

ENSURING THE EFFECTIVE MANAGEMENT OF CHANGE WITHIN A PUBLIC SCHOOL

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ABSTRACT

The focus of this study is on the management of change in a public school, namely Hoërskool Secunda in the town of Secunda, Mpumalanga. Teaching staff as well as management team members are confronted with many changes in performing their duties on an everyday basis. It is therefore, very important that a school and its staff members are prepared and informed about changes that need to be implemented in the near future.

At this stage, changes are managed well with regard to the time and motivation available for their implementation. However, these changes and the unexpected abruptness with which they are sometimes announced can have a detrimental effect on the school's organisational culture and the motivation levels of the staff members.

The main aim of the study is to measure and interpret measurement of the organisational culture of the school and to determine whether the school will be able to handle the implementation of changes effectively, based on the measured organisational culture. This aim is supported by three objectives, which are:

- To define the term organisational climate in an organisation (in this study, the school).
- To interpret the results obtained from the measurement.
- To make recommendations in the form of a plan to handle the management of change in this school.

From the literature it is established that the organisational culture of any organisation is very important in determining the resilience with which the organisation will be able to handle change. It is stated more than once that an organisation with an established set of values and effective transformational leadership to guide it will be more effective in implementing and managing change effectively. It also became evident in the literature study that the principal as leader of the management team has a very important role to play in the change management process. Principal succession should therefore be planned and managed carefully. Finally, the literature also revealed that all the stakeholders in the school environment should be informed and involved in the change management process in order for it to be successful and sustainable.

Hoërskool Secunda's organisational culture was measured using a questionnaire after which the results were processed and feedback was provided to the staff members and the management committee of the school. From the results of the questionnaires it was established that the current organisational culture of the school is overall very positive. A few concerns were identified within the specific dimensions that were measured and based on these concerns, recommendations were made to the management team of the school with regard to dealing with these concerns.

The recommendations that were made should enable the school to address those issues that contribute to perceptions of uncertainty about the direction the school is moving towards in the direct future. This, in turn should enable the school management team to ensure alignment with the vision and mission of the school as well as create a positive, motivating culture where every staff member can function optimally in doing his/her best in the main purpose the staff members of the school have : to teach effectively!

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CHAPTER 1 : BACKGROUND AND PURPOSE OF THE STUDY

1.1 Introduction

The youth is the future of every generation at any specific point in time. No wonder that people are so concerned about the health of the education system in their country. In South Africa it is no different. The citizens of our country, along with government is only too aware of the situation in the education system, and is constantly trying to improve it – to be able to deliver well-qualified, emotionally healthy adults that will have a choice of how and where they are going to be employed. Hand in hand with the quality of the education “product” (the learner), is the demand for the product – a country that is embarking on immense economic growth that is in need of well-educated, well-skilled students. The students should be able to fulfil a significant role in their communities, when they graduate from secondary school.

Behind the educational system is an army of educators, who is passionate and dedicated to achieve just this. They have been struggling to deliver the type of student the country wants and needs and yet, when the results of matric exams come in, they are also the first to be blamed for all that went wrong and expectations that were not met.

What does the world of these teachers look like? Why do they find it so hard to comply with the demands of the education system – which is simply to get a 100% pass rate for all the enrolled Gr. 12 candidates? As with anything that is really important, there is no simple answer. There are so many role players in the education process and, after all, teachers and parents are in alliance in raising and educating well-mannered and adaptable young men and women. This study will look into the world of the teacher in a public secondary school – it will attempt to investigate the following:

- The reasons so many teachers find it harder and harder to persist in the calling they have been working in for so many years.
- The morale of teachers which is at an all-time low and
- Why teachers seem to find it harder to cope with the work load associated with their positions.

1.2 Background to the Study

1.2.1 Education in South Africa after 1994

After the landmark elections that took place in April 1994 and marked the start of a new democracy in South Africa, it was obvious that the education system had to change. Education in the apartheid era was a complex issue, with segregated schools under the administration of 15 different departments of education. Tamer (2005:1) quotes authors Helen Ladd and Edward Fiske who said at an education forum: "We suspect many of you are here because you are fascinated by the whole transformation process in South Africa. We believe ...that education is central to that transformation process."

