of education. Development of physical and human resources to all schools to ensure that the implementers are equipped with information to manage change effectively.

It was concluded that for the effective implementation and management of change, schools need the support of all stakeholders concern.

DEDICATION

This dissertation is dedicated to my Almighty God who gave me Life, strength and wisdom to complete this study.

ACKNOWLEDGEMENTS

I would like to pass my sincere gratitude to all who have assisted me in completing this study.

My honorable supervisor Dr M. C. TEU for the provision of professional motivation and guidance. A special thanks to Prof M. W. LEGOTLO for his motivation and support that encouraged me to go through my study.

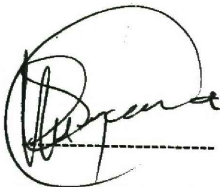
I wish to extend my gratitude to Mrs Motlalepule.L. Goronyane for being so supportive, encouraging me in sharing her ideas and thoughts. To my lovely daughter PABALLO for being so understanding, patience, enduring my absence from home and to show concern about my study. I wish to say thank you.

A very special thanks to my family for being there for me in time of my study. Lastly the Institutional Support Coordinator and the Lichtenburg Area Project Office, for granting me permission to administer questionnaires to educators in schools during the examination period. Their assistance is highly appreciated. I sincerely hope that some of my findings, which are based on the responses of the educator's and that will help them in their daily task so that the provision of quality education is ensured.

GLORY TO THE ALMIGHTY GOD

DECLARATION

I, SIBONGILE ESTHER NOVUNGA, declare that this dissertation for the degree of Master of Education, at the University of North West hereby submitted has not previously been submitted by me for a degree at this or any other University, that it is my own work in design and execution and that all material herein has been duly acknowledged.

A handwritten signature in black ink, appearing to read 'S. E. Novunga', is written over a horizontal dashed line. The signature is enclosed within a large, loopy circular stroke.

S. E. NOVUNGA

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1 ORIENTATION

1.1. INTRODUCTION

Since the elections of 1994, to redress the inequalities of the past regime, the South African government has embarked on an urgent programme of restructuring its education system on principles of equity, human rights, democracy and sustainable development. Changes have included a unified, national education system, a more democratic system of school governance, a new standard and qualifications authority which is South African Qualifications Authority, redistribution of financial and human resources, higher education reforms and the re-orientation to outcomes-based education through Curriculum 2005. And yet, against this backdrop of change, the South African education system still faces major challenges. This is especially true in terms of the tension between the implementation of policies that are going to take a very long time and which needs both time and resources to work itself through, and the high degree of urgency needed to address those issues which occur at the sites of implementation that is, in the schools and particularly, in the lives of human personnel (DoE, 1995).

The period of education reform had as its central task the replacing of minority, racially resourced organizations, institutions and governance, with a democratic order marked by non-racialism and non-sexism. The system reform through the Tirisano programme, where key policy goals, aimed for performance, for stronger accountability and delivery across the system. Also the key challenges of systemic reform, is now focused on creating greater equity and quality of learning condition of learning conditions, and improving standards and learner outcome (DoE, 1996).

In this chapter, a statement of a problem, method and aims of study will be highlighted. In the latter part, important concepts are defined.

1.2. Statement of the problem

The South Africa's Constitution (Act no. 108 of 1996) required that education be transformed and democratized in accordance with the values of human dignity, equality, human rights and freedom. This drives to the point where throughout the country, schools managers, school governing bodies, educators, learners and parents are facing challenges with changes in schools. The challenges that face the entire school in particular, could be summarized as follows (DoE, 2000):

- The resistance to change in schools;
- The legacy of the past regime;
- The curriculum change;
- The implementation of National Policies; and
- The transformation in education.

The concern is whether the educators are informed about the change in education and whether they have the knowledge either to resist or implement such changes. The problem is changing the mind-set of educators. It seems some educators are still stereotyped with the past regime education.

Various schools throughout the country seem not to cope with the implementation of national policies that have been adopted by the Department such as policy on religion, OBE, Equity and HIV/ AIDS. The problem is how to implement such policies because they are new concepts to most schools. Educators are not sure whether they have those capabilities and skills to implement those policies.

According to DoE (1995) curriculum is central to educational policy. It provides a vision of what learning and teaching might be included what is to be learned, processes of learning, teaching and assessment, relationships, power and authority in the system and in schools. Through the curriculum and learning outcomes, schools and learner's communities know and judge the system. For these reasons, the government gave curriculum policies, curriculum development and curriculum support high priority, especially for the compulsory years of schooling. The flagship of this development was Curriculum 2005.

It seems that curriculum change in schools is a problem because most educators are not versatile with the new curriculum that is curriculum 2005 and the more advanced and improved curriculum 2021. The problem is that most educators were not trained about this new curriculum that is Outcome-Based Education (OBE).

The transformation that is happening in schools is a challenge towards the educators as it is set in-place by the department. With regard to the resolutions adopted by the Education Labour Relation Council (ELRC), educators are now expected to face the Resolution (1) of 2003, that of under-qualified educators who will be transferred to be administrative assistants at schools.

Transformation is not a process that has been permitted to be solely internationally regulated by the institutions themselves. Schools have been key areas targeted for political attention and subsequent legislation since 1994. Then, within the legislative framework managing change in schools has shaped education effectively as the equal opportunities to all stakeholders and Equity Act of 1997 (DoE, 1997). Therefore the basis for improvements in the quality of learning, transformed learning opportunities were not yet accessible to the majority of poor people.

Inequality is still writ large in the education system, and too many families are on the receiving end of an unacceptably low standard of education delivery. DoE, (1999), indicated that the social mandate of schooling providing an education that contributed to learners' personal and social development and the need to strengthen community and civil society participation in schooling were pressing issues. Racism, violence and other manifestations of anti-social values were deeply rooted in our history and would not diminish without direct attention.

According to the International Cultural Studies (1999), during the Post apartheid period the institutions in South Africa were faced with numerous challenges, not the least of which are trying to effect meaningful change and transformation in an unfavourable economic climate (DoE, 1999). For example, in urban schools there was a rapid growth of population, institutions were facing problems and opportunities presented by the need, and indeed legal requirement to transform itself in order to meet the needs of the region within a context of increasing international competition and globalisation

Managing school change and improvement is one of the most complex tasks of school leadership. As Fullan (1993) and Sparks (1993), point out, school leaders need to understand the change process in order to lead and manage change and improving the efforts effectively. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change (Fullan & Miles, 1992).

Van der Westhuizen (2000) argues that, change is the most vital aspect of an organization. When an organization fails to change and develop, it stagnates and eventually declines. He further argues that change can be regarded as essential for the development of an organisation. Most organisations like schools face a dynamic and changing environment that in turn requires them to adapt.

The only prediction which can be made about education is that change is inevitable. Therefore, educators in all sectors of education are to respond to the changing economic, political and social systems. These changes are providing challenges for school principals as well as those who deliver the curriculum (Oliver, 1996).

In developed countries like the United States of America (USA) and the United Kingdom (UK) where managing change in educational institutions has taken place long ago, there have been a general concern that managing change is a problem and all the relevant stakeholders have to participate in the process of change (Carr, 1997, Dawson, 1993, French and Bell, 1999). In developing countries, various researchers have conducted studies on managing change (DeVilliers, 1991, Mokgosi, 1999, Ntshoe, 1994, Skinner, 1997, Van der Westhuizen, 1991). It is clear from their research findings that there are problems in managing change and that managing change is a process that needs to be implemented with caution.

Kroon (1990) argues that a competitive organisation's future lie in the capacity to manage in the changing world. However, there is a continuous search for approaches to ascertain the true nature of managing change in schools and how to cope when managing change. Sergiovanni (1995) indicated that educational organisations are expected to be the vehicles for social change, to preserve and transmit traditional values to younger members of the society and to prepare them to deal with an ever changing world.

Principals and other key school leaders should help teachers and other stakeholders build effective teams by developing new organizational structures and creating a shared vision that focuses on authentic student learning (Newmann & Maeroff, 1993). Such inspired and informed leadership is critical to the success of schools. To determine the readiness for change in schools, the following questions need to be addressed:

- What is educational change?
- What are the challenges in managing change in school?
- Are the internal and external forces clamouring for change?
- Is there acceptability of change?
- Is the school able to cope with change in education?
- Do individuals in the school have a share in the vision for the school?
- Do the individuals in the school look towards the future, plan for it in the present, and use the past and present as bases for improvements?
- Are there positive results of change?

1.3. Aims of research

AIM 1. To determine from the literature the nature and scope of change management in schools.

AIM 2. To determine empirically the views of educators on managing change in schools.

1.4. Research methodology

In research methodology both the literature study and empirical investigation are discussed.

1.4.1. Literature study

In the review of literature, a thorough study of primary and secondary sources was conducted to gather relevant information on managing change in schools. A dialogue search with the following key words was conducted:

- Educational Policies;
- Change management;
- Innovations in education;
- Transformation in education;
- Restructuring in schools;
- Resistance to change;
- Change management in school;
- Governance; and
- Equity.

1.4.2. EMPIRICAL DESIGN

In the empirical investigation, the researcher used the questionnaire format.

1.4.2.1. Questionnaire

A questionnaire was designed and pre-tested. The aim of the questionnaire was to gather information from primary, middle and high school principals, Deputy principals, Heads of Department and educators, on their views on how change is managed in their school.

1.4.2.2. Population

Out of a total number of primary, middle and high schools in the Lichtenburg Project Area Office (N=30), a random sampling of 16 schools was selected. In each school the principal, one (1) deputy principal, two (2) heads of department and (1) educators were selected to participate in this study.

1.5. Data Analysis

With the help of the University of North West and the Lichtenburg District statistics section computer-aided statistical analysis was employed.

1.6. Definition of concepts

CHANGE

Change can be defined as a planned, systematic process. It takes time to come to fruition. It is effected by individuals and therefore has a highly personal experience (Van der Westhuizen, 1996). According to Fullan (1991), change is a phenomenon that affects all aspects of a person's life, bringing about alteration in both domestic and employment spheres.

In this study change refers to a planned, systematic process that affects the education system in our country.

EDUCATIONAL CHANGE

Educational change is an innovation that is used in the school system or education either because of the new legislation (policy), or because stakeholders (staff and parents) felt a need to implement new innovations in school (Fullan, 1991).

Restructuring in schools is occurring as for-now educators are being placed to other schools where there is a shortage with the term 'in addition' (Resolution 2 of 2002). The system will support a democratic ethos and a culture for human rights through educational programs and practices and is conducive to critical discourse and creative thinking, cultural thinking, cultural tolerance and a common commitment to a humane, non-racist and non-sexist social order.

Educational policy is constantly subjected to various influences that impact upon it, and it is usually in practical application that distortion and obstacles to successful implementation become apparent. It is hence felt that the process of implementation must be examined in relation to the policies from which it is derived (Jansen & Lewis, 1992).

MANAGING OF CHANGE

In this study managing change refers to techniques or methods used by a management team to manage change in schools. For example, how do they introduce change? Are they positive or negative? It is the management team that determines the school's successes and failures when change is implemented.

LICHTENBURG AREA PROJECT OFFICE

This is the area where a selected number of schools are managed and based in that office. This is also referred as a District office.

OUTCOME-BASED EDUCATION

This is the type of curriculum that is used in the public schools of South Africa. It features includes:-

- Learner centered and
- Learner paced.

1.7 CHAPTER READINGS

CHAPTER 1: ORIENTATATION

CHAPTER 2: LITERATURE REVIEW

CHAPTER 3: EMPIRICAL INVESTIGATION

CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA

CHAPTER 5: SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION.

1.8 SUMMARY

The purpose of this chapter was to outline managing change in school. The Educator's perceptions in the Lichtenburg Area Project Office. The aims of this study were also outlined and the concepts were defined.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

With the change in the political landscape in South Africa, new realities facing school principals have started to emerge. Due to the 1996 Constitution of South Africa, which foreground amongst others the merging of former different education departments into one National Department of Education, the introduction of the School Governing Body (SGB) as well as the involvement of learners in the school matters shows that there is a need for change in our schools. The school principals therefore, need a set of tools to manage these changes effectively.

Attention will be paid firstly to the further definition of concepts of change, educational change, management of change and resistance to change in schools. The latter part will concentrate on the process, the forms, the phases and the forces of change, the management of change the models of change and research findings on managing change will be discussed.

2.2. Further definition of concepts.

In this section, the term management of change, educational change are defined in detail. It entails aspects that emphasise the changes in the educational system, whereby all stakeholders are involved in the implementation of these changes. Such changes are clarified as curriculum change, Equity in education, new educator's role, administrative change, teacher development, governance in school and the principal's role in introducing change.

2.2.1. Management of change

Change is an on-going process that needs to be managed, hence it is regarded as an everyday occurrence. The school principal, as the key figure around which much of the school's activities revolve, determines to a great extent the school's successes and failures when change is implemented (Hall, 1998). Taylor (1997) refers to change as a phenomenon that affects all aspects of a persons' life, bringing about alterations in both personal and employment spheres. Van der Westhuizen (2000) explains that there are five phases of change that need to be managed. In each phase there are strategies and techniques that can be observed in order to heighten the chances of successful implementation of various kinds of change.

According to Beckhard and Harris (1997) in order to manage these challenges, the principal must first of all establish the following:

- A vision of what the institution should look like and the direction towards the vision;
- A clear sense of the organization's identity;
- A clear sense of the organization's interdependency with its outside environment;
- Clear and reachable scenario's. The scenario's should provide the basis for developing strategic plans, including contingency choices; and
- Reward systems that equally reflect the organization's priorities, values and norms, and the individual's needs for dignity and growth.

Penny (1996) argues that academic leaders need to deal effectively with the vast changes affecting the society, that have resulted from the acute demographic cultural, economic and political transformation. Penny further argues that academic institutions must nurture a climate of change on campus to cope with changes beyond the campus.

For South African schools presently, the motivation for change is external. The education system itself is subjected to pressures resulting from factors such as changing demographics, financial constraints and economic and political interests. Pressure for fundamental change in education comes from the following areas, among others: government (for example through the White Paper on Education and Training), the business community, political parties, parents, Governing Bodies, School Management Teams, Labour Councils and teacher unions, and learners organizations. Change in any one area of education cannot be seen in isolation. Any change will have implications for individuals and institutions affected by such change. Vally and Spreen (1998) caution that concerns over the new educational policy are not just about curriculum change, but also about institutional change.

Although the outcomes-based curriculum has put pressure on schools for significant change, new educators roles and the principal's roles are being defined. For the effective implementation of new curriculum, the skills and qualities the Outcome Based Education (OBE) leader needs to develop and acquire. Thus the discussion to follow will look at these above-mentioned implications of change. Because the Department of Education has provided guidelines on leadership for the outcomes-based curriculum, and guidelines on managing and supporting of curriculum change, some of these guidelines will be highlighted.

2.2.1.1 The Principal's roles in introducing change in school

The leadership which the principal provides has a prominent role to play in the school's daily programme. This involves giving professional advice to educators in the school, giving guidance to learners, guiding the school's extra-mural programme, and providing guidance in the organized life of the school's community. Leadership as a management task also implies that the principal works with colleagues within the context of the organization. Staff members need to be mobilized and put into motion to achieve the school's desired goals, and thus a knowledge of motivation and human behaviour in an organizational context, also needs to be acquired by the principal (Dunning, 1997).

In introducing change, the leadership role to be played by the principal is of importance. Establishing a climate conducive to change is a primary responsibility of the principal. The training module on Supporting SMT's in Managing and Implementing Curriculum change (Gauteng Department of Education, 1999), suggests that the management of change tasks will most likely entail, and may be listed as follows:

- to initiate change;
- to involve staff members in the change process;
- to steer change;
- to develop plans for the implementation of change;
- to evaluate the effectiveness of the change and
- to ensure that the resources and necessary skills are available to drive the change process.

These guidelines suggest that the principal needs to lead the curriculum change process. He/she is expected to take on the responsibility to initiate the curriculum change process, lead and guide this process in the school, to support and assist colleagues in the change over to the new curriculum, and to monitor and evaluate the progress made in his /her school. Policies and guidelines are provided to principals so as to prepare them for the leadership role they are to play in South African schools.

- **Educational policy in schools.**

Most schools are changing their policies with regard to the admission, timetable, administration, classroom management and other related educational matters. This is because the community's expectations for schools to change or transform the social landscape are very high (Legotlo, 1996 a). According to the First White Paper for RSA Education and Training (1995) schools principals in South Africa are to face challenges of changing schools and implementing new educational policies Van der Westhuizen (1996) argues that school principals are to be given practical advice on how to manage change and cope with it in their schools.

According to the National Policy for learners, students and educators (1999), there should be no compulsory disclosure of HIV/ AIDS status. No HIV+ learner or educator may be discriminated against. He must be treated in a just, humane and life-affirming way. Learners and educators who are HIV+ should lead as full a life as possible. Infection control measures must be universally applied to ensure a safe institution environment. Educational institutions will ensure that learners acquire age and context-appropriate knowledge and skills so that they can behave in ways that will protect them from infection.

The Department has called for a concerted struggle against the pandemic by all organs of society, for openness, for recognition of the dignity of those who are infected, and for care for those affected by HIV/AIDS. It requests educators to exemplify responsible sexual behaviour, spread correct information, lead discussion among learners and parents, create a work environment which does not discriminate against those who are infected or affected, support those who are ill and thus make the school a center of hope and care in the community (DoE, 2000).

Schools are encouraged to develop their own policy on HIV/AIDS, consistent with the Constitution and the law, national policy and HIV/AIDS guidelines for schools. They are encouraged to work closely with local community leaders to provide information and support to the surrounding communities (UNICEF, 1998). The school has to ensure that Life Skills and HIV/AIDS education is integrated into the curriculum at all levels, increase in knowledge of, and change attitudes towards, sexuality and HIV/AIDS learners, reduction in incidence of HIV/AIDS among learners. Also every learner should understand the causes and consequences of HIV/AIDS, all learners should lead healthy lifestyles and take responsible decisions regarding their sexual behaviour (Smart, 1999).

- **Governance in school**

According to (DoE, 1995) the term "governing body" should be used as the general term to describe school governance structures in all categories of schools. The principle of an

articulated provincial system of schools needs to be upheld. Therefore, the relationships of school governing bodies to education governance structures within the provincial education system, need to be defined. School governing bodies should be representative of the main stakeholders in the school. Parents have the most at stake in the education of their children, and this should be reflected in the composition of governing bodies, where this is practicably possible.

Both the governments and the governing bodies of the schools concerned, are required to act with a high degree of responsibility in fulfilling their obligations in these matters. The School governing bodies that have been discriminated unfairly on whatever grounds in the past are required in terms of the Constitution to change their practices. If a governing body is challenged in court on the basis of prima facie evidence of discrimination, the onus of proof of non-discrimination rests with the governing body (section 8) of the (White Paper 1995).

The composition of governing bodies should be sensitive to racial and gender representation, and (in the case of special schools especially) to citizens who can best represent special education needs. State involvement in school governance should be at the minimum required for legal accountability, and should in any case be based on participative management. The decision-making powers of governing bodies should reflect their capacity to render effective service. A capacity-building programme should go hand-in-hand with the assignment of powers to governing bodies. This should be supplemented by management programmes for principals and inspectors, to ensure a smooth transition to the new school governance system (White Paper, 1995).

The first White Paper on education (RSA, 1995) states that school governance of educational institutions has these provisions in order to apply specifically to the rights, powers and functions which the governing bodies or similar structures of departmental, community-managed or State-aided schools possess under laws existing immediately before the Constitution came into effect. The national and provincial governments are required to reach agreement "by bona fide negotiations" with the respective governing

bodies, and give reasonable notice, before altering the rights, powers and functions of such bodies. If agreement is not reached by negotiation, the government may nevertheless proceed to make the alterations it wishes. If it does so, however, the Constitution gives "interested persons or bodies" a specific entitlement to mount a legal challenge to the validity of such alterations in terms of the Constitution.

White Paper continues saying that the complexity of the provisions relating to school ownership, governance and finance indicates the sensitivity of the interests which the Constitution has accommodated. Both the governments and the governing bodies of the schools concerned, are required to act with a high degree of responsibility in fulfilling their obligations in these matters. School governing bodies that have discriminated unfairly on whatever grounds in the past are required in terms of the Constitution to change their practices. If a governing body is challenged in court on the basis of prima facie evidence of discrimination, the onus of proof of non-discrimination rests with the governing body (section 8 of 1996).

According to DoE (1995) the term "governing body" should be used as the general term to describe school governance structures in all categories of schools. The principle of an articulated provincial system of schools needs to be upheld. Therefore, the relationships of school governing bodies to education governance structures within provincial education system, need to be defined. School governing bodies should be representative of the main stakeholders in the school. Parents have the most at stake in the education of their children, and this should be reflected in the composition of governing bodies, where this is practicably possible. Department of education (1995) continues saying that the head or principal of a school should be a member of the governing body ex-officio). In primary schools, the main stakeholders for purposes of governance comprise the parents and teachers. In secondary schools, the main stakeholders for purposes of governance comprise parents, teachers, and students. It is recognised that these stakeholders can play different roles with respect to different elements of school governance.

The composition of governing bodies should be sensitive to racial and gender representation, and (in the case of special schools especially) to citizens who can best represent special education needs. State involvement in school governance should be at the minimum required for legal accountability, and should in any case be based on participative management. The decision-making powers of governing bodies should reflect their capacity to render effective service. A capacity-building programme should go hand-in-hand with the assignment of powers to governing bodies. This should be supplemented by the management programmes for principals and inspectors, to ensure a smooth transition to the new school governance system as in White Paper (1995).

2.2.2. Educational change

According to Fullan (1991) educational change is an innovation that is used in the school system or education. This is because of new legislation (policy), or because stakeholders (parents, school staff and the community) felt a need to implement new innovation in schools. Fullan identifies three components at stake in implementing any new program. They are (Fullan, 1993):

- the possible use of new teaching approaches (for example, new teaching strategies or activities);
- the possible alteration of beliefs (for example, pedagogical assumptions and theories underlying a particular educational goal or set of goals); and
- the possible use of new or revised material (direct instructional resources such as curriculum materials or technologies).

Since 1994 the South African education system has been undergoing change. The context of this education change is correctly captured in the following extracts from the Foundation Phase Policy Document (Department of Education, 1997:1).

The curriculum is at the heart of the education and training system. In the past the curriculum has perpetuated race, gender, and ethnic divisions and has emphasized separateness, rather than a common citizenship and nationhood. It is therefore imperative that the curriculum be restructured to reflect the values and principles of our new democratic society.

The Life Long Learning through a National Curriculum Framework document, which is informed by the principles derived from the White Paper on Education and Training DoE. (RSA), (1995), emphasizes the need for major changes in education and training in South Africa in order to normalize and transform teaching and learning. Emphasis is placed on the necessity for a shift from the traditional aims-and-objectives approach to an outcomes-based education. The extracts give some idea of the importance attached to curriculum change at this juncture. This document reflects that the curriculum for South Africa needs to move beyond the legacy of apartheid, and that the challenge is to structure a curriculum that will provide a platform for knowledge, skills and values for innovation and growth and creativity. The curriculum further needs to be restructured to fit in with a democratic society.

The present education and training system introduces a life long system, where quality education is available to everyone regardless of age, gender, race, colour, religion, ability or language. According to the handbook 'Life Long Learning for the 21st Century' (DoE, Feb, 1997), the objective of the Government is to produce effective citizens through outcome-based programmes. The aim is to develop learners who would:

- Have an ever-increasing awareness of South Africa in relation to African communities, cultures, achievements, and political and educational relationships,
- Be equipped with qualities, skills values and attitudes needed to play a critical and creative role in South Africa and the global context,
- Be able to make meaningful contributions and become active participants.

Educational change is an innovation that is used in the school system or education either because of new legislation (policy) or because stakeholders (school staff, parents) felt a need to implement new innovations in school. In this study educational change is in school that are curriculum, managerial structures, governance structures and teaching strategies to be used in schools Olivier, (1991).

2.2.2.1 Curriculum change

According to DoE, (RSA), (1995) curriculum is central to educational policy. It provides a vision of what learning and teaching might be including what is to be learned, processes of learning, teaching and assessment, relationships, power and authority in the system and in schools. The curriculum, teaching methods and textbooks at all levels and in all programmes of education and training, should encourage independent and critical thought, the capacity to question, enquire, reason, weigh evidence and form judgments, achieve understanding, recognise the provisional and the incomplete nature of most human knowledge, and communicate clearly DoE (RSA), (1995). Curriculum choice, especially in the post-compulsory period, must be diversified in order to prepare increasing numbers of young people and adults with the education and skills required by the economy and for further learning and career development

Curriculum, as learners experience it in classrooms, defines their education and enhance the quality and achievements of the system. Through the curriculum and learning outcomes, schools and learner's communities know and judge the system. For these reasons, the government gave curriculum policies, curriculum development and curriculum support high priority, especially for the compulsory years of schooling. The flagship of this development was Curriculum 2005.

The introduction of National Curriculum was heralded as the greatest educational reform of the century. The political theory was of educational entitlement for all learners with the stated aim of raising standards. The maintained schools of Wales and England were to be replaced with a state-defined knowledge based curriculum, backed by the force of law,

would be introduced in order to raise educational standards (Ruddick, 1995). The National Curriculum predicted changes in curriculum coverage and assessment practice. The major impact was in the areas of increase time devoted to science and to a lesser extend, technology.

DoE, (RSA), (1996) suggested that there be a review of recent trends in Mathematics and Science, teaching and learning of Mathematics and Science within the context of lifelong learning. There is renewed acknowledgement that school science and mathematics education plays an important role in our societal development and the indicators of this renewal are summarised as follows: Science and mathematics education is the base upon which expertise in technological development and deployment exists. School science and mathematics are expected to enhance the scientific literacy and technological fluency of citizens so that they can participate more fully in decisions that affect their lives. The need for a new emphasis on science education is recognised worldwide. South Africa now has a comprehensive science and technology policy, although there is concern that it lacks specific consideration concerning science and mathematics education (Dept. of Education, 2000).

Bornman (1997), indicated that through a system of education a society prepares its citizens to carry out their responsibilities in order to acquire the knowledge and understanding needed to perform their duties effectively. One may regard the curriculum as part of such an educational system. Vilakazi in (Higgs et al.2000) stresses the need for a balanced curriculum, which is vital in developing the wholeness of an individual.

2.2.2.2 Equity in education

Education is one of the most significant long-term investments a country can make. It lays the foundation for a higher quality of life, greater employment opportunities and a better-skilled workforce. South Africa has one of the highest rates of government investment in education in the world's at almost 6 % (DoE, 1995). Achieving equity objectives in education provision through restructuring education expenditure has been one of the main achievements of the post-apartheid period. The most direct implication of constitutional dispensation and education legislation is the decisive thrust to greater equity in all aspects of learning provision. Also on achieving gender equity in spending patterns, inter-and intra-provincial equity and increasing equity of access for those who are out of the formal education system (Lomax, 1990).

As a results of a strong national equity programme, inter-provincial inequity was reduced and provincial governments were allocated an equitable share of national revenue as a block grant and were responsible for dividing their own budgets among their line function departments (Wideen, 1994). The national and provincial education departments have acted decisively to improve the credibility of budgets and the quality of spending. The department had an admission policy, age-grade norms, and assessment policy, all of which were aimed at reducing out-of-age enrolment and excessive repetition. Hence, (Constable, 1991) suggests that the allocations for learning support materials and school stationery were inadequate, especially given the requirements of the new curriculum. The same goes to new school construction and other capital works, particularly in poor rural provinces with massive inherited backlogs.

The government has moved swiftly to improve equity in education spending by introducing an equitable shares formula that is used to allocate provincial revenue levels for each province from the provincial share of national revenue. This reflects several variables including the size of the school-age population and the number of learners enrolled in public ordinary schools, the distribution of capital needs in education (DoE, 1995). In order to effect equity in a public education sector, there should be strategies to

distribute all personnel equally and the establishment of conditional grant funding through the national Department of Education to safeguard the application of national norms and key transformation initiatives such as curriculum implementation, district development and school management and quality assurance.

New education and training policies to address the legacies of under- development and inequitable development and provide learning opportunities for all will be based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination, and their formulation and implementation must also scrupulously observe all other constitutional guarantees and protections which apply to education (White paper, 1995). The improvement of the quality of education and training services is essential. In many of the schools and colleges serving the majority of the population there has been a precipitous decline in the quality of educational performance, which must be reversed. But quality is required across the board. It is linked to the capacity and commitment of the teacher, the appropriateness of the curriculum, and the way standards are set and assessed. A national qualification framework will be the scaffolding on which new levels of quality will be built. Other quality assurance mechanisms will be developed to ensure the success of the learning process.

2.2.2.3 Teacher development

The department of education DoE, (RSA), 1995) regards teacher education (including the professional education of trainers and educators) as one of the central pillars of national human resource development strategy, and the growth of professional expertise and self-confidence is the key to teacher development. The responsibility of the national level of government is to provide facilitative and regulatory mechanisms under which the institutions and bodies responsible for programmes will have a wide latitude to design and deliver them. Hence the department requires appropriate advice on all aspects of teacher education policy. These encompass the structure and career paths in the teaching profession, demand and supply factors, initial teacher education, induction, in-service

education and professional development, whether based institutionally or provided by distance education methods (Bruner, 1995).

The provincial Departments of Education, and university and technikon faculties of education, will be responsible for the redesigning of teacher education programmes in line with the new values, goals and principles of national education and training policy determined by the Minister. Such national policy will include a qualification structure expressed in terms of minimum criteria and competences, and will facilitate the qualitative improvement and developmental relevance of teacher education programmes. It will contribute to a new system of accreditation for teacher education and training institutions that accords with the National Qualification Framework (NQF), and provides for quality assurance and the portability of credits. As a benchmark for the new policy, a national professionally-researched audit of teacher education capacity has been undertaken in the first half of 1995 under the auspices and with the support of the Council of Education Ministers as in White paper (1995).

Teacher development has moved beyond stage theory to include the innovative-focused phase and the total teacher and the total school phase. During the innovative-focused phase teacher development is linked to successful innovation. (Smith et al.1993) argues that because specific innovations require alterations to teaching materials and changes in beliefs and understandings on the part of teachers, implementation is essentially a learning process. Hence the connection of teacher development and implementation has long been recognized by those who would involve teachers in the preparation of curriculum materials on the assumption that the experience would provide a rich source of professional development and improve the chances of implementation (Burden, 1992).

According to Ruddick (1997) teacher development focuses upon the teacher as a learner and an active person in the process of change. This understanding has led people to focus on the dilemmas and meanings surrounding innovations and what teachers find important about them. This perspective takes a more teacher-centered approach, recognizing the limitations designed to promote change (Grimmett & MacKinnon, 1992). Better professional development can help leaders learn to lead teams in distributed leadership, which is very different from the traditional top-down authoritative leadership. They must learn how to build support for change, motivate teachers to become leaders and take charge of their own projects, and provide reasons for people to want to change. They need to learn how to let go of some authority and controls so that teachers also may have opportunities to become leaders (Crandall, 1996).

2.2.2.4 Administrative change

Most manager's embeddedness within the existing system often makes it difficult for them to develop sufficient distance to diagnose the extent and scope of the changes required and how these might be achieved. This kind of change generates high levels of insecurity. Hence a vision-building approach to change requiring strong leadership and a clear view of the horizon towards which the department is moving. This change can only be planned and achieved when such a vision of the future has been developed and the actual change itself becomes a series of incremental steps (Stoll & Fink, 1992).

Administrative change requires that managers should understand the difference between leadership and management. Leadership is closely associated with formulating the vision and generating the corporate will throughout the enterprise to achieve that vision. Management outlines a strategic tool to get the job done (Sikes, 1992). Involvement of all levels of management is best once the initial work has been done and agreed by the top management in order to be cascaded through the management team. This may be done after structural reorganization, and will usually involve the use of training and development as well as change in reward of control systems (Elliot, 1991).

According to Miles (1994) the process of change in administration provides an opportunity for the management of schools to receive, explore and respond to new ideas. This often contains an educational input, where new technology is concerned and a series of workshops in order that school management teams can present ideas and have them discussed, receive and explore feedback on the local difficulties that strategic decisions may generate. Andrew (1999), argues that the performance change made by a school management team is appropriate to initiate and support the teachers. Performance is best explained when improvements are made. It is also a way of continuing to get the company to change and to plan changes on an incremental basis. In this sense, they address issues which are out of the ordinary in terms of departmental planning, and which constitute small drives towards managing incremental change on a limited front over a certain planning period (Hull, and Ruddick, 1990).

Hence, McCann (1990) suggests that the most successful approach to implementing new technology is to innovate it simultaneously along both technical and organizational dimensions. He continues to argue that it is important not to let the organization be determined solely by the technology. At the same time the technological thrust should be changed, with an emphasis on integration of systems rather than a discrete substitution of existing system. Perez and Freeman (1990) argue that the present trends in technology represent part of a paradigm shift in the department, while (Addison, and Lloyd 1999) extended the idea of paradigm to the field of technological innovation. They argue that change is radical in both technology and environment in which many departments view it as undertaking natural experiments in attempting to establish best practice in reconfiguring.

The implication for teachers and principals who are struggling to improve their schools is to assume a sceptical instance on school improvements, effectiveness and restructuring. Teachers are likely to be interested in the teaching and learning activities in subjects they teach and how they perceive changes in teaching those subjects can improve student learning. Principals have some leverage, but change apart from improving the school

ethos through working towards some general notion of a good school (Corbett & Ruddick, 1997).

In this study, educational change means to change in school curriculum, managerial structures, governance structures and teaching strategies used in schools.

2.3. Theoretical framework

In the conceptual framework, the process for managing change, the leaders role in managing change, phases in managing change, forms of changes in Education, forces that bring about change and the models of change are discussed.

2.3.1. Phases in managing change

The dynamic and systemic phases are merely as a linear process. Rather, the phase are cyclical, and your evaluation of implementation efforts should lead to a branching decision point to the continuation of some practices and programs that prove to be worthwhile, and to the initiation of new efforts in place of other innovation components that do not live up to expectations (Horsley et.al 1991).