The education system in South Africa has gone through significant changes which had a profound effect on the community of teachers as well as the learners. It literally started at the top level (appointment of new officials in all the spheres – from the minister to the provincial and regional dignitaries) and trickled down to the level of each individual teacher in every school in South Africa. The changes also included new rules, amendments to acts concerning school governance and also changes that affected the appointment of teachers at schools. Language policies as well as admission guidelines were affected and finally of course, the changes in the teaching curriculum were the ones affecting teachers the most on an everyday basis. Most of these changes implied a more positive school system for learners of all cultures and races, but the design and implementation of some of the changes as well as the restructuring were not effective. As a result the changes did not have the desired effect on ground level.

The main purpose of educational reform was to deal with the unequal societies that the post-apartheid government inherited and the creation of a non-discriminatory school environment into which access was gained on the basis of criteria other than race or religion. When reviewed, it became evident that in this sense, the transformation was indeed effective.

1.2.2 Change in Governance

The National Education Policy Act, (Act 27 of 1996), empowers the Minister of Education to determine national norms and standards for education planning, provision, governance, monitoring and evaluation.

The principle of democratic decision making must be exercised within the context of overall policy goals.

Furthermore, the Constitution has vested substantial power in the provincial legislatures and governments to run educational affairs, subject to a national policy framework. Johnson & Taylor (2003:7) describe the governance structure on provincial level as follows: "Each province has its own legislature, headed by the province's Premier who has a cabinet consisting of Members of the Executive Committee (MECs). The MEC for Education is the political head under whom there is a Head of Education leading the provincial bureaucracy for education. Each province then, has a set of education districts (and sometimes also smaller units called circuits), with departmental officials responsible for that district's schools. Each school is governed by a legally established School Governing Body (SGB) composed of parents, teachers and in secondary schools, learners as well". He also points out that there are several issues that were prominent in identifying the goals that were set for the educational transformation process since the change of government in 1994. These are:

- Equity, because of high levels of inequality visible between former-white and black schools.
- Efficiency, because of high levels of wastage associated with repetition and drop-outs.
- Quality, because of the documented poor quality of teaching and learning in schools.
- Effectiveness, since the performance associated with the high levels of funding is not satisfactory.
- Democracy, because of the previously authoritarian practices in education.

1.2.3 Curriculum change

At the heart of the school reforms since 1994 was the establishment of a comprehensive curriculum project, called Curriculum 2005 (C2005), which was a progressive model of education based on the principles of outcome-based education. This new curriculum was a direct reaction to the previous apartheid curriculum and as such, was focused more on learners and their comprehensive learning experience with a significant degree of integration across subjects and skills. The term "subject" was replaced with "learning area" and the teacher's role was redefined to be one of a facilitator of knowledge and skills in stead of the more traditional teacher-centered

classroom set-up where the teacher was the most important person and learners had to absorb, digest and remember academic knowledge only. The main focus of C2005 was to root the school curriculum in the everyday life of the child and to improve the fit between education and the workplace.

Learning areas with their specific “outcomes” were linked and organised in programme organisers and in stead of structuring lessons around conceptual issues (e.g. verbs or multiplication), a theme such as transport was the integrating theme and lessons had to be structured around it. It was impossible to directly train all educators simultaneously in the General Education and Training (GET) phase of schooling, therefore a cascade model of teacher training was chosen to prepare district officials and educators for the implementation of the curriculum.

Since its introduction into classrooms in January 1998, C2005 was heavily criticised in academic and professional arenas for a number of reasons, including:

- Highly inaccessible and complex language.
- Insufficient preparation of educators for this complex curriculum.
- Large discrepancies between resources and capacity for schools with regard to implementation.
- Lack of confident and competent teachers to manage the curriculum.
- Critical lack of appropriate teaching and learning materials to support the pedagogy and philosophy of this curriculum.

As a result of a not-so favourable report on the implementation of C2005, the next minister of education realised that intervention was necessary and a revised, streamlined version of C2005 was introduced into schools. This was the National Curriculum Statement (NCS), which was released in 2002 and after that, followed the Revised National Curriculum Statement (RNCS) which was introduced in 2005. It is obvious from the above that teachers had to assimilate, and come to terms with a new curriculum and two revisions of it within the space of 10 years, adding to their uncertainty about all the other changes that were taking place simultaneously.