This phase may start in a variety of ways: the catalyst may be a staff or curriculum developer returning from a conference with a promising new practice; a group of teachers might be comparing teaching styles and decided that their students would benefit from multiple styles in the same classroom; or the school board might issue a mandate in response to community pressure (Hawley, 1997). Sometimes adoption or, initiation begins with awareness of the potential for change and leads up to the decision to adopt a new practice or proceed with a plan.

Miller (1994), states that initiation is a period of inquiry, reflection, and planning by decision-makers and program developers of weighing preliminary decisions about the need for change gauging interest for a particular idea, of determining what kind of priority the change deserves, and of considering some of the administrative requirements such as costs, materials, personnel and space.

According to Van der Westhuizen (2000) there are five phases for managing change.

2.3.1.1. Planning

Planning serves as a blueprint for making practice real. Knoop (1997) refers to planning as to finding alternatives to the problem that was diagnosed in a creative fashion, to analyse these alternatives and to make a choice between possible solutions. Knoop further indicated that each of the planned alternative solutions should have the potential to limit dissatisfaction, active further forces and operate against forces of resistance to change.

Torrington and Weightman (1989) poses the appropriate questions to maintain the agents of change as follows:

- Who will be affected by any changes that are made?
- How will those affected react to the proposed changes?
- What will be the point of departure?
- What factors will help, and what hinder change?
- Why is the situation problematic?

The focus of the investigation process should be to promote cooperation between the principals and school community. It also advocates consensual decision-making procedures, with the reservation that the decision-making group be kept small to obtain the best set of alternative solutions (Tuckman, 1997).

2.3.1.2. Implementation

Implementation encompasses putting the change into practice. Unfortunately, most of the attention and resources for implementation issues are concentrated on the first few months. However, that change is a process, and people will need plenty of time for practice and masterly change their new knowledge, skills, and behaviors. Knoop (1997) refers to implementation as that new structure that created, rules and regulations changed, objectives set and training provided. Implementation is the most difficult process in change.

Implementing educational innovations is a process. It requires time. Furthermore, there are processes that can be used to plan and to implement phases of change. Change is the most valuable tool of initiating and facilitating the process of planned change. Planned change efforts must have the support and understanding of important management personnel if they are to proceed smoothly and produce desired effects (Hall & Hord, 1991).

Miller (1994), indicated that there is an element of excitement to implementation, but when it fades people can lose interest in sustaining the new program, especially if special funding for it begins to dry up or if the person who championed the cause moves on to another priority too soon. According to Kreinter and Kinicki (1995) the issues that emerge during implementation and continuation, and strategies for dealing with them, are the basis for those phases. The interrelatedness of the phase of simultaneously acting and anticipating--becomes clearer as we continue the journey toward fundamental reform.

According to Walker and Vogt (1997), resistance to change can originate from the system or from the individual. Some of the causes of resistance to change are outlined as follows:-

- There is excessive pressure of work during the implementation phase of the changes.
- Concerns by educators that the changes might prove disastrous are not addressed.
- The goals of the changes are not clearly articulated and cleared with people involved with the changes.
- A failure to involve people who are affected by the changes in the planning phase.
- The changes are noted in writing and articulated appropriately.

Corbert et al. (1994) indicated that it will be necessary for only one person or group of people to be responsible for the implementation of change. The only condition pertaining to this person or group, is that he/she enjoy sufficient respect and standing and good interpersonal relationships in order to implement the changes effectively.

Implementation, therefore, is more complex than initiation, and it will become increasingly so as more components of reform are introduced and modified along the way. Making this process more manageable in our schools, the process includes aspects such as leadership and vision, evolutionary planning and development, initiative taking and empowerment, resource and assistance mobilization, and problem-coping (Levine, 1997).

2.3.1.3 Stabilisation

People need to be encouraged and rewarded during the stabilization phase to ensure that support for the changes is maintained, and to prevent regression to old ways (Walker & Vogt, 1997). Also being loyal to these norms is achieved by increasing people's involvement.

2.3.1.4 Diagnosis

A need for change exists when any group of participants in the educational process loses faith in current practices, activities and the outcome of actions. Therefore the principal may become aware of a situation that needs alteration in the school (Poole, 1995). This staff may become aware of a situation that requires alteration and report this to the principal. Parents or members of the public may become aware of something that needs to be changed and bring their concerns to the attention of the principal (Benmann, and McLaughlin, 1998).

Diagnosing the problem reveals the extent and reality of the situation. It is possible to establish whether it actually has an influence on the person or persons who have reported it (Hodge & Anthony, 1997). In addition, the principal may find that others are willing to devote time and energy to new procedures, skills, techniques and attitudes (Fullan and Newton, 1990).

2.3.1.5 Evaluation

Once again we stress the significance of tending to both the substance and the process of change. Effectively evaluating means that attention is paid to what people are doing, how they are doing it, and how they feel about what is happening or their concerns. Essop (1995) argues that teachers and schools involved in the effort can easily feel isolated from each other, and your monitoring effort is one means of sharing good ideas. Evaluating information can also be used to support discussions about real or perceived problem areas and to report stories that illustrate how others in the system have responded to novel situations. It also provides one basis for giving recognition for jobs well done (Poole, 1991).

Corbett, et al. (1997) argue that evaluation should indicate the degree of success of the change process and the change itself. It will enable the principal to ascertain the success of the change, and will also serve as a point of departure for other change processes that need to be tackled. In planning change, driving forces are increased and resistance reduced to facilitate freezing and movement in the desired direction. Freezing should take place as soon as possible as the intended change has been achieved.

2.3.1.6 The need to change

Both internal and external forces (Ely, 1998) drive the need for change. Referring to change drivers, large scale forces that produce complex change, Perry (1990) notes that the globalisation of society has produced an imperative for continual reappraisal of practices in order to maintain a competitive edge. In educational terms, this may be interpreted as the need to update practices in keeping with the findings of international research, and to continually conform to national trends.

Internal to the school are the pressures brought to bear by curricular reform. Further, alterations in staff-student relationships from teacher-centred to student-centred create the need for modification of teaching practices, and policies and procedures to support more meaningful educational experiences.

- Societal Changes

According to Lippitt et.al. (1997), the student population of Australia has been undergoing change for some time, with increased retention rates resulting in students of lesser ability staying at school beyond the mandatory 15 years of age. Also, cultural diversity has become a hallmark of educational institutions. In addition, part-time work has become entrenched amongst the student population. Together, these societal factors have produced a rapid amendment to the typical profile of Australian students.

Further, workplace practices have significantly altered in the last few decades. No longer is the accumulation of skills and knowledge the primary prerequisite for employment, but an ability to be able to adapt to new situations, to continue to learn independently, and to work cooperatively have become imperative. Ruddick (1995, 25) suggests that an era where an employee's worth is determined by the market value of their labour is coming to an end. Creativity is replacing knowledge base in determining value, whilst ability to work in a team environment is a prerequisite for many employment opportunities. This produces a need to develop instructional practices that develop a self-directed, life-long learner (Bentzen, 1994).

- Educational Paradigms

The unprecedented volume of information (Barley & Jenness, 1994) that is now available has generated a need for complex analytical skills to appropriately access this information in an efficient, meaningful way. Although much publicity in the media has been generated in the last few years regarding the perceived reduction in standards for functional literacy reading and writing, the educational perspective requires a shift in paradigm to an information literacy focus (Bell, 1999).

To achieve this goal in a meaningful way, educational institutions themselves must restructure the framework of their organisation to form learning communities (Hough & Paine 1997, 192), rather than institutions whose core function is the dispensing of information.

- Information Landscape

In the current "information age", a new economy has emerged in which knowledge is traded as a marketable commodity (Tinkler, 1996). In this global knowledge economy, it is imperative that school students be equipped to undertake appropriate access to data and manipulate it to fulfill their information needs.

Hazel (1990) notes that school libraries are the largest component of the Australian library and information network, with some 11,000 schools providing educational opportunities for over 3 million students. It is therefore self-evident that in order to cater to a student's information literacy critical skills, an appropriate "library program" is necessary. Whilst traditional bibliographical instruction, delivered by the teacher-librarian, is still fundamental to introducing the principles of information access, a more integrated approach to information literacy is required in order to engender meaningful, relevant direction for school students. Brewerton (1998), indicated that this type of instruction is most efficiently delivered by the subject or class teacher in collaboration with the teacher-librarian.

2.3.2. Forces that bring about change

Bacon and Schultz (1991) argue that any existing situation within a school is in equilibrium, that is, the results of driving forces working against each other. The principal of a school who desires change has to assess the potential for change within the school; he or she has to bring about a realignment of the forces of change so that progress is made in the direction of the desired change.

Studies have confirmed that there are many forces at work responsible for change as we experience it. These forces can originate in the environment or within the organization. According to studies conducted by Duignan in Simpkins, Thomas and Thomas (1987) the forces can be grouped in terms of outside pressures, internal pressures because of the ambiguous and conflicting nature of the manager's role. Managers need to recognize and acknowledge that these forces exist and that they are at work every moment of their lives. Hodge and Anthony (1991) confirmed this when they say no moment is exactly like the one that preceded it. Managers are therefore faced with the challenges of coping with changes.

According to Goldring & Rallis (1993) these forces from educators, learners representative council, parents, social and the technological context of the institution and the government mandating restructuring activities and standards. However, all these forces referred to by various authors come from the internal and external environment of organizations. Managers naturally are expected to react to those challenges. Lambert et al. (1995) argue that it is more difficult to resist than to participate in change and more discomfoting to ignore that to embrace change. This argument points out the new role that managers are expected to play.

According to Lindquist (1998) principals should recognize that forces of change impact on their schools and education and should use them as resources rather than burdens or hindrances. Principals should avoid being fixed in their perception of the world, their embeddedness, stuckness in old assumptions, habits and expectations which will get in the way of change (Bennett et al. 1991).

2.3.3. Forms or levels of change in education

- Systemic

According to Ellsworth (1998), all organisations, including educational systems, have concerns that are addressed by attempts at organisational renewal. Productivity due to class sizes, teaching periods per day, cost the effectiveness of global budgeting that was introduced by government schools, capital utilisation, market orientation increasingly higher enrolments in non-government schools, together with an increasingly greater proportion of out-of-area enrolments, demonstrating that pupils are exercising their right of choice, organisational renewal and viability are of primary importance for all organizations (Clay, 1999).

- Whole School

As individual schools have unique cultures, practices and traditions, it is self-evident that an individual tailoring that is context-specific is required. The leadership style of the administrator will to a large extent determine the types of change that are likely to occur, together with the ultimate success of their implementation and the subsequent improvement to learning outcomes. Lippitt (1997, 16) states that a whole school approach is necessary, with the need for shared decision-making and collaborative practices being paramount.

- At Classroom Level

Individual teachers and teacher-librarians are in an ideal position to instigate innovative practices and processes. Whilst their "self-imposed isolation" (Smith & Scott, 1990) has numerous drawbacks, it does allow the freedom to experiment with innovation.

It may be hoped that by individuals taking risks by developing educational practices that embrace the concepts of information literate learning communities, gradual change to some of the barriers may occur, thereby laying the foundations for a whole school approach. Fullan et al (1990, 14) view this approach as a catalyst for innovation, linking classroom practice to school improvement. While this is to be viewed as a long-term goal, the nature of change and the resistance to it makes this option a more pragmatic strategy.

However, innovation implies risk-taking (Hillery, 1992). Current educational practices do not support unsuccessful outcomes (Schaller, 1998). The nature of accountability in government schools determines to a large extent the school principal's response to suggestions of innovation at the local school level. However, these "unsuccessful experiments" are part of the learning process itself.

2.3.3.1 Barriers to effective change

Effective change to any organisational structure, philosophy or practice is not an easily obtainable goal. At each level of organisation, there are dynamics in operation which may resist the proposed change. However, organisational culture, the perceptions of stakeholders, a lack of a holistic approach, absence of followup or support, and even the process of change itself all present barriers to achieving effective change (Bowsher & Garfinkle, 1994).

- Organisational Culture

Schools, perhaps more so than other organisations, are characterised by "balkanisation" (Fullan 1993, 82) created by faculties at secondary level, and Year teaching cohorts at K-6 level. These factions are often insular in nature, and may have cliques within each group. However, Nies (1990) notes that in order to grow, the coexistence of several subcultures is necessary to generate "creative conflict". Spence (1994) agrees with this appraisal, and states that "creative tension" between groups and subgroups assists in organisational growth.

Without dissent, discussion will not ensue. This raises the possibility that stakeholders in the change will not understand the implications of and for the change, and thus will not effectively participate in the process of change. The necessity of dialogue rather than debate is noted (Lashway, 1998) as the key to successful "group dynamics". It must be emphasised that practice must concentrate on listening, suspending judgment and seeking common understanding.

Spence (1994, 5) comments that many of the "best ideas" are not put into practice due to conflict with "deeply held internal images". The failure to critically review prevailing assumptions and philosophies (Salisbury, 1995, 48) when formulating new strategies may be considered to be one of the many causes of failure to implement innovative structures and practices.

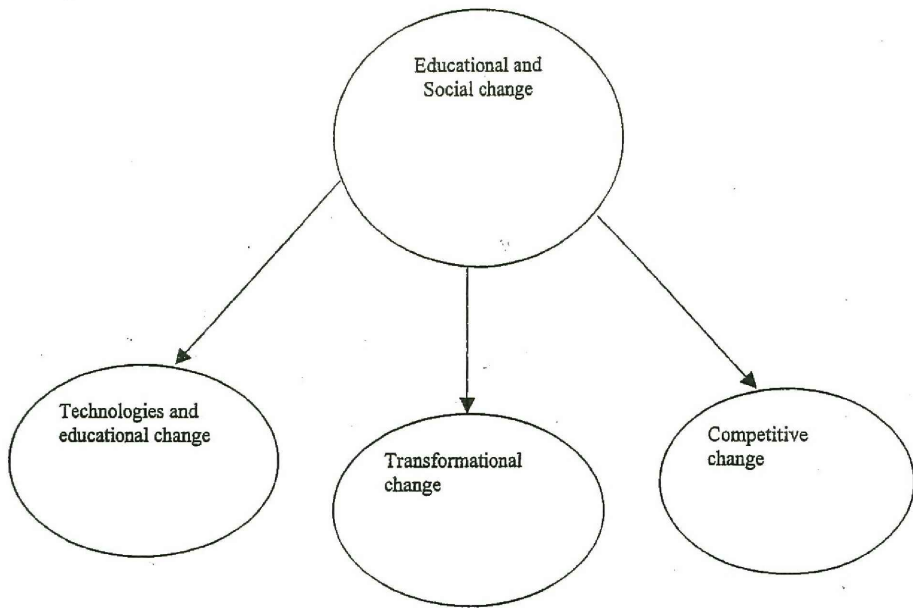
- Perceptions of Stakeholders

Schools are possibly unique amongst other types of organisations. Stakeholders are not only those within the physical boundaries of a school, nor those beyond the school charged with its administration. Parents and primary caregivers are also greatly concerned with activities within the school. Tertiary institutions have expectations of school leavers, as do employer groups and social welfare organisations. The wider society is similarly concerned with educational structures and procedures. Each of these stakeholders has perceptions which form barriers to the implementation of innovation, and the resultant changes that occur (Bailey & Pasha, 1992).

Students have a firm view that school work involves reading and writing (Gibson et al. 1994) and where classroom practice is negotiated and participatory, the students' perception is that of not actually engaging in learning. Similarly, parents expect that their children will spend much of their school time in writing-based activities, as a result of the parents' own learning experiences. Potential employers to a great extent still require a subjective assessment based on examinations for lower level employment, prior to promotion to higher level positions requiring higher order skills (Calfee, et. al. 1998).

The combination of these perceptions creates a barrier to achieving change at local level, where the amount of written work, the format of examinations and classroom experiences diverge from the ineffective, if traditional, practices. In the educational environment, the genuine support of teachers is necessary for any attempt at change (Sikes, 1992, 16). Teachers must not only accept the inevitability of change, but must also understand the rationales for any proposed changes.

Figure 2.1



Source: Kimbrough & Burkett, (1990).

- **Social change**

The social mandate of schooling – providing an education that contributed to learners’ personal and social development and the need to strengthen community and civil society participation in schooling were pressing issues (Schaller, 1998). Racism, violence and other manifestations of anti-social values were deeply rooted in our history and would not diminish without direct attention.

According to Bonnman (1997), for systemic change to be effective, it is important to involve the stakeholders in the decision-making and change processes and to look beyond pieces of the whole to understand the relationship between them. With this awareness and involvement of others, the change process begins. At its core is the concept of continuous improvement.

- **Transformational change**

This is the transitional change to be made when a school is working poorly, or when the external or internal forces insist on racial changes in instruction or support services. This type of change is dramatic in form and rapid in impact, and will ultimately change the entire culture of the organization radically (Hough & Paine, 1997). There are many elements to educational change, for example, curriculum renewal to a system of equal opportunities for all. As a result of the various factors necessitating change and the degree of acceptance of change by the affected school community, it is probable that each type of change will be unique with its own form and intensity. From this it can be concluded that there are certain forces that effect change in education (Hawley, 1997).

- **Competitive change**

This kind of change is brought about by competition and the desire to be better than other schools. A common example is the introduction of improved training and coaching techniques in sports teams (Van der Westhuizen, 2000).

- **Technocratic change**

The linking of new technologies to a vision of transformed pedagogy is a distinguishing feature in many proposed innovations in education. It is rare that the developer of an innovation would adopt the goal of simply facilitating current practices with a new technology (Penny, 1996). Penny further suggests that the reification of the developer's

pedagogical theories is viewed as vital to achieving their pedagogical goals, and the argument is made that the expense of adopting new methods and tools is justified by the major improvements that will occur. Likert, (1996), indicated that conversely, proposals to transform teaching practices often incorporate new technologies, which might include new media, computers, curricula, kits of manipulatives, or step-by-step procedures for teaching and learning.

Thus, new technologies are commonly linked to visions of educational change. Sometimes the new technology is viewed as sufficient unto itself to effect the desired changes. In that case, we succumb to technocentrism (Hussey & Hussey, 1997), the tendency to conceive technology independent of its contexts of use. With this mindset, we assume that if only teachers and students had access to the power of the new technology, all aspects of the wonderful vision would be realized.

2.3.4 The process for managing change

Addleson (1998), indicted that change management is the core activity in realising organisational goals, whilst implementation is the practical or physical process of delivering an innovation. People and relationships are the major components to successful implementation, and support mechanisms are required to achieve an improvement in practices and procedures.

Change itself has undergone change in the description of various models. Whilst previous decades have witnessed the concepts of Quality Circles, followed by Total Quality Management, and most recently Business Process Reengineering, (Hussey & Hussey, 1997), the basic procedure for action change has remained reasonably constant.

The identification of areas for improvement is the initial stage of the change process, followed by the generation of possible solutions to address issues so identified. Activity in these areas is independent of position in the organisation. These first two stages of the change process are possibly the most easily achieved (Ely, 1996).

Implementation of proposed innovations, as the stage of the change process, is the most complex and difficult to achieve. In the school context, this may be even more arduous than in other organisations. Sarason (1992, 46) notes that educational reforms are hard to conceive and even harder to put into practice. The implementation of change is not linear (Johnson, 1994, 5), and must progress through various stages over time, with commitment from stakeholders that is achieved through shared decision-making, common vision, collaboration and the establishment of support structures.

The creation of knowledge and awareness the steps of implementation, is noted by Hinnant (1997, 41). The other step in the implementation process is the establishment of facilitating structures, whilst the third is the complex simultaneous process engagement in persuasion, decision and commitment. Lastly, rollout and fine-tuning complete the implementation of innovation.

Interestingly, a study on business decisions reported that the success rate of implementation (Barker, et. al. 2001) notes that the implementation stage of change is itself constructed of four periods. Then in 1998, was only about 50% the lowest rate of implementation was for the most successful practices, such as group problem-solving, whilst the highest rate of implementation was for the least successful practices, such as issuing directives (Clinchy, 1999).

It is self evident that the implementation stage of change must be followed by evaluation and reassessment, possibly with further amendments needed as issues of concern become identified. Burack & Torda, (1990) comments that change like fractional patterns, complex and interactive, with stakeholders making "thousands of incremental adjustments" in reaction to each of the stages noted above.

2.3.5. The leader's role in managing change

The manager's role is to implement change that comes from the higher management. The principal plays a key role in determining the orientation of the school culture, including which activities will be given priority. Managers should challenge and initiate the change, in order to facilitate it. All major research on innovation and school effectiveness show that the principal strongly influences the likelihood of change (Robbins, 1990). With the help of the Department of Education, the principal should support the educators, both psychologically and with the resources. The principal should attend workshops and training sessions, for the proposed change, so as to gain the understanding of change dimensions such as teaching materials, curriculum materials and policies (Tuckman, 1997).

Carr (1997) argues that, it is vital for principals to be able to communicate to various functions in a school, for example, staff, parents, learners and other interested parties. The principal should give a consistent and effective message of the necessity for change in the school. Furthermore, principals must be committed to involve various people to come up with creative solutions and try by all means to eradicate barriers for change. According to Lagana (1989) principals must know and understand the diverse human dimensions involved in bringing about school change. They should know the staff needs, beliefs, fears and how willing and able is each staff member to contribute to the proposed school improvement initiatives.

Dull (1991) indicated that for principal to manage change he or she has to accept responsibilities as follows:

- Scrutinizing literature relevant to the proposed change;
- Determining the procedures and methods for implementing change; and
- Determining the objectives of the proposed change.

2.4. Models of change

In the models of change the following are discussed: Lewins and Odiorne's.

2.4.1. Lewin's three stage model of change

The power of Lewin's theory lies not in a formal propositional kind of theory but in his ability to build "models" of processes that drew attention to the right kinds of variables that needed to be conceptualized and observed. Lewin's basic change model of unfreezing, changing, and refreezing is a theoretical foundation upon which change theory could be built solidly. The key, of course, was to see that human change, whether at the individual or group level, was a profound psychological dynamic process that involved painful unlearning without loss of ego identity and difficult relearning as one cognitively attempted to restructure one's thoughts, perceptions, feelings, and attitudes (Ely, 1990).

According to Addleson (1998), Lewin's basic model of change leads to a whole range of insights and new concepts that enrich change theory and make change dynamics more understandable and manageable. It is a model upon which I have been able to build further because its fundamental concepts were anchored in empirical reality. Intellectual knowledge of the change process is not the same as the know-how or skills that are learned in actually producing change. In the next section I examine the implication of Lewin's thinking for the practice of change management.

Kurt Lewin developed a three- stage model of planned change which explains how to initiate, manage and stabilize the change process (Robbins, 1991; Gibson et al. 1994; Schemehorn et al. 1994). The stages are indicated in figure 2.2

Figure 2.2. Lewins three stage model of change.

Stage 1 Unfreezing	Stage 2 Changing / movement	Stage 3 Freezing
Creating a felt Need for change Maintains stability, consistency, efficiency, order as much as possible	Changing people (individual and groups) Prepares for new "set point" of stability	Reinforcing outcomes and evaluating results. Maintains stability, consistency, efficiency, order
Initiates change, need for change	Facilitates transition: what's left/honored, how to survive shift, what's ahead	Plans for the next needed change

Sources: Schermerhorn et al. (1994: 640).

Schaller (1998) in Lewin's, stage model of change includes the following steps:

Unfreezing of change

Unfreezing of change is the replacement of old ideas and practices by new ones within a school (Dawis & Newstrom, 1985). According to Walker & Vogt (1997) unfreezing is a recognition that existing practices in a school have to be altered. In order to ascertain whether there are deficiencies in the existing practices or system in terms of the values system, attitudes and disposition, information will have to be gathered to clarify any deficiencies.

Unfreezing as a concept entered the change literature early to highlight the observation that the stability of human behavior was based on "quasi- stationary equilibria" supported by a large force field of driving and restraining forces. For change to occur, this force field had to be altered under complex psychological conditions because, as was often noted, just adding a driving force toward change often produced an immediate counterforce to maintain the equilibrium (Lashway 1998). This observation led to the important insight that the equilibrium could more easily be moved if one could remove restraining forces since there were usually already driving forces in the system. Unfortunately restraining forces were harder to get at because they were often personal psychological defenses or group norms embedded in the organizational or community culture (Yee, 1998).

Movement

According to Smith et al. (1993) movement refers to a process that is set in motion by behaviours within a school. Therefore new ideas that are to be implemented are subjected to close scrutiny, developed and then applied in practices (Dawis & Newstorm, 1985). Furthermore movement involves the development of new norms and values, attitudes and behaviours through identification or change in the structure. There will be fears and resistance to change. Therefore so implementing change needs to be a sensitive, gradual process.

Freezing of change

During this phase new forces are in place and this ensures that new actions and behaviours are fairly immune to rather immediate changes (Walker & Vogt, 1997). This is the final stage of managerial responsibility in the planned process Freezing positively reinforces desired outcomes and provides extra support when difficulties are encountered (Schermehorn et al., 1994). Robbins (1990) argues that evaluation is a key element in this final steps of the change process.

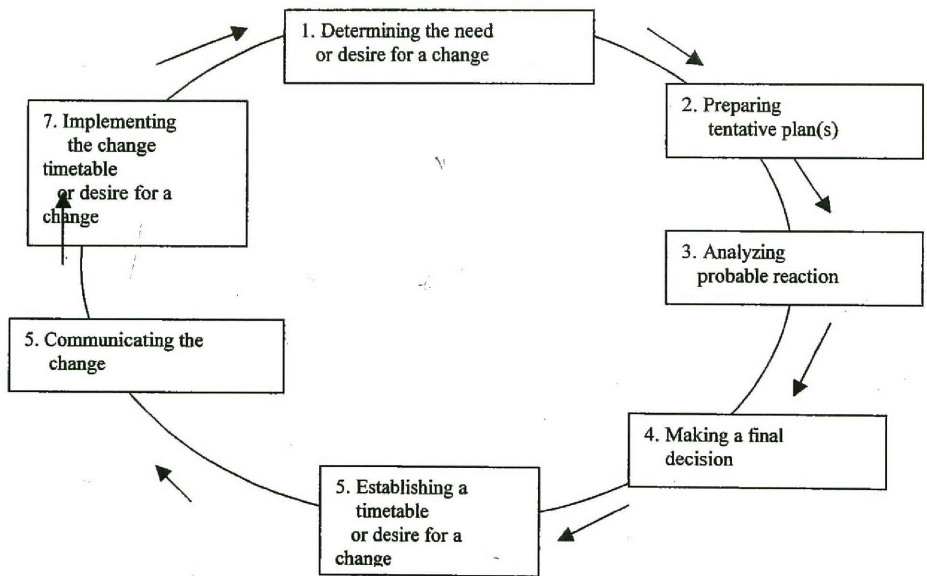
Freezing provides data on the cost and benefits of change, and offers opportunities to make constructive modifications in the change over time. Improper freezing results in changes that are abandoned or incompletely implemented (Smith et al., 1994). This three-phase model illustrates that the managers have a tremendous responsibility in terms of managing change process. The leading role that the principal has to play is initiating the curriculum change process, managing and supporting the new curriculum, as well as working towards gaining support and commitment from staff members for the new curriculum (Ellsworth, 1998).

The main point about freezing is that new behavior must be to some degree congruent with the rest of the behavior and personality of the learner or it will simply set off new rounds of disconfirmation that often lead to unlearning the very thing one has learned. The classic case is the supervisory program that teaches individual supervisors how to empower employees and then sends them back into an organization where the culture supports only autocratic supervisory behavior (Hull & Ruddick, 1990).

2.4.2. Odiorne's model of change

Odiome describes seven different perspectives (models) for understanding change (Kirkpatrick, 1985) as follows :

Figure 2.3. A manager's model of change



Source: Odiorne (1985:102).

- Step 1. Determining the needs or Desire for change

In this step of change the manager can decide that there is a need of change. Luthans et al, (1983) suggest that behavior of people be observed in order to determine the need for change. Luthans furthermore suggest that the best option for change is one created by the people who must implement it. According to Rogers (1990) stresses that before changes are made, it is essential that a thorough analysis be made of both the individual and the social system. The purpose of the analysis is to develop a complete diagnosis of the situation to help the program development strategies.

- Step 2. Preparation of tentative plans

According to Bennett (1991) a tentative plan should be developed in order to implement the change. It is vital at this step that those who develop the tentative plans are open to change and do not take a defensive attitude when reactions are negative and suggest modification.

- Step 3. Analyzing probable reactions

Almost every proposed change will be met with three different types of reactions. Some people will resent and possibly resist the change if it is implemented. At this point it is important for managers to understand the individuals who will be involved (Hersey et al, 1992). Rogers (1990) stresses that managers need to understand that individuals typically go through a five-step process of awareness, interest, evaluation, trial and adoption.

- Step 4. Making a final decision

Burack & Torda (1999) suggest that a final decision should be made after a comparison of the plans and approaches has considered. Two possible approaches should be considered at this point. The manager has to consider all the data and decide. This approach is quick and emphasizes the authority and status of the managers. The use of group problem-solving can be effective if the manager is able to conduct a productive meeting and get people to arrive at a consensus.

- Step 5. Establishing a timetable

Other changes may be complicated and require a timetable for the implementation. There are two different change cycles known as coerced and participative. The coerced cycle is fast while the participative cycle is slow and evolutionary. The disadvantage of the coerced cycle is that it can only be maintained as long as the leader has position power to

make it stick. It often results in animosity, hostility and in some cases overt and covert behavior to undermine and overthrow (Maier 1993).

- Step 6. Communicating the change

This step is a continuous process that is telling and selling the plan as well listening to reactions and suggestions (Thomson, 1993). When the final decision has been made and timetable has been established, a thorough, planned communication approach is necessary.

- Step 7. Implementing the change

According to Likert (1996) this is the action step. If the change is not proceeding as planned and resistance is evident, it is important to stop and evaluate the situation. Enough participation should be involved in the implementation of the entire model. Managers who do not believe in a participatory style of leadership will never be able to get the quality of decisions and acceptance that can be achieved by involving subordinates and other people.

2.5. Research on management of change

Other reform goals for South Africa include improving the managerial and technical capacity of a newly formed provincial department of education, internal efficiency and program relevance to a school to define the program that best meets the needs for its students. The Research Triangle International news (RTI), (1998) together with the education foundation have worked extensively to ensure that South Africa's policy-makers have the technical skills to develop viable policy options. The RTI was later asked by the government to document its successful approach, which formed the basis of a six volume Education Reformed Support (ERS) services that was published in June 1997. A seventh volume, focusing on the types of technical assistance that help support ERS-driven reforms was expected in April 1998 (Prince 1998).

2.5.1. Management of change in developed countries

According to Smith & Cronje (1992) developed countries face common problems in managing change in their schools. This is not a mystery because schools in developing countries have not been exposed to the discipline of management. They are at crossroads. These nations (countries) with largely uneducated and unskilled human resources can only overcome perpetual poverty and socio-economic slavery if they accept the managerial challenges. Under-developed countries, Lesotho, Australia, Zimbabwe and South Africa will be discussed.

2.5.1.1. Management of change in Australia

In Australia, legislative action of early 1990s (e.g. Commonwealth of Australia, 1992) changed the way in which learners with special needs receive their education (Tait & Purdie, 2000). The education of such learners now largely occurs within the context of regular school, and has become the responsibility of the regular classroom team (Tait & Purdie, 2000). Tait & Purdie continue to report that historically general educational staff has not reacted favourably toward the notion of increased change of learners with disability.

The reasons for lack of enthusiasm for management change programmes are varied but include (Tait & Purdie, 2000).

- Lack of support services (for example, Paraprofessionals such as speech therapist, school psychologists);
- Generally insufficient regular classrooms to meet the highly individualized needs of learners with disability;
- The amount of educators time that these learners will require (often to the detriment of other learners in the class); and
- Concerns about the quality of work that learners with disabilities in regular education classes will produce.

It is vital to note that educator's attitudes have been identified as a critical variable in the success of managing change with learners with special needs or disability in schools (Bacon & Schultz, 1991), to the life quality of people with disabilities (Beckwith & Mathews, 1994) and the success or failure of the integration of disabled learners in the regular classroom (Stewart, 1990).

2.5.1.2. Management of change in Lesotho

According to International Guide to Qualifications in Education (1991) the Education system of Lesotho has always been one, they do not talk of changes but talk of innovations and improvements in education. There is a center known as the National Curriculum Development Center (NCPC) that is responsible for changes in the curriculum or improvements to the curriculum. If the Center wants to improve the NCPC investigate in the community and schools whether that approach would be relevant or not.

When the NCPC conducts a research, they get views and the need regarding the particular innovation. The school and the community will discuss the importance of a particular innovation, how it will help the learners after completing their studies. If they feel comfortable with the proposed innovation, the NCPC then consults experts so that they could advise them on steps that would be followed when implementing that innovation. Normally an innovation does not meet resistance because all people concerned agree to it and are clear about the innovation (International Guide, 1991).

Another thing in Lesotho is that about 95% of schools are controlled by the church and only 5% are government controlled. Both educators and principals are compelled to register in colleges. Educators undergo training at the National Teacher Training College. For one to become a principal, he or she is trained for that (but not promoted) as is the case in South Africa. Principals in Lesotho are thoroughly trained to manage, to discipline and to cope well when innovations are introduced.

The same type of educational innovations and improvements are also noticed in the education system of Botswana and Swaziland. Their learners sit for a common examination and then receive the Cambridge Overseas School Certificate (International Guide, 1991).

2.5.2. Management of change in developing countries.

An over view of management of change in education in developing countries.

2.5.2.1. Management of change in South Africa

Gerber et al. (1994) argues that very little empirical research into managing change has been undertaken in South African schools. Unlike in other developed countries like Lesotho, Botswana, Zimbabwe and Swaziland, the education system of South Africa is strongly influenced by the politics of the country. Following the implementation of the new constitution in September 1994, education was divided according to different four racial groups that is, the House of Assembly for Whites, the House of Delegates for Indians and the House of Representatives for Coloureds. Each had its own Education Department, all known as the Department of Education and Culture. Africans (Blacks) were under the Department of Education and Training (International Guide, 1991).

After the elections of 1994, the different Departments of Education came together and formed one National Department of Education, free from discrimination. The curriculum was revised (Curriculum 2005, 1997) because the National Department felt a need to change from the old practices of the curriculum which had been content-based to one which is child-centred and based on outcomes. This new approach is known as outcome-based education (OBE).