1.2.4 School Management and Discipline

The new Constitution of South Africa, which was introduced in 1995, and the National Education Policy act of 1996 had significant changes in store for the way discipline was applied in schools. In the previous regime, schools had autonomy on disciplinary codes

and the councils and regulatory bodies they used to enforce this discipline – each school had its own set of learner-leaders (also called prefects) who, together with educators and management staff-members were responsible for maintaining the school's discipline.

The Human Rights declaration was incorporated in South Africa's new Constitution and the effect of this was total eradication of all practices that could lead to physical and emotional harm of a learner while at school. Overall, this has been a positive change, but the effect it had in schools was not always so positive. An educator's authority was diminished to such an extent that he/she had to be very cautious about the disciplinary actions taken in the classroom. This was the result of learners and parents who were now much more sensitive to disciplinary actions from a teacher and sometimes facts could be distorted in such a way that the teacher had to defend him-/herself against an unruly learner who was backed by parents. The parents typically chose to believe the child's version of the events that transpired in the classroom, and laid charges against the said teacher.

The new Education Policy also warranted an election of a Representative Council of Learners (RCL), which became the new body of leaders for schools. The concept is very good, but the only practical issue that made the implementation difficult, was the fact that two representative learners had to be chosen from every class. This resulted in a council of learners across the spectrum of ages in the school, which led to difficulties when discipline had to be maintained on the playground and even in other informal situations (social events, sports meetings), where senior learners refused to submit to the authority of learners that were younger than them. One positive aspect of the RCL that has to be highlighted is the fact that the RCL had representation on the School Governing Body (SGB), which aided in the learners taking ownership of school issues and actively participating in decision making on issues that concerned them. This resulted in a much more positive acceptance of these decisions by the rest of the student body.

1.2.5 Background Information on Hoërskool Secunda

Hoërskool Secunda is a multi-cultural secondary school in the town of Secunda in Mpumalanga province. It is a double medium school with instruction in English and Afrikaans and has approximately 1000 enrolled learners. Classes are conducted

exclusively in Afrikaans or in English ,with about one third of the school population on the English track and two thirds on the Afrikaans track. The school employs 63 staff members of which 18 are administrative and supporting staff members with the rest functioning as educators in classrooms. Of the teaching staff, 39 are on the payroll of the Mpumalanga Department of Education (MDE) and 11 teachers are on the payroll of the SGB.

The school was an Afrikaans medium school until January 2002, when it accepted its first English students in grade eight, after which the group progressed to consecutive grades and a new group of English learners were enrolled in grade eight every year from there on. The first English group of graduating grade 12s was therefore the class of 2006.

The enrolment of English students had a profound effect on the average teacher's workload. Previously, classes were conducted in Afrikaans only and, since this was a traditionally Afrikaans school, all the staff members are Afrikaans first language speakers. When English classes were introduced, the teachers had to suddenly start presenting classes in English and of course material (e.g. notes, tests and examination papers) all had to be translated and text edited in English. Many of the most experienced teachers were initially reluctant to teach in English, since they were not used to speaking English on a daily basis. They now had to do extensive preparation for classes, since many of the subject specific terminology and definitions were not in their everyday vocabulary and they had to look them up in English textbooks and dictionaries.

To add to the stress levels of staff members, the enrolment of English students changed the school overnight into a multi-cultural school community. This is in itself a positive change in the context of the new democracy in our country, but as with anything new and unfamiliar, it brought its share of difficulties and misunderstandings. Discipline was quite a tough issue a few years back and still remains so, since different cultures observe authority differently and even respect for fellow learners is expressed differently in each unique culture. Currently discipline in every school remains a tricky issue as a result of the fact that teachers are not allowed to use corporal punishment in schools and a general decline in discipline and respect in the average home. On a positive note, although there has been a few racial incidents during the first year of accepting English

students, the last three years saw transgressions that were limited to “normal irregularities”. These are irregularities typically recorded in schools across the spectrum of cultures and include for instance unauthorised absence from classes, not submitting to discipline and authority and the occasional violent incident between bullies and their victims. It is very encouraging to observe how easily the learners from different cultures get along with each other and with teachers and this culture has definitely been on the upward trend since 2002.