According to Curriculum 2005, (1997) OBE aims at equipping all learners with the knowledge, competencies and orientation needed for success after they leave school or complete their training. The school principals need relevant skills which will help them to deal with changes in their schools.

According to Smit & Cronje (1992) the following are aspects of managing change in schools.

- Involvement of all stakeholders;
- Communicating with all involved; and
- Negotiations and decision making by all.

In so doing, change will be welcomed as all would know why that particular change is introduced and resistance to change will be minimized.

2.6 SUMMARY

The major focus of the chapter is to determine the factors that influence the process of change, models, strategies and guidelines for managing change in primary, middle and high schools in the Lichtenburg Project Area Office of the North West Province.

Among all these problems, however, it is vital to remember that the models which teachers presents to their learners as they themselves face change will directly affect their learners in the way they view their own world. Educators and schools who are unable to control and direct their own changing situation will be unable to prepare their learners for change. Those, however, who are able to use change and work with their anxieties will provide for their children perhaps the most important learning situation and preparation for their adult lives (Perry & Henderson, 1980).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The main objective of this chapter is to outline the method of research used to collect information. A questionnaire was designed with the aim of determining views of educators in managing change in schools.

3.2. Research instrument

Questionnaires and interviews are vital instruments used in the collection of data in research (McMillan and Schumacher, 1993; Brewerton and Millward, 2002). In this study, a questionnaire was employed as a tool for data collection.

3.2.1. Questionnaire as a research tool

The aim of the questionnaire is to find out what a selected group of participants do, think or feel (Hussey and Hussey, 1997). The content of the questionnaire depends on the survey brief in the context of what information is to be collected and how it should be analysed. The most important aspect of any research project is to be able to develop a questionnaire that explores all the issues, but also provides the means of collecting the key information. Legotlo (1996) argues that the most important aspect of data collection is the questionnaire. It is one of the means of communication between the respondents and researcher. It is a device that enables respondents to answer questions.

According to Hauge and Jackson (1999), questionnaires are to draw acute information from the respondents, so that data processing can be facilitated. A questionnaire is a data collection instrument that contains a select group of questions chosen because of their relevance. Thus, the questionnaire is carefully worded for clarity. Questions are a creative means to tap subjects for ideas. To gather information, one requires an artistic touch. This touch may be fostered by carefully creating the best type of questions that one has used in everyday life. One should be creative in developing the questionnaire (Moate, 1996: 128).

A good questionnaire must create a feeling of importance on the part of the respondents, a sense of relevance and that their co-operation is vital. The researcher should avoid emotionally charged words. He/she should allow the respondents to report on what is really true for their situation. Some people may distort their responses and feel the need to comply with these types of items (Guy, 1997: 129).

3.2.1.1. Characteristics of a good questionnaire

Constructing a questionnaire is not an overnight task. It requires considerable time and thought. It should embrace all the concerns of the research. Questions should be clear to both the researcher and the respondents. It should be careful not to measure in aspects of the researcher and need to be tested. The researcher should be careful not to measure in one item what other items have already measured (Mabena, 1995: 98; Moate, 1996: 129).

A good questionnaire allows the researcher to collect data directly from a person. By providing access to what a person's needs are, a questionnaire should be a powerful instrument of survey research. It should be made possible for a researcher to measure what a person thinks, the experience taken, one's likes and dislikes, and what a person's experience has been (Guy, 1997: 129).

3.2.1.2. Criticism against the use of a questionnaire

Although a questionnaire is commonly used as a tool for data collection, Schnetler (1999), argues that there are some criticisms against the use of the questionnaire like:-

- excessive non-response rates;
- poorly constructed items;
- the questionnaire dealing with trivial information; and
- data from different questionnaires being difficult to synthesise.

Schnetler (1999), argues that the major criticism against the use of questionnaires is the poor design rather than the questionnaire per se.

3.2.2. Questionnaire construction

The information required plays an important role in questionnaire construction. The most important questions are those of opinion and attitude, as one tries to establish the feelings and the perceptions of the respondents at a specific time on a specific subject. The two basic types mainly used are the open-ended questions and the closed-ended questions. The questionnaire must address all the data requirements that are specified in the research objective (Hopkins, 2002). According to Hauge and Jackson (1999), before constructing a questionnaire, the researcher must explicitly determine the research question, what is it that he/he wants to know?

Borg and Gall, (1989) and Cohen and Manion (1985) outline the following rules for constructing a questionnaire:

- Short items are preferable;
- Plan both the content and the format of a questionnaire; and
- Items should be clear, and mean the same to all respondents.

In constructing a questionnaire there are some pitfalls that should be taken into considerations. Some of those pitfalls include:

- Avoid complex questions;
- Avoid biased questions;
- Avoid negative items;
- Avoid double-barrelled items which require the subject to respond to two separate ideas with a simple answer; and
- Avoid irritating questions or instructions.

3.2.2.1 Advantages of a questionnaire

The questionnaire was employed because of the following advantages (Moles, 1996, Molale, 1999):-

- It is less time-consuming than personal interviews or observations;
- Low unit cost, travelling and subsistence cost are minimal;
- The respondents is free to answer a question or two whenever he or she has a spare moment;
- Ease of processing, the questionnaire could be carefully structured and processed; and
- The format offers respondents anonymity.

3.2.2.2 Disadvantages of a questionnaire

Like other strategies or techniques for data collection, a questionnaire has some disadvantages (Moles, 1996).

- Respondents have no opportunity to qualify their answer or to explain their opinions more precisely;
- A poorly design questionnaire is likely to cause non-response or measurement error;
- Non-compliance by respondents
- Analysis is time consuming;

3.2.3 Development of questionnaire items

In the development and formulation of the questionnaire, the following two important stages were employed:

- Firstly, issues raised in the literature review on managing change in schools in chapter two were examined.
- Secondly, the purpose of this study in chapter 1 also guided the development of the questionnaire.

The review of literature helped the researcher to find out more on managing change in schools. With such information, the questionnaire is developed to find out what the views of the educators concerning managing change in schools in the Lichtenburg district are.

3.2.3.1. Open-ended questions

Open questions or unstructured questions allow the respondents to express their feelings freely. These types of questions are used to obtain resources for a particular behaviour or attitude adopted by the respondents (Singleton. 1993).

3.2.3.2. Advantages of open-ended questions

Open-ended questions provide opportunities for the researcher to ascertain a lack of information on the part of the respondents. They are preferable in situations where the respondents have not yet crystallized their opinions. They will also provide a clear idea of the respondent's perceptions (Moate, 1996).

3.2.3.3. Disadvantages of open-ended questions

According to Singleton (1993), such questions it creates a problem among semi-literate respondents. Many respondents may be reluctant to reveal detailed information required in open-ended questions, as open-ended questions involve more work on the part of the respondents. Those who are more talkative may put more words than is required, and so spoil the good work of the researcher and the respondents. It should also be clearly stated what specific aspects of the research need to be tested. The researcher should be careful not to measure what other items have already measured (Mabena, 1995; Moate, 1996).

A good questionnaire allows the researcher to collect data directly from a person. By providing access to what is what is inside a person's need, a questionnaire should be a powerful instrument of survey research. It should make it possible for a researcher to measure what a person thinks, the experience taken, one's likes and dislikes, what a person's experience has been (Guy, 1997).

3.2.3.4. Closed-ended questions

The closed-ended questions require the respondents to select one category that best suits his/her response. These types of questions require the respondent to make a choice that covers a whole range of possible responses (Singleton, 1993).

3.2.3.5. Advantages of closed-ended questions

Closed-ended questions are said to be (Morris, 1997):-

- easy to administer;
- less time-consuming and
- data processing is facilitated by pre-coding.

To overcome the difficulty of poorly constructed questionnaires, items should deal with meaningful research problems. Questionnaires are to be carefully structured and effectively administered to the qualified respondents. The closed-ended questions are an appropriate format for sensitive information such as marital status and income (Singleton, 1993).

3.2.3.6. Disadvantages of closed-ended questions

Closed-ended questions give instructions on behalf of the respondents whose options are not accommodated. They may force respondents to make insincere choices. The opinion of those uncertain may be lost. The questionnaire may be unnecessarily long and, thus, discourage respondents resulting in unreliable results (Singleton, 1993).

3.2.3.7. Validity

Validity is the extent to which one can assess a questionnaire. Validity is specific to the particular aspect that one wishes to assess. The questionnaire should be constructed in such a manner as to satisfy the purpose for which it is required. The questionnaire should be judged for adequacy (Labuschagne, 1994). Validity is more surely to be achieved if the answers obtained from the respondents are honest and reliable.

3.2.4. Format and content of the questionnaire

The questionnaire was divided into three sections according to the following focus:

Section A (question 1-6). The purpose of this section was to gather biographical and demographic information about each respondent. This information is essential to understand what experiences has happened and the background information of respondents. Section B (question 7-11). The purpose of this section was to establish the perceptions and views of respondents on managing change in schools. It covered issues such as the following:

- Curriculum
- Views about managing change in education;
- Promoting management of change in education;
- Recommendations for inservice-training and
- -Some factors that may results in poor management of change in the education system.

For each item, the respondents were asked to reflect (on a four point scale), their opinion about managing change in schools. The four point scale was interpreted as follows:-

1 = Agree; 2 = Strongly agree; 3 = Disagree; 4 = Strongly disagree.

According to Barker et al. (2001), this section constitutes scaled response, which he views as a commonly used structured response mode. Van Dalen (1994) categorized the kind of questions in section B as closed-ended or structured. Presented below are factors that Van Dalen considers as advantages to closed-form or structured questionnaires:

- Easy to administer to large numbers;
- Help to keep respondents' mind reverted on the subject and
- Facilitate the process of tabulation and analysis.

However, like any other method, closed-ended questionnaires have flaws such as:-

- Failing to reveal respondents' motives (why they answered as they did);
- They fail to yield information of sufficient scope or depth and
- May not discriminate between fine shades of meaning.

Section C (question 12-15). The questions in this section skewed towards open-ended. Some questions (12-15) asked the respondents to list some challenges faced by educators regarding managing change in schools. Further, the questions required that respondents give reasons and solution as to what can be done to improve such challenges. Items 12-15, required Yes or No answers; but further, respondents were asked to comment.

3.2.5. Pre-testing the questionnaire

According to Bell (1999), the purpose of the pre-test is to get the bugs out of the instrument so that respondents will experience no difficulty in completing it. A pilot-study helps to identify any weakness that may contribute to the study (Birn, 2000). Proctor (2000) on the other hand stated that the pre-test should be administered and conducted in an environment and context that is identical to the one to be used in the final survey. Respondents in the pre-test should be representative of the target population.

In this research, a pre-test was done on a small scale (N=20) of ten (10) educators, two (2) deputy principals, two (2) principals and six (6) heads of departments were selected to fill the questionnaire and their comments were helpful to shape the final questionnaire. The respondents clearly understood the questionnaire.

One of the advantages of a pilot test is that it attempts to determine whether the questionnaire items possess the desired qualities of measurement and discriminability. Verma and Mallick, (1999) further write that if questionnaires are to be used to measure variables in an investigation, they must be pre-tested, refined and subjected to the same evaluative criteria of validity, reliability and objectivity.

3.2.6. The final questionnaire

The final questionnaire was administered to (250) respondents from the (56) schools selected in the Lichtenburg district.

3.2.7. Covering letter

The covering letter was a means to introduce the questionnaires officially to the respondents. It gave the respondents directives as to how to complete the questionnaire, and how to return the questionnaire to the researcher (Legotlo, 1994; Moate, 1996).

A simple and straight forward covering letter accompanied the questionnaire. It provided information and instructions on how to fill the questionnaire. Most importantly, it indicated who should fill the questionnaire in each school. The letter also assured the respondents that all information they provided would remain confidential.

3.3. Administrative procedure

Permission to conduct research, was first sought from the district office. The atmosphere should be sufficiently serious to complete the questionnaire objectively. A light mood could have serious effects on the results of the questionnaire. A researcher should consider whether the tool has been properly used Baker et al (2001).

In this study the researcher personally constructed and presented the questionnaire to the relevant respondents. The researcher had the opportunity to explain the purpose and significance of the study and even clarify some points. This arrangement put the researcher in a position to clarify and answer questions asked by the potential respondents and motivate respondents to answer.

3.4. Follow-ups

It is always a good idea to correspond with those who have not yet returned their questionnaires. Follow-ups were done by visiting the selected schools and even telephonically to check on the progress of the questionnaires. Arrangements were first made by telephone to set a time and day when completed questionnaires would be collected.

Those who did not respond might have planned to do so but had forgotten. The action that is taken should not be that of scolding the non-respondents. They should provide acceptable reasons for their non-response. The significance and purpose of the study should be repeated. The researcher should be creative and the respondents may come to appreciate his or her standpoint and persistence. Creative activities may lead to an increased percentage of return (Cronje and Rosman, 1992).

3.5. Population and sampling

The survey population was drawn from Lichtenburg Area Project Office in the Central region of North-West Province. Because of the vastness of the district, the respondents were randomly selected. The subjects were drawn from the two-hundred-and-six (206) schools in the Lichtenburg Area Project Office.

A random sample of (n=30) schools from two-hundred-and-six schools in the Area Project Office was made. Initially the researcher visited the schools personally to administer the questionnaires to the participants and hence, the respondents of this study. Thus, a sample of (n=150) respondents was selected to gather information on their perception regarding managing change in schools. From this sample, thirty (30) are principals, fifteen (30) are deputy principals, twenty five (60) are heads of departments and eighty (30) are educators.

Table 3.1 shows the distribution of the sample size. Another point is that schools that were personally contacted were those that were within a reasonable proximity to the researcher. Thus, funding that would have allowed the researcher to draw a random sample from the study area was the most limiting factor in this study.

Table 3.1 Distribution of the sample size.

Respondents	Sample size	%
Principals	30	20
Deputy principals	30	20
Heads of departments	60	40
Educators	30	20
Total	150	100

The distribution of sample size shows that more heads of department responded to the questionnaires than principals, deputy principals and educators. This could be because pressing responsibilities of the principals may not have allowed them to fill the questionnaires. Hence, they handed over to the heads of departments.

3.6 Response Rate

Table 3.2 Response sample size

Respondents	Sample size	%
Principals	19	14.3
Deputy principals	12	9.0
Heads of department	33	24.8
Educators	69	51.9
Total	133	88.6

Table 3.2 reflects the response rate group. It clarifies the situation better. Questionnaires were delivered to 30 schools to be completed by educators including management in each school. The table shows that out of a total of 133 (88.6%) usable questionnaires were returned. The response was very good. This is a clear indication of the pains taken by the researcher and perhaps the interest of the respondents to the topic. According to the table, the response from deputy principal is relatively low. The reason may be that not all schools have deputy principals.

3.7 Statistic techniques

3.7.1 Descriptive data

As stated in chapter 1 (cf. 1.5), a computer-aided statistical analysis was employed with the help of the Department of Statistics of the University of North West. The Statistical Package for the Social Science- programme (SPSS) was used to compute descriptive data. The following were given the attention, frequency and percentages

3.7.2 Quantitative Data

Computation of the *t*-value was done. The *t*-test is the most common statistical procedure for determining the level of significance between two means. It is the formula that generates a number and this number is used to determine the probability level (*p*-level) of rejecting the null hypothesis (McMillan & Schumacher, 1993).

To determine the statistical significance difference, between the gender and the opinion of the respondents of the sample means, the *t*. test was computed.

3.8 Summary

As is commonly the case in education, a questionnaire was the main tool to collect data. The computer-aided statistical analysis was employed to analyze the data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The main objective of this chapter is to give the results of the empirical investigation conducted through the questionnaire. The data will be presented in tables, analyzed and discussed. The focus of the analysis and discussion would be directed to the educational implication. In this study, managing change refers to techniques, strategies, methods and procedures used by the principals and the school management teams to manage their schools.

4.2. Review of the respondents

The response was excellent because 150 (100%) questionnaires were administered to 15 schools and one hundred and thirty-three 133 (88.6%) questionnaires were returned and were usable.

4.3 Biographical data of respondents

Biographical data was collected in order to enable the researcher to understand the background of his/her respondents. It was meant to inform the researcher more about the gender and qualification of his/her population sampling. The researcher would gain a picture of the characteristics of the respondents, which will be discussed in Table 4.1.

Table 4.1 Biographical data of the respondents

1. Age category		
	Frequency	Percentage
Below 30	4	3.0
31 – 35	19	14.3
36 – 40	23	17.3
41- 45	45	33.8
46 - 50	19	14.3
51 and Above	23	17.3
Total	133	100
2. Gender of Respondents		
	Frequency	Percentage
Male	73	54.9
Female	60	45.1
Total	133	100
3. Your position in your School		
	Frequency	Percentage
Educator	69	51.9
Deputy Principal	12	9.0
Head of Department	33	24.8
Principals	19	14.3
Total	133	100
4. For how long have you been in that school		
	Frequency	Percentage
0 - 3 years	0	0
4- 6 years	22	16.5
Over 6 years	111	83.5
Total	133	100
5. Type of school		
	Frequency	Percentage
Primary	18	13.5
High	48	36.1
Middle	40	30.1
Combined	25	18.8
Total	131	98.5
6. Location of the school		
	Frequency	Percentage
Urban	58	43.6
Rural	73	54.9
Total	131	98.5

4.3.1 Age Category

The respondents were given six possible age groups to report their age by selecting the suitable one.

Figure 4.1 Age of the respondents

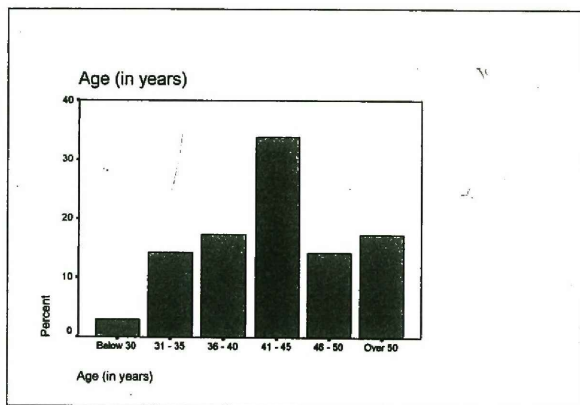


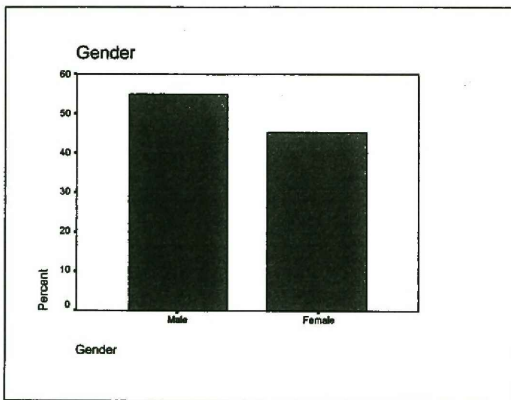
Table 4.1 and figure 4.1 show that the majority of the respondents 45 (33.8 %), were in the age category of 41- 45. It is therefore worth noting that the majority of principals and their deputies are of a mature age. It also reflects that most school principals will stay longer in the education system. It is interesting and encouraging to note from the data that, those who are about to retire are few, 19 (14.3 %). They are in the age of 46 - 50.

The educational implications are that most of the Itsoseng and Bodibe circuit principals and their deputies are experienced. This is based on their age. They would be able to manage change more effectively and efficiently as mature leaders. On the other hand, the age group between 41- 45 (3.0 %), allows the respondents to stay longer in the system and this will enable them to accumulate the necessary skills, techniques, strategies and methods required for change management in the schools.

4.3.2 Gender of Respondents

Table 4.2 shows the gender distribution of the respondents. This was done to determine the gender balance in the schools of the Lichtenburg Area Project Office. The table shows that 73 (54 %) were males and 60 (45.1 %) were females. This is also reflected in figure 4.2.

Figure 4.2 Gender of Respondents



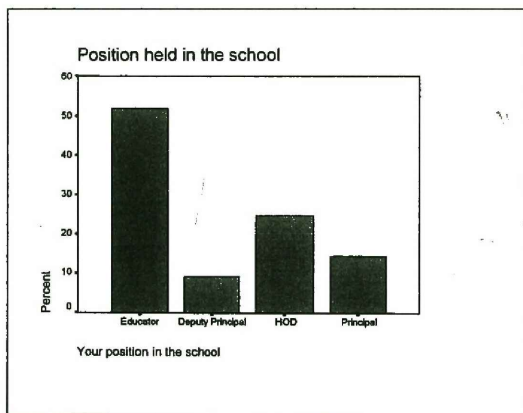
The fact that male respondents outnumbered female respondents in this study indicates that males are still in the majority in the key management positions and current debates on gender equality have not been considered.

4.3.3 Position held by respondents

The results of the question that addressed the position the respondents hold in their respective schools are reflected on Table 4.1. The purpose was to determine whether the Lichtenburg Area Project Office has an adequate number of well-qualified people to manage change in schools. Table 4.1 shows that of the total respondents 69 (51.9 %) were educators, 33 (24.8 %) of the respondents were HOD's, 12 (9.0%) of the respondents

were deputy principals and 19 (14.3%) of the respondents were principals. This is also reflected in figure 4.3.

Figure 4.3 Position held by the Respondents

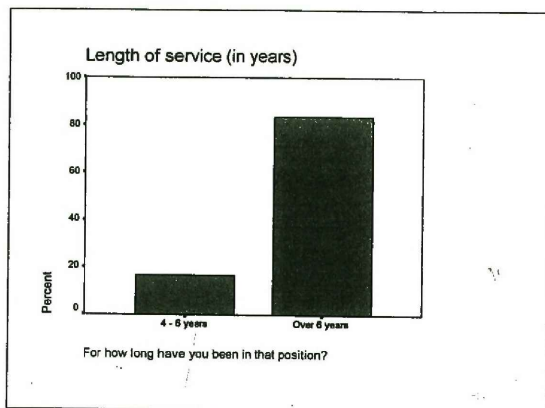


This indicates that most schools do not have deputy principals and some are classified as small schools with no school management team. This factor arises due to poor enrolment of learners in schools. Therefore senior positions in schools are few to be advertised by the department. Those occupying managerial positions always find it easy to access information about change and effectively implement their managerial experience strategies.

4.4.4 Experience of the Respondents

The respondents were asked to state their experience in the positions they were holding. Table 4.1 shows that 22 (16.5%) of the respondents had 4 – 6 years experience, while 111 (83.5%) had over 6 years. The respondents' experiences are reflected in figure 4.4.

Figure 4.4 Experience of the Respondents

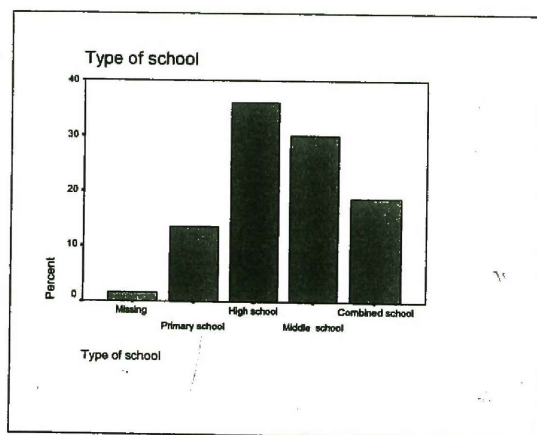


The findings are important because the number of the years the respondents have in teaching, can be of great value in the implementation of change, the success of quality improvement in education and setting up the required infrastructure. The experience can be of great value if successfully utilized.

4.3.5 School type

Respondents were asked to indicate the type of school in which they work. Table 4.1 shows that 48 (36.1%) of the respondents were teaching in high schools, 40 (30.1%) in middle schools, 25 (18.8%) in combined schools and 18 (13.5%) in primary schools. The response of the subjects in this regard is reflected in figure 4.5.

Figure 4.5 Type of school

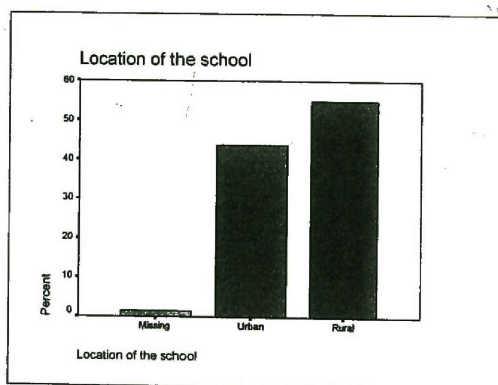


This finding suggests that most educators who participated in the study are mostly in high schools. This was caused by the fact that high schools are categorised into types such as technical, commercial, science and main streams. Therefore, educators who are working in those high schools are specializing in those different fields of study. Combined schools are also called comprehensive schools due to combination of junior and senior secondary. This was caused by lack of infrastructure in the area to accommodate different types of schools. During the time of field-work it was observed that middle schools are mostly found in the former Bophuthatswana areas where there are many primary schools that end with Grade 6 class. Therefore, those learners are still immature to attend at high schools after having passed the last Grade. So they are supposed to attend at middle schools.

4.3.6 School Location

Respondents were asked to indicate whether their school were located in rural or in urban areas. Table 4.1 shows that 58 (43.6%) of the respondents are teaching in urban schools, while 73 (54.9%) are in rural schools. This is also reflected in figure 4.6.

Figure 4.6 School Location



This indicates that rural schools dominate the Lichtenburg Area Project Office. This was caused by the availability of many villages that surrounded the Area Project Office. Also each and every village is governed by its own Chief and has established its own schools. They also avoided the traveling of long distances by learners to school from one village to another.

4.4 Views about managing change in education

The purpose of this study was to determine empirically the views of educators on managing change in the schools of the Lichtenburg Area Project Office. This section reports a brief summary of views about managing change in education. The respondents were asked to give their perceptions on managing change in their schools.

The questions were divided into five sections, namely:

- Some factors that may results in poor management of change in schools;
- Promoting management of change in education;
- Development of Human Resource through training;
- Change and curriculum and
- Two open-ended questions

4.4.1 Poor management of change in schools

Table 4.2 illustrates respondents' view on whether there are some factors that could create poor management of change in schools by educators.

Table 4.2 Poor management of change in schools

	MISSING SYSTEM		SD		D		A		SA	
	f	%	f	%	f	%	f	%	f	%
7.1 Lack of 'time management'	2	1.5	7	5.3	7	5.3	41	30.8	76	57.1
7.2 Inadequate trained principals	2	1.5	4	3.0	19	14.3	54	40.6	54	40.6
7.3 Poor managerial skills	3	2.3	8	6.0	21	15.8	59	44.4	42	31.6
7.4 Inadequate support services for principals	3	2.3	3	2.3	19	14.3	62	46.6	46	34.6
7.5 An inflexible curriculum	2	1.5	2	1.5	15	11.3	63	47.4	51	38.3
7.6 Insufficient workshops of OBE for educators	6	4.5	1	.8	31	23.3	55	41.4	40	30.1
7.7 Negative attitudes by educators implementing of change	2	1.5	13	9.8	43	32.3	46	34.6	29	21.8
7.8 Lack of physical and human resources	2	1.5	1	.8	3	2.3	31	23.3	96	72.2
7.9 Unclear policies	3	2.3	3	2.3	10	7.5	63	47.4	54	40.6
7.10 Lack of parental involvement	4	3.0	7	5.3	50	37.6	46	34.6	26	19.5

KEYS: SD=Strongly Disagree

D= Disagree

A= Agree

SA= Strongly Agree

MS=Missing System

Item 7.4 Inadequate support services for principals

Table 4.2 indicates that 81.2% of respondents agree or strongly agree that principals lack adequate support services from the Area Project Office. This findings indicates that the ICSC's are not visiting the schools after the workshops that they have conducted to measure the progress done by the educators. The ICSC's mostly have a common problem of lack of transport to visit schools. Schools in rural areas suffered a lot for not reaching the Area Project Office to communicate with the ICSC's. Moreover, in rural areas most schools lack telecommunication to contact the ICSC's to come to their rescue. Those schools using cellphones sometime experience problems of network.

Item 7.5 An inflexible curriculum implementation

Table 4.2 reveals that 85.7 % of respondents agree or strongly agree that the implementation of curriculum in schools is inflexible. This finding indicates that the Department of Education brings in innovation within the system, and they also change before educators are confident about it. For example the change from (OBE) Outcomes Based Education Curriculum 20005 to the recent one of Revised National Curriculum Statement (RNCS). This unstable change in curriculum is imposed upon to educators without being thoroughly workshopped. While some educators are still struggling to know OBE, then the other RNCS curriculum is introduced to schools.

Item 7.6 Insufficient workshop of OBE for educators

Table 4.2 shows that 71.5% of respondents agree or strongly agree that the OBE workshops are insufficient. This finding leaves no doubt that educators are not versatile with OBE. The ICSC facilitators are unable to resolve all the problems that are encountered by educators. The facilitators are dealing with what is on documents but not resolving real issues and challenges that are faced by educators at schools. Also the ICSC are facilitating their workshops for few hours and expect the educators to implement it effectively in schools.

Item 7.1 Lack of time management

Table 4.2 shows that 87.9 % of respondents agree or strongly agree that lack of time management may result in poor management of change in their schools. This finding indicates that school that do not utilized time effectively end up producing bad results. The cause of this may be may be the school management team who had a tendency of holding unplanned meetings with educators, while those educators were supposed to be in class teaching. Even the (ICSC's) Institutional Curriculum Support Coordinators who conduct workshops for educators during school time. And finally different Unions of educators who hold meetings and conferences to discuss with their members.

Item 7.2 Inadequate trained principals

Table 4.2 reveals that 81.2 % of the respondents agree or strongly agree that principals were not properly trained as managers at schools. This indicates that principals did not receive training to manage during pre-service training. Workshops facilitated by the (ISC's) Institutional Support coordinators for the principals are conducted in a short period of time. The same facilitators are expecting a vast change and effective implementation from the principals. While on the other hand the (ICSC's) Institutional Curriculum Support Coordinators put in place change in curriculum that needs to be monitored effectively by the principals.

Item 7.3 Poor managerial skills

Table 4.2 shows that 76 % of the respondents agree or strongly agree that school management teams and school managers lack managerial skills. This finding indicates that pre-set did not equip SMT's and principals with relevant managerial skills. The Department of Education should have Educational Specialists in different field of studies to impart knowledge and information to all stakeholders in management positions. School managers are encountering challenges in their schools especially when dealing with policy matters.

Item 7.7 Negative attitudes by educators in implementation of change

According to Table 4.2, 56.4 % of the respondents agree or strongly agree that educators have negative attitude to implementing change. This is caused by a 'fear of the unknown'. The educators are resisting for changes due to policies that are put in place by the Department such as Resolution 2 of 2003, which declares some teacher in addition. Prior to that it was known as the Resolution 7 of 1999, which declared teacher in access. Only 42.7 % of the respondents disagree or strongly disagree with the above statement. This finding shows that educators are changing drastically with innovations that occurs in education. This may be caused by most educators aligning themselves with modern technologies that are existing nowadays such as Information Technology and Computer literacy. They also implement those skills to learners as a learning area that is taught at schools.

Item 7.8 Lack of physical and human resource

As reflected by the results in Table 4.2, 95.5 % of the respondents agree or strongly agree that lack of physical and human resources contribute to the poor management in schools. This finding implies that most schools in rural and semi-urban areas lack physical resources such as infrastructure. Those existing are very much dilapidated. They lack resources such as technological equipments to match with modern technology. School furniture like chairs, desks or tables and chalkboard are needed. Some schools have no sanitation, water, electricity, laboratory equipments, library equipments and books. This finding again indicates that lack of physical resources has an impact on education. Some learners are taught in classes made of zinc or steel-iron. Teaching and learning is affected drastically by this poor condition. In small schools educators are forced to teach multi-grades in one class. This leads to teacher-in-addition or staffing of schools 'teacher-learner ratio'. In areas such as squatter camps and Informal settlements, overcrowding in classes is experienced. This is caused by high enrolment of learners in schools. Only 3.1% of respondents disagree or strongly disagree that schools lack physical and human resource. This may result in urban area schools formerly known as 'Model C' and private

schools. They have adequate infrastructure such as laboratories, libraries, woodwork center or carpentry center, sporting facilities and classes. This implies that such schools are able to run smoothly. They are able to market themselves to get sponsorship from big companies and franchises in the country. Again learners are paying high school fees on a monthly basis. All these uplift the standard of teaching and learning and the management of change in their schools.

Item 7.9 Unclear policies

Table 4.2 clearly indicates that 88 % of respondents agree or strongly agree that policies of the Department are unclear, and lead to poor management. The implication is that educators and schools cannot implement these policies if they do not understand them. For example, (SASA) South African Schools Act, no 84 of 1996 policy such as Norms of Standard for School Funding is unclear. This finding again indicates that the policy for managing finance by the (SGB) School Governing Bodies in schools is unclear even to most educators. Only 10 % of respondents disagree or strongly disagree with the statement.

Item 7.10 Lack of parental involvement

It is revealed in Table 4.2 that 54.1 % of respondents agree or strongly agree that lack of parental involvement has an impact in managing change. This finding indicates that schools have to help parents to realize that it is important to be full involved in school activities, especially for the children's education. Their involvement improves school achievement, educational decisions and responsibilities. About 44.2% of respondents disagree or strongly disagree with the statement.

4.4.2 Promoting management of change in education.

Respondents were asked to give their views on aspects of promoting the management of change in education. The results are indicated on table 4.3, and a brief discussion of each item will be outlined.

Table 4.3 Promoting management of change in education.