1.3 Problem Statement

The result of changes that keep on coming one's way is almost always the same for any person – it induces stress and creates a feeling of uncertainty. The person that is affected by the changes usually tries to answer the following questions “Where are we going?”, “Why are we going there?”, “How will us going there affect me, my family, my position and my workload?”. Basically, the staff of any organisation needs to know whether the future - as it is presented after the changes – will be more or less positive as compared to the current status quo. Of course a more positive picture will convince the staff to go for and support proposed changes, but if staff members perceive changes to imply a heavier workload with uncertainties about the direction the change will lead them, they will find it hard to follow and support proposed changes.

The problem that accompanied the proposed changes in South Africa's education system is that, in such a large organisation (387 000 educators in 26 592 schools across the country in mid-2007), it is almost impossible to motivate every employee on the ground to personally believe in and embrace the changes that were introduced after 1994. Some of these changes were extremely positive, but some of them only implied more administrative duties and a much heavier workload for the average teacher. Throw in a salary that hasn't really kept up with the demands of the job, and you can almost be certain of a feeling of despondency and frustration, which will certainly have an effect on the perceived atmosphere or climate at the school.

On the positive side, Hoërskool Secunda is in the privileged position of receiving support from its parent community who are paying school fees. These fees enable the School Governing Body (SGB) to appoint more teachers than the number of posts that are funded by the Department of Education. As a result, the teaching staff at this school is not carrying a 100% teaching work load and it also has a positive effect on teacher to

learner ratio. The smaller the ratio, the better the quality of teaching and learning that takes place.

The Department of Education has also announced recently that educators will have the opportunity to choose their specialisation from here onwards. In stead of following the usual route to salary progression (which involves management duties), another option will be available. For the educator who is not interested in becoming a head of department or ultimately a school principal, there is still the option of achieving salary progression via the route of becoming an education specialist and being evaluated on teaching duties only.

1.4 Objectives of the Study

This dissertation will attempt to measure the organisational climate at Hoërskool Secunda and based on the results, will propose a plan to assist the management team and staff members at the school in handling and managing changes that are imminent (whether these changes are self-proposed or whether they are changes that need to be implemented on the authority of the regional, provincial or national government).

1.4.1 Primary Objectives

The primary objectives of this study are:

- To define the term organisational climate in an organisation (in this study, the school).
- To measure the organisational climate in the school.
- To interpret the results obtained from the measurement.
- To make recommendations in the form of a plan to handle the management of change in this school.

1.4.2 Secondary Objectives

A few secondary objectives should also be mentioned:

- To obtain a bird's eye overview of the educational environment in South Africa approximately 14 years after the 1994 elections.
- To look ahead and anticipate additional possible changes or adaptations that might be pending in the education system as a result of current political and philosophical trends.

1.5 Limitations to the Study

It would have been extremely interesting to measure the climate in schools other than a traditionally Afrikaans speaking school. However, the scope of this study is limited to one formerly-white Afrikaans medium public school.

1.6 Overview

This chapter describes the research problem as well as the research process that was followed in the study. The problems that teachers in government schools have to face on an every day basis have been identified. The transition process in the South African education system has also been outlined. The study will aim to make recommendations to a school management team to effectively deal with changes as mentioned above. These changes may be introduced by school management, regional or provincial management and depending on the perceived effects, will or will not be embraced by educators on ground level. As a result, the culture at a specific school is expected to be dramatically affected, with an inevitable effect on the quality of teaching and learning taking place at the school. The purpose and scope of this mini-dissertation were also discussed in this chapter. Research methodology was described and limitations of the study were pointed out.

In chapter two, a study of relevant literature and research available on change management and changes in education is presented.

Chapter three deals with the procedures and methodology of the research design for the study. It also contains the research questionnaire design information and presents the results and interpretation of the research that was done.