	MISSING SYSTEM		SD		D		A		SA	
	f	%	f	%	f	%	f	%	f	%
8.1 Provincial awareness campaign should be part of promoting managing change in schools	2	1.5	-	-	1	.8	44	33.1	86	64.7
8.2 Availability of adequate documentation on change management in education	1	.8	2	1.5	23	17.3	60	45.1	47	35.3
8.3 A strengthened Area Project Office-based education support services	1	.8	2	1.5	25	18.8	63	47.4	42	31.6
8.4 Change management workshops for principals	3	2.3	2	1.5	19	14.3	54	40.6	55	41.4
8.5 Appropriate implementation of policies in schools	1	.8	2	1.5	10	7.5	58	43.6	62	46.6
8.6 Inservice-training on change management for principals	2	1.5	5	3.8	14	10.5	64	48.1	48	36.1
8.7 Intensive inservice-training for implementers	2	1.5	1	.8	18	13.5	42	31.6	70	52.6
8.8 Adequate awareness of HIV/AIDS in schools	1	.8	5	3.8	19	14.3	49	36.8	59	44.4
8.9 Managing the effectiveness of change by all stakeholders in schools	2	1.5	6	4.5	46	34.6	61	45.9	18	13.5
8.10 Introduction of educational technology in schools	2	1.5	14	10.5	54	40.6	35	26.3	28	21.1

Keys: SD=Strongly Disagree

D= Disagree

A= Agree

SA=Strongly Agree

MS=Missing System

Item 8.1 Provincial awareness campaign should be part of promoting managing change in schools

Table 4.3 shows that 97.8 % of respondents agree or strongly agree that provinces should embark on an awareness campaign in order to promote managing change in school. This finding indicates that when all stakeholders are taken on board in developing change in curriculum and different policies, they will benefit from the campaign. They should hold-advocacy campaign so that educators and other stakeholders are aware and have knowledge of what is expected from them. For example the coordinators of DAS, WSE and IQMS had advocacy campaigns and workshops throughout the province. This enables educators to be aware of changes that are forthcoming. They provide the educators with all the documents of how the process is going to be conducted. While only .8% of respondents disagree with the statement.

Item 8.2 Availability of adequate documentation on change management in education

Table 4.3 reveals that 80.4 % of respondents agree or strongly agree that adequate documentation on change management should be made available. This finding implies that workshops should be held to update educators about change in education. The facilitators bring along the relevant documents for educators to show what is expected from them in schools. The ICSC had provided the educators with the recent documents with the keys in the progress report for learners that should be used in schools. The new curriculum RNCS has improved the standard of education and made it easier for the parents to see their children's performance. Only 18.9 % of the respondents disagree or strongly disagree with the statement. This means that they lack managerial skills to manage change in their schools.

Item 8.3 A strengthened Area Project Office-based education support services

Table 4.3 clearly indicates that 79. % of respondents agree or strongly agree that the Area Project Office had support services in education. This implies that the ICSC are strengthening their services by holding workshops to educators. They provide the educators with the necessary support on the challenges they encountered on daily basis in order to manage change in schools. Mean while the ISC's are visiting schools to render services to boost up the morale of school managers and educators. Again they should strive for better education and to improve the quality of learning and teaching. On the other hand 20.5% of respondents disagree or strongly disagree with the statement. This means that the ICSC are not responding to their calls and problems that they are experiencing in their schools especially in those rural areas.

Item 8.4 Change management workshops for principals

Table 4.3 shows that 82 % of the respondents agree or strongly agree that the workshops of change in management for principals are pathways to improve the quality of management and skills in schools. They enable the principals to acquire more knowledge and information on how to run their schools effectively. For example that of Provisioning of Nutritional School Programme 'PNSP' in schools will help the site manager with learners encountering poor socio-economic background. This will alleviate hunger in learners and improve attendance. About 16.1% of the respondents disagree or strongly disagree. This means that they show laxity in attending workshops. Normally they excuse themselves by sending their deputies to stand for them especially the veteran site managers.

Item 8.5 Appropriate implementation of policies in schools

Table 4.3 shows that 90 % of the respondents agree or strongly agree that implementation of policies in schools should be appropriate. This stresses the importance that educators should use relevant and appropriate strategies in implementing policies such as HIV/AIDS in schools. They teach learners to accept those infected, to avoid discrimination and be aware of the related diseases that can affect them. The finding again indicates that all stakeholders should be involved in determining the language policy to be used for teaching and learning in schools. This should also comply with the constitution of the country. Only 9.1% of respondents disagree or strongly disagree with the statement.

Item 8.6 Inservice-training on change management for principals

Table 4.3 shows that 84.2% of respondents agree or strongly agree that inservice-training on change management for principals is vital to improve the quality of teaching and learning and also to manage change effectively in schools. This finding indicates that workshops such as (EMD) Educational Management Development for principals are providing knowledge and information to enable them to acquire skills in order to manage change effectively in schools. Also the coordinators have appropriate skills to train principals on how to manage change during Induction, especially for newly appointed principals. Hence veteran principals are workshop to update them with recent change in management. About 14.5% of the respondents disagree or strongly disagree with the statement. This implies that site managers are acquainted with the process of managing change in schools.

Item 8.7 Intensive inservice-training for implementers

Table 4.3 reveals that 84.2 % of the respondents agree or strongly agree that intensive inservice-training for implementers is required to manage change in schools. This finding indicates that the implementers are the educators in schools. Educators are the ones who

experience these challenges in the classrooms. They need good morale, spiritual and emotional support from the department. Again they are expected to implement change effectively and produce passionate results. About 14.5 % of the respondents disagree or strongly disagree with the statement.

Item 8.8 Adequate awareness of HIV/AIDS in schools

Table 4.3 indicates that 81.2 % of respondents agree or strongly agree that adequate awareness of HIV/AIDS in schools is vital to manage change. This finding shows that the educators facilitating Life skills and HIV/AIDS as learning areas in schools have a great impact in change management. They implement the outcome of the workshops attended effectively in schools. Again they use media as a resource to teach learners precaution from this deadly disease. Visiting of motivational speakers from the department of health to teach learners more about this pandemic disease and its related diseases is encouraged. Only 18.1% of respondents disagree or strongly disagree. This implies that they don't have guts to talk about the disease with learners.

Item 8.9 Managing the effectiveness of change by all stakeholders in schools

Item 4.3 shows that 59.4% of respondents agree or strongly agree that all stakeholders in schools should manage change effectively. This finding indicates that in macro-planning all stakeholders are involved to state their views. The SMT, school management team together with the educators forms groups in planning different committees according to their learning areas. The micro-planners enable the school to manage change effectively. About 39.7% of the respondents disagree or strongly disagree with the statement. This finding shows that teaching and learning will be impaired when parents are not involve the education of their children.

Item 8.10 The introducing of educational technology in schools

Table 4.3 reveals that 47.4% of respondents agree or strongly agree that the introducing of technology in schools could manage change effectively. This implies that the introducing of information technology and computers as learning areas in school could uplift the standard of teaching and learning. Nowadays information is retrieved by emails, SMS and websites via the Internet. This is in contrast with 51.9% who state that knowledge and information is derived from books and Journals.

4.4.3 The development of Human Resources through training

Table. 9.1 to 9.5 show the items of development of human resources through training.

Table 4.4 Development of human resource through training

	MISSING SYSTEM		SD		D		A		SA	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
9.1 Educators	3	2.3	5	3.6	9	6.8	5	3.8	111	83.5
9.Support personnel	3	2.3	33	24.8	31	23.3	33	24.8	33	24.8
9.3School Management Team	3	2.3	12	9.0	21	15.6	22	16.5	75	56.4
9.4 Parents	3	2.3	25	18.8	53	39.8	28	21.1	24	18.0
9.5 Learners	2	1.5	19	14.3	80	60.2	12	9.0	20	15.0

Keys: SD=Strongly Disagree

D = Disagree

A = Agree

SA=Strongly Agree

MS=Missing System

Item 9.1 Educators

Item 9.1 shows that 87.3% of the respondents agree or strongly agree that educators should undergo training on managing change in education. This finding indicates that educators are the main implementers of change in schools. For change to be effectively implemented and a tremendous teaching and learning achieved in schools educators should have a thorough knowledge on how to manage change. Educators should be taken on board in every steps of introducing change in education. 10.8% of the respondents disagree or strongly disagree with the statement.

Item 9.2 Support personnel

Table 4.4 clearly reveals that 49.6% of the respondents agree or strongly agree that support personnel should be trained on managing change in schools. This finding indicates that support personnel are also stakeholders in education. This implies that support personnel are parents of learners in schools. Again support personnel are members of the governing bodies in schools. They also contribute in decision-making at the schools. Only 49.2% of the respondents disagree or strongly disagree with the statement. This finding indicates that support personnel are related as illiterate people. They are also associated with a negative attitude towards introducing change in schools.

Item 9.3 School Management Team

Table 4.4 reflects that 72.9% of the respondents agree or strongly agree that school management teams should be trained in managing change in education. This finding shows that school management teams are considered as pillars of the school. They are there to ensure that all decisions taken are applied correctly and effectively in schools. All policies that are put in place in schools are implemented to manage change in schools. Again they are regarded as key planners of macro and micro to strengthen the quality of teaching and learning in schools. 25.4% of respondents disagree or strongly disagree with

the statement. This finding indicates that school management teams are regarded as autocratic and too instructional in schools.

Item 9.4 Parents

Table 4.4 clearly shows that 58.6% of respondents disagree or strongly disagree that parents should be trained to manage change in education. This finding implies that change in education needs to be crucially invented in order to be effectively implemented in schools. This states that policy and procedures to implement change in schools need people who have acquired knowledge and skills academically and professionally. About 40% of the respondents agree or strongly agree with the statement. This finding indicates that parents are stakeholders in education. They should be accommodated in decision-making like contributing to the amount of school fees, where schools are situated in various communities. Parents are members of governing bodies and are involved in managing change such as managing financial aspects in schools.

Item 9.5 Learners

Table 4.4 indicates that 74.5% of the respondents disagree or strongly disagree that learners should be trained in managing change in education. This finding indicates that learners are still immature to evaluate and predict what will be the outcome of change in schools. To manage change in schools needs to be dealt with a crucial eye in order to define the correct measures to be taken. About 24.4% of respondents agree or strongly agree with the statement. This finding shows that learners are stakeholders in schools. They are considered as tools to prove that change implemented was successfully invented and effectively introduced. Learners should be involved in managing change, as change itself has an impact on them. They are the ones who experience the mood of change on their daily life in schools.

4.4.4 Change and Curriculum

Item 10.1 to 10.7 indicate that the principals and educators are dealing with change and curriculum.

Table 4.5 Change and Curriculum.

	MISSNG SYSTEM		SD		D		A		SD	
	F	%	f	%	f	%	f	%	f	%
10.1 Principals are faced with educators who do not understand OBE	2	1.5	-	-	12	9.0	41	30.8	78	58.6
10.2 Principals are faced with educators who know and understand OBE than them.	2	1.5	-	-	19	14.3	69	51.9	43	32.3
10.3 Educators have difficult in adjusting to change in curriculum	2	1.5	3	2.3	31	23.3	52	39.1	45	33.8
10.4 Educators have to deal with a multi-grade class	4	3.0	5	3.8	27	20.3	50	37.6	47	35.3
10.5 Educators form teams in phase planning in schools	5	3.8	1	.8	40	30.1	48	36.1	39	29.3
10.6 Educators create groups in managing continuous assessment foe learners in schools.	3	2.3	6	4.5	52	39.1	58	43.6	14	10.8
10.7 Educators have to manage at At-hand booklet effectively.	3	2.3	23	17.3	67	50.4	31	23.3	9	6.9

Keys: SD=Strongly Disagree

D =Disagree

A = Agree

SA=Strongly Agree

MS=Missing System

Item 10.1 Principals are faced with educators who do not understand OBE

Table 4.5 reflects that 89.4% of respondents agree or strongly agree that principals are faced with educators who do not understand OBE. This finding clearly reveals that educators were not trained for OBE in their colleges of education. They are not thoroughly workshop with the curriculum implemented. They are not acquainted with the terms used to assess and evaluate learners in class. Again they are unable to manage change effectively in their method of teaching. While 9.2% of the respondents disagree or strongly disagree with the statement. This finding implies that principals have a problem in obtaining an excellent standard of education. This reveals that they are unable to resolve the matter in order to manage change effectively in schools.

Item 10.2 Principals are faced with educators who know and understand OBE more than them.

Table 4.5 shows that 84.2% of respondents agree or strongly agree that principals are faced with educators who know and understand OBE more than them. This finding clearly reveals that principals do not have teaching periods in their duty allocation. This implies that they are more bound to other management duties and leave duties of controlling educator's work to the school management team. Again this indicates that principals show laxity in knowing the curriculum because of their age. About 14.5 % of respondents disagree with the statement. This indicates that principals are educators as well because they do have classes that they teach on a daily basis. This applies to principals of small schools where the enrolment is less. Their workload is 100% in the allocation of duties and they are able to manage change in schools.

Item 10.3 Educators have difficulty in adjusting to change in curriculum

Table 4.5 indicates that 72.9% of the respondents agree or strongly agree that educators have a difficulty in adjusting to change in curriculum. This finding implies that educators

are confused by the change of curriculum that occurs in schools. They were in-par with the changes in curriculum 2005, and now of the Revised National Curriculum Statement has been implemented in schools. Again this indicates that the educators are taken back to old curriculum with its method of teaching and its learning areas. While 26% of the respondents disagree and strongly disagree with the statement. This finding indicates that educators have adjusted to the changes in curriculum. They involved all stakeholders in implementing change to achieve quality teaching and learning in schools.

Item 10.4 Educators have to deal with a multi-grade classes

Table 4.5 reflects that 72.9% of the respondents agree or strongly agree that educators are dealing with multi-grades classes. This finding indicates that educators in small schools are compelled to teach multi-grade classes. This is caused by poor enrolment of learners in schools. Again this implies that educators are unable to deal with individual attendants and the learner pace in their different phases. About 24.8% of respondents disagree or strongly disagree with the statement.

Item 10.5 Educators form teams in phase planning in schools

Table 4.5 reveals that 65.4% of respondents agree or strongly agree that educators form teams in phase planning in schools. This finding implies that team building in schools enables the educators to manage change in schools. They are able to assist one another with challenges encountered in learning areas of their speciality. Again teams formed in schools will enable the educators not to repeat mistakes of the past. This also enables the educators to improve the quality of teaching and learning in schools. Only 32 % of the respondents disagree or strongly disagree with the statement. This finding indicates that educators are totally relying on the agreement taken during planning. They think that their decisions are unrealistic and they are unable to manage change in schools.

Item 10.6 Educators create groups in managing continuous assessment for learners in schools

Table 4.5 reflects that 54.4% of the respondents agree or strongly agree that educators create groups in managing continuous assessment for learners in schools. Educators are able to know the performance of learners in different classes. They are able to use different criteria to assess learners in phases according to their abilities. Again they are able to follow the current ways of using the keys in a progress report in RNCS unlike that of OBE for assessing learners. Only 44.6% of the respondents disagree or strongly disagree with the statement. This finding indicates that some educators had a tendency of relying on other educator's decisions to assess learners. This also implies that educators are afraid to be identified as inadequate to manage change and as poor performers in their learning areas.

Item 10.7 Educators have to manage the At-hand-booklet effectively

Table 4.5 shows that 67.7% of respondents disagree or strongly disagree with the statement. This finding indicates that educators have to manage the At-hand-booklet effectively. This implies that educators are recording many aspects inside the At-hand booklet. Again educator's encountered problems in obtaining learners books to record marks due to the overload of work they are experiencing in schools. 31% of the respondents agree or strongly agree with the statement. This finding clearly reveals that educators are dedicated to their work. Again educators are regarded as role models for the learners by the parents in the community. Again due to the strength they show in improving the quality of teaching and managing change in schools.

4.4.5 Open- ended questions

This section is based on two open-ended questions. (11.1–11.2). The aim of these items was to get additional information from the respondents about the changes in education causing frustration, anxiety and depression.

In item 11.1, 59% of respondents said yes, that changes in education cause frustration, anxiety and depression. While 36.8 % of respondents said no. This finding indicates that some educators are resist to changes. This implies that educators still have the myth of fear of the unknown. Again, they were to cite two changes in education causing frustration, anxiety and depression, their responses included the following:

- Lack of infrastructure;
- Lack of human resources;
- Constant changes in curriculum;
- Unclear policies and
- Over crowding in classes.

In item 11.2, 66.9% of respondents said yes, that change is a process that needs to be managed. Only 27.8% of respondents said no. This shows that educators require enough knowledge and skills to manage change effectively. Again, they were to cite that change need to be managed, their response indicated the following:

- All stakeholders;
- Educators and
- Parents.

4.4.6 Chi-Square Test

Chi-square is a test of significance of association between two sets of categorical data. Firstly, an attempt was made to find out that if there is a significance association in the responses of male and female respondents with regard to the following items:-

- 7.4 In adequate support services for principals. The p-value = $0.043 < 0.05$ level of significance;
- 7.6 Insufficient workshops of OBE for educators. The p-value = $0.15 < 0.05$ level of significance;
- 8.9 Managing the effectiveness of change by all stakeholders in schools. The p-value = $0.019 < 0.05$ level of significance and
- 10.2 Principals are faced with educators who know and understand OBE more than them. The p-value = $0.011 < 0.05$ level of significance.