Chapter four contains conclusions, implications and recommendations for a possible strategic plan to improve a school's "organisational" culture by dealing effectively and proactively with impending change – irrespective of where the change originated.

CHAPTER 2 :ORGANISATIONAL CULTURE AND MANAGEMENT OF CHANGE : A LITERATURE STUDY

2.1 Introduction

We live in an era where so many things are changing every day, almost by the hour. In fact, the only thing we can be sure of that will not change is the fact that things will change. In the educational sphere, change is also inevitable. This chapter will attempt to supply an overview of the latest information available on the changes that are currently taking place in the South African Educational system. It will also deal with literature on several issues that are involved in the process of managing a change process effectively, with specific reference to the school environment.

The specific culture of a school and the effect culture will have on implementing change will be analysed, followed by a brief discussion on organisational citizenship behaviour and how it can affect the implementation of change. Finally, the role of the school principal in the management of change and even in causing changes to occur is analysed, after which the possible pressures that act on schools from their immediate environments are mentioned.

2.2 Defining some concepts

- Change Management

The tools, techniques and processes that scope, resource, and direct activities to implement a change. Change management is less concerned about the transfer of knowledge, skills and capacity to manage change in the future than organisational development (Cummings & Worley, 2005:662).

- Organisational Behaviour

The term Organisational behaviour can be defined as the actions and attitudes of people in organisations and the body of knowledge (OB) derived from the study of these actions and attitudes. (Gordon 2002:558).

Schermerhorn et.al (2005:3) extends this definition by adding that Organisational Behaviour is a multidisciplinary field devoted to understanding individual and group behaviour.

- Organisational Citizenship Behaviour

This term can be abbreviated with OCB and refers to employee behaviours that exceed work-role requirements. (Kreitner & Kinicki 2004:213)

- Organisational Culture

Organisational culture can be defined as the shared beliefs and values that develop within an organisation and guide and influence the behaviour of its members (Kreitner & Kinicki, 2004:G4).

- Organisational Development (OD)

This term refers to the system wide application and transfer of behavioural science knowledge to the planned development, improvement and reinforcement of the strategies, structures and processes that lead to organisation effectiveness. (Cummings & Worley 2005:1)

- Resistance to Change

According to Schermerhorn et al (2005:363), resistance to change is an attitude or behaviour that shows unwillingness to make or support a change.

2.3 Forces of change

Coetsee (2002:192) places much emphasis on the specific forces that can set a change process in motion. He distinguishes between external forces (forces in the macro-environment of the organisation) and internal forces (forces from within the organisation).

External forces include:

- Political issues which can be of international, national or regional nature such as a decline in world markets, new labour legislation, a new national curriculum and affirmative action.
- Competition such as new schools in the region, merging of schools.
- New technologies which could include information technologies, new organisational change and re-engineering technologies and new assessment systems.

- Economic factors where a wide range of factors could influence the operations of a school. For example, inflation could have such a detrimental effect on regional and local community that a school may lose its additional funding from the community and parents might not be able to keep up with payment of school fees anymore.

According to Coetsee (2002:192) there are several internal forces that may have an effect on the change process in an organisation:

- The changing nature of the work force is important. For example, changing values and lifestyles of employees, dissatisfaction with working conditions, more cultural diversity and new entrants with inadequate skills.
- New visions and goals which may be the result of the appointment of a new headmaster.
- Internal pressures to stay relevant include the urge to be effective, to survive and not have lower enrolment figures and increase the quality of results (100% Matric pass rate).

The effect of all these forces of change should be interpreted by the responsible agent of change and change leaders should be sensitive to read all the changes and design a change programme that will take note and incorporate the forces.

2.4 Scope of changes since 1994

Change can be of a relatively small or limited scope and Coetsee (2002:193) refers to these as incremental changes or reforms. Examples in education may be a new time schedule for a school, a new distribution of extra-curricular duties in a department, or a re-allocation of classrooms due a change in staffing model and required resources.

Coetsee (2002:193) defines transformational changes as large scale changes where the organisation moves from a present state to a new ideal state over a period of time. Strategic change can also include a series of transitional steps. In transformational change, the organisation's mission, goals, culture, climate, structure and leadership usually change dramatically.