			Inadequate support services for principals				Total
			SD	D	A	SA	
Gender	Male	Count	3	14	28	28	73
		% of Total	2.3%	10.8%	21.5%	21.5%	56.2%
	Female	Count		5	34	18	57
		% of Total		3.8%	26.2%	13.8%	43.8%
Total		Count	3	19	62	46	130
		% of Total	2.3%	14.6%	47.7%	35.4%	100.0%
						Value	Approx. Sig.
						.243 130	.043

			Insufficient workshops of OBE for educators				Total
			SD	D	A	SA	
Gender	Male	Count		11	38	21	70
		% of Total		8.7%	29.9%	16.5%	55.1%
	Female	Count	1	20	17	19	57
		% of Total	.8%	15.7%	13.4%	15.0%	44.9%
Total		Count	1	31	55	40	127
		% of Total	.8%	24.4%	43.5%	31.5%	100.0%
						Value	Approx. Sig.
						.276 127	.015

			Managing the effectiveness of change by all stakeholders in schools				Total
			SD	D	A	SA	
Gender	Male	Count	1	29	29	14	73
		% of Total	.8%	22.1%	22.1%	10.7%	55.7%
	Female	Count	5	17	32	4	58
		% of Total	3.8%	13.0%	24.4%	3.1%	44.3%
Total		Count	6	46	61	18	131
		% of Total	4.6%	35.1%	46.6%	13.7%	100.0%
						Value	Approx. Sig.
						.265 131	.019

			Principals are faced with educators who know and understand OBE more than them			Total
			D	A	SA	
Gender	Male	Count	5	39	29	73
		% of Total	3.8%	29.8%	22.1%	55.7%
	Female	Count	14	30	14	58
		% of Total	10.7%	22.9%	10.7%	44.3%
Total		Count	19	69	43	131
		% of Total	14.5%	52.7%	32.8%	100.0%
					Value	Approx. Sig.
					.254	.011
					131	

Secondly an attempt was made to find out that there is a significance association the responses of urban and rural respondents with regard to implementation of change in schools. Although more respondents were from schools in the rural areas, the finding suggests that in both types of location the importance of managing and implementing change in the same way. This implies that schools in rural as well as urban areas should implement change effectively. Regardless of the school location, schools require knowledge and skills to manage change.

- 7.2 Inadequate trained principals. The p-value = $0.021 < 0.05$ level of significance;
- 8.5 Appropriate implementation of policies. The p-value = $0.001 < 0.05$ level of significance and
- 8.10 Introduction of educational technology in schools. The p-value = $0.008 < 0.05$ level of significance.

		Inadequate trained principals				Total	
		SD	D	A	SA		
Location of school	Urban	Count	3	12	27	16	58
		% of Total	2.3%	9.2%	20.6%	12.2%	44.3%
	Rural	Count	1	7	27	38	73
		% of Total	.8%	5.3%	20.6%	29.0%	55.7%
Total			4	19	54	54	131
			31%	14.5%	41.2%	41.2%	100.0%
						Value	Approx. Sig.
						.262	.021
						131	

			Appropriate implementation of policies in schools				Total
			SD	D	A	SA	
Location of school	Urban	Count		9	17	32	58
		% of Total		6.9%	13.0%	24.4%	44.3%
	Rural	Count	2	1	41	29	73
		% of Total	1.5%	.8%	31.3%	22.1%	55.7%
Total		Count	2	10	58	61	131
		% of Total	1.5%	7.6%	44.3%	46.6%	100.0%
						Value	Approx. Sig.
						.339	.001
						131	

		Introduction of educational technology in schools				Total	
		SD	D	A	SA		
Location of school	Urban	Count	12	20	16	10	58
		% of Total	9.2%	15.4%	12.3%	7.7%	44.6%
	Rural	Count	2	34	18	18	72
		% of Count	1.5%	26.2%	13.8%	13.8%	55.4%
Total		Count	14	54	34	28	130
		% of Total	10.8%	41.5%	26.2%	21.5%	100.0%
						Value	Approx. Sig.
						.289	.008
						130	

This finding indicates that there is a significance association between gender and opinion of respondents. The $p\text{-value} = 0.043 < 0.05$ level of significance.

This finding shows that there is a significant association between gender and opinion of respondents. The $p\text{-value} = 0.015 < 0.05$ level of significance.

This finding reflects that there is a significant association between gender and opinion of respondents. The $p\text{-value} = 0.019 < 0.05$ level of significance.

This finding reveals that there is a significant association between gender and opinion of respondents. The $p\text{-value} = 0.011 < 0.05$ level of significance.

This finding indicates that there is a significant association between location of school and opinion of respondents. The $p\text{-value} = 0.001 < 0.05$ level of significance.

This finding reveals that there is a significant association between the location of school and opinion of the respondents. The $p\text{-value} = 0.021 < 0.05$ level of significance.

This finding indicates that there is a significant difference between the location of school and opinion of respondents. The $p\text{-value} = 0.008 < 0.05$ level of significance.

4.4.7 Significant between respondent's views

The $p\text{-value}$ of the $t\text{-test}$ is the smallest significance level at which the observed result would lead to rejection of the null hypothesis (H_0), which states that there is no differences of opinions between the two groups (Scheaffer and McClave, 1990). The $t\text{-test}$ could be used to determine if there is a statistical significant difference between the performances of randomly selected subjects (Legotlo, 1996). In this study $t\text{-test}$ was computed to determine the level of significant difference between views of respondents on managing change in schools.

Item No	Item	Group	Mean	SD	T	p-value	Sample Size
7.3	Poor managerial skills	Young	2.756	0.779	2.810	0.006	45
		Old	3.188	0.933			85
8.8	Adequate awareness of HIV/AIDS in schools.	Young	3.544	0.657	-3.303	0.001	46
		Old	3.058	0.873			86
10.4	Educators have to deal with multi-grade classes	Young	3.370	0.878	-2.89	0.003	46
		Old	2.916	0.799			83

The t. tests were done to determine the significant differences between perception young and old educators, so that the hypothesis may be accepted or rejected. This section only presents some of the items that showed significant differences.

From Table 4.7 above, the following are selected items that showed significant differences of opinions between young and old educators:

- Poor managerial skills. The p-value = $0.006 < 0.05$ level of significance. The correlation is significant at the level of 0.05 between the two variables that is age and strength of opinion of respondents;
- Adequate awareness of HIV/AIDS in schools. The p- value = $0.001 < 0.05$ level of significance. The correlation is significant at the level of 0.05 between the two variables that is location of school and strength of opinion of respondents and

- Educators have to deal with multi-grade classes. The $p\text{-value} = 0.003 < 0.005$ level of significance. The correlation is significant at the level of 0.05 between the location of school and strength of opinion of the respondents.

4.5 SUMMARY

This chapter outlined the findings of the empirical investigation conducted to establish the perception of the educators and principals on managing change in schools. The findings of the study indicate that there are a number of backlogs that retard the process of change.

An analysis of the data made in this chapter reveals that the following issues need urgent attention in managing change as perceived by educators and principals:

- Support services;
- Availability of resources;
- Sufficient workshops;
- Awareness campaigns;
- Revisiting of policies and
- Involvement of all stakeholders.

CHAPTER FIVE

5.SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter presents a brief summary of the previous chapters, findings on both the literature review and the analysis of the empirical data and lastly, the recommendations for the effective management of change in schools.

The main goal of today's education is to improve the learner's achievement and the quality of teaching and learning. The means of achieving this goal, provincially, nationally and internationally is dealt in totality. The main objective of educators should be to improve the learner's achievement and to ensure the meaningful management of change in schools. However, in order for educators to achieve their goals, there are a number of aspects that need to be addressed. Those who have benefited themselves from the educational process should invariably support the work of their children and the schools that they had attended.

Quantitative research as well as qualitative data from successful school community partnership suggests that managing change in schools plays an influential role in the educational progress of learners. Participation of all stakeholders in managing change will encourage a meaningful role in the leadership and decision-making of the progress of the school. It is also essential for schools to invent a long-term professional development strategy that support the managing of change in schools. Improvements on areas for further research are revealed by the study.

5.2 Summary

Chapter 1 of this study highlights in brief, the summary of the study and the statement of the problem that the educators and learners are facing regarding education. A concern is expressed about the deteriorating standard of education in schools.

Chapter 2 reviewed literature related to the research question. The definition of the concepts, management of change (cf. 2.2.1) and educational change (cf. 2.2.2) are given. Under theoretical framework (cf. 2.3), the following sections are given, phases in managing change (cf. 2.3.1), forces that brings about change (cf. 2.3.2), forms or levels of change (cf. 2.3.3), the process for managing change (cf. 2.3.4), the leader's role in managing change (cf. 2.3.5), models of change (cf. 2.4) and research on management of change in both developing and developed countries (cf. 2.5).

In chapter 3, an empirical investigation was conducted. It detailed the methodology of the empirical components of the study as well as the procedures that was employed to address the research question, that is, to examine managing change in schools.

Chapter 4 concentrates on the analysis and the interpretation of the data that was collected. The data collected clearly indicated that managing change in education includes:

- Change and curriculum;
- Development of human resource through training;
- Some factors that may result in poor management of change in schools and
- Promoting management of change in education.

5.3 Research Findings

5.3.1 Findings concerning aim 1

Researching aim 1, namely determine from the literature, the nature and scope of change management in schools (cf. 1.3), the following findings were made:

- It is evident from the literature that schools need to employ various strategies to manage change in schools. School strategies for change were allocated on a continuum ranging from very top-down and directed approaches, through participative approaches with a strong managed element, to more collaborative collegial approaches.
- Management team, particularly principals need to know skills of how to manage change since they are the change agents. Therefore for change to be managed effectively, all stakeholders involved should understand the need for the particular changes that are faced in managing change (cf. 2.3.1) and the process of managing change in schools (cf. 2.3.4).
- The need to get right inside the problem and to construct understanding, the department proposed starting points that are knowledge, learning strategies, educators craft and curriculum change. This also means that any attempt to understand academic responses to change, including the development of the credit framework, must primarily be informed by an understanding of the nature of the discipline in which they specialize.

- The new curriculum is seen to be beyond the skills and experiences of educators. In the context of limited resources for supportive training, the curriculum has led to some confusion and even some discouragement in some places. This is the need of a developing nation and challenges of the global era. While it is relatively simple to envision ways in which the education system can address emerging goals. It remains important to focus on the practical steps needed to shift an under-performing system to a performing system (cf. 2.2.2.1).
- Managing change in school has challenges that need to be dealt with a crucial eye. Managers of schools need to initiate changes to improve the quality of teaching and learning, they should give support to educators to enable them to deal with the challenges they encountered and to strengthen their moral conduct. Sufficient workshops to obtain advanced knowledge, skills and creative solutions about change. Educators should also be involved in inservice-training of campaigning the changes that occurs in education to other stakeholders, to resolve barriers of change (cf. 2.3.5).
- The department has been engaged in a continuous process aimed at transforming its education system to one that provides quality education to all learners. The site managers should liason with the department in order to be equipped with the current information for improving the culture of learning and ensuring quality education.

5.3.2 Findings concerning aim 2

With regard to aim 2, namely to determine empirically the views of educators on managing change in schools. The tables in chapter 4 show the empirical data that was collected from the topic.

The findings that follow are based on the responses of one hundred and fifty (150) educators including HOD's, deputy principals and principals of schools in the Lichtenburg Area Project Office. The views expressed by the respondents coincide with the literature on the instances that follow:

- The phases in managing change should be dealt in steps in order to achieve quality management of change;
- There are forces that bring about change which schools need to take into consideration;
- Forms or levels of change in education should be clearly addressed to all stakeholders in order to develop a clear and sound curriculum;
- Educators should be made aware of the barriers to effective change;
- The process for managing change that will improve the quality of education; and
- The leader's role in managing change in schools to ensure quality learning and teaching.

5.4 Recommendations

Recommendation 1

Seminars and workshops on managing change should be made available for principals.

Motivation

School principals are agents of change, therefore, relevant courses, seminars and workshops on managing change should be conducted. They may acquire skills and strategies on how to implement and manage change.

Recommendation 2

Attention should be paid to the implementation of the process of change.

Motivation

The Department of Education should design a clear implementation process for change. Through this, schools will have proper guidance on how to implement any change.

Recommendation 3

Consultation and involvement of all stakeholders should not be ignored.

Motivation

All the stakeholders, that is, educators, parents and learners should be consulted when there is need for change. Stakeholders should be encouraged to take part in implementing change so as to assume responsibility. The aims here, is to minimise resistance.

5.5 Conclusion

It has been noticed that for the effective implementation and management of change, schools need the support of all stakeholders concerned. There is a need for all stakeholders to be workshopped on the technicalities of managing change, and for all to take responsibility of the proposed change. By so doing resistance to change would be reduced. Finally , it is important for all stakeholders to implement the findings of the research on management of change, to manage change effectively.

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Appendix A

QUESTIONNAIRE

SECTION A

BIOGRAPHICAL DATA AND BACKGROUND INFORMATION

Kindly answer the following question by crossing (x) in the appropriate block

1. Age category

1.1	Below 30	
1.2	31 - 35	
1.3	36 - 40	
1.4	41 - 45	
1.5	46 - 50	
1.6	Above 51	

2. Gender

2.1	Male	
2.2	Female	

3. Your position in the school

3.1	Educator	
3.2	Deputy Principal	
3.3	Head of Department	
3.4	Principal	
3.5	Others (Specify)	

4. For how long have you been in that position?

4.1	Less than a year	
4.2	1-3 years	
4.3	4-6 years	
4.4	Over 6 years	

5. Type of school

5.1	Primary school	
5.2	High school	
5.3	Middle school	
5.4	Combined school	

6. Location of the school

6.1	Urban	
6.2	Rural	

SECTION B

Please rate the following items on a scale of 1 to 4 marking an [x] in the appropriate box to reflect your views and opinions about management of change in schools.

KEYS SA = STRONGLY AGREE

A = AGREE

D = DISAGREE

SD = STRONGLY DISAGREE

7. Some factors that may results in poor management of change in schools.

		SD	D	A	SA
7.1	Lack of "time-management"	1	2	3	4
7.2	Inadequate trained principals	1	2	3	4
7.3	Poor managerial skills	1	2	3	4
7.4	Inadequate support services for principals	1	2	3	4
7.5	An inflexible curriculum	1	2	3	4
7.6	Insufficient workshops of OBE for educators	1	2	3	4

7.7	Negative attitudes by educators in implementation of change	1	2	3	4
7.8	Lack of physical and human resources	1	2	3	4
7.9	Unclear policies	1	2	3	4
7.10	Lack of parental involvement	1	2	3	4

8. Promoting management of change in education

		SD	D	A	SA
8.1	Provincial awareness campaign should be part of promoting managing change in schools	1	2	3	4
8.2	Availability of adequate documentation on change managing in education.	1	2	3	4
8.3	A strengthened Area Project Office-based education support services.	1	2	3	4
8.4	Change management workshops for principals	1	2	3	4
8.5	Appropriate implementation of policies in schools	1	3	4	4
8.6	Inservice-training on change management for principals	1	2	3	4
8.7	Intensive inservice-training for implementers	1	2	3	4
8.8	Adequate awareness of HIV/AIDS in schools	1	2	3	4
8.9	Managing the effectiveness of change by all stakeholders in schools.	1	2	3	4
8.10	Introduction of educational technology in schools	1	2	3	4

9 Development of Human Resource through training

9.1. Would you recommend workshops on managing change in education for the following:

		SD	D	A	SA
9.1	Educators	1	2	3	4
9.2	Support personnel	1	2	3	4
9.3.	School Management Team	1	2	3	4
9.4.	Parents	1	2	3	4
9.5	Learners	1	2	3	4

10.Change and Curriculum

		SD	D	A	SA
10.1	Principals are faced with educators who do not understand OBE.	1	2	3	4
10.2	Principals are faced with educators who know and understand OBE more than them.	1	2	3	4
10.3	Educators have difficulty in adjusting to change in curriculum.	1	2	3	4
10.4	Educators have to deal with a multi-grade classes	1	2	3	4
10.5	Educators form teams in phase planning in schools	1	2	3	4
10.6	Educators create groups in managing continuous assessment for learners in schools.	1	2	3	4
10.7	Educators have to manage the At-hand-booklet effectively	1	2	3	4

SECTION C.

Tick with a cross {X} in the appropriate space provided. Briefly comment on the space given.

11.1. Are the changes in education causing frustration, anxiety and depression?

YES	
NO	

If Yes, cite any two changes in education that have caused frustration, anxiety and depression

11.2. Is change a process that need to be managed?

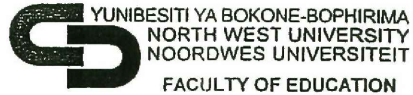
YES	
NO	

If Yes, who should manage it in schools.

APPENDIX B

PLANNING & ADMINISTRATION

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+27 082 200 7910 (Mobile)



YUNIBESITHI YA BOKONE-BOPHIRIMA
NORTH WEST UNIVERSITY
NOORDWES UNIVERSITEIT
FACULTY OF EDUCATION

**TO: DISTRICT MANAGER
CIRCUIT MANAGERS
SITE MANAGERS
EDUCATORS**

RESEARCH PROJECT: FIELD WORK

The Department of Educational Planning and Administration hereby request you to grant our ACE, B Ed (Hons) and M Ed postgraduate student(s) permission to conduct research in school(s)/ college(s) under your jurisdiction.

TOPIC: MANAGING CHANGE IN SCHOOLS
EDUCATOR'S PERCEPTIONS OF THE
LICHTENBURG AREA PROJECT OFFICE.

Student Name: NOVUNGA S.E

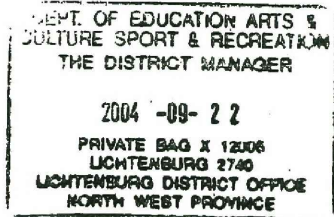
Thanking you in anticipation.

Yours sincerely

7. Morabe

Prof M.W. Legotlo

HOD: Educational Planning & Administration



Enq. Prof. M. W. Legotlo
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