The changes that public schools have to deal with nowadays can also be grouped in these two categories. The differences between reformational change and transformational (strategic) change are described in Table 2.1. From the magnitude, focus and characteristics of the changes that are listed, it becomes obvious that schools

are subject to both categories of change simultaneously. Changes in curriculum, structure and governance are definitely transformational changes which will have a much bigger effect on the daily functioning of a school than incremental changes such as a revision of the disciplinary code and rules, and a re-allocation of extra-curricular duties among staff members.

Table 2.1
Organisation reform and transformation

REFORM	TRANSFORMATION
Magnitude of change	
1. Keeping the status quo intact but striving to improve on Matric results	Discovering/developing something new (e.g. a new vision) to improve results.
2. Superficial change: e.g. to use new mark sheets but no new assessment methods are employed.	Fundamental change e.g. affecting strategy, culture and behaviour.
3. Basic Structure stays intact	Basic structure changes fundamentally.
4. Small, one-dimensional changes, often made in isolation over a period of time.	Major, multi-dimensional, continuous changes.
5. Low levels of complexity, initial cost and uncertainty.	High levels of complexity, implementation costs and uncertainty.
6. Primarily an "add on" to the existing process.	Primarily a process of 'pruning' or 'substituting' that which exists.
7. Short-lived, rapid spurts of energy.	Extended, sustained energy investment.
8. Adaptation.	Metamorphosis.
9. Strategic planning or re-planning.	Redefinition of core activities.
REFORM	TRANSFORMATION
Focus of change	
1. Changes to, or within a paradigm.	Changing or substituting one paradigm with another.
2. Changing perceptions, attitudes and behaviour within the existing paradigm.	Changing to a paradigm with new visions, strategies, practices and behaviour.
3. Focus on the here and now of the internal organisational functioning.	Focus on internal and external functioning over a period of time.
4. Programmatic.	Organic.
5. Focus on changes to adapt the organisation to existing or new circumstances (work methods, procedures, social interactions, structures, technology, physical arrangements).	Focus on a new vision, value system, principles. Breaking new ground.
6. Deals with solving problems (often only addresses the symptoms).	Deals with identifying opportunities, preventing problems and solving them by eliminating the causes.

REFORM	TRANSFORMATION
Change characteristics	
1. Requires a few (only one) interventions.	Requires a number of integrated interventions
2. Can be introduced and completed quickly.	Requires detailed planning and is more time-consuming.
3. A limited number of members are involved and/or affected.	Involvement and commitment of all stakeholders necessary and all members affected.
4. Outside consultants are often involved as facilitators, facilitating changes in processes, structures and behaviour.	Outside consultants are sometimes involved and become a greater 'part of the change' process.
5. Interventions are small and incremental.	Interventions are large scale and take place more or less concurrently.
6. Results of change are predictable.	Results of change are often unpredictable.
7. Low levels of emotion are present.	High emotional levels present.
8. Resistance to change is lower.	Resistance to change stronger.
9. Does not really affect organisational culture.	Profound changes in culture.
10. Relatively simple, one-dimensional approach.	Complex, multi-dimensional, holistic approach.
11. Low risk.	High risk
12. Often 'faddish' short term.	Leads to longer term changes.
13. Implementation of existing and/or known processes and solutions.	Implementation of new approaches and solutions.
14. Involvement of top management is not a prerequisite.	Top management involvement a prerequisite
15. Requires effective management.	Requires effective management and leadership
16. Enhances efficiency, doing things right.	Enhances effectiveness: doing the right things right.

(Source : Coetsee 2002: 193)

2.4.1 Structural Changes

In 1994, the first democratic elections took place in South Africa. Since these elections, transformation has taken place on a large scale in the South African society on political, technological, economic and social levels. It is therefore inevitable that these changes will also be evident in the South African education system.

The current education system functions through the Ministry of Education which sets national policy through its bureaucratic arm, the national department of education. This policy must be implemented by the nine provincial departments of education in South Africa's 29 000 schools. Each province has its own legislature headed by the province's

Premier who has a cabinet consisting of members of the Executive Committee (MECs). The MEC is the political head under which there is a Head of Education leading the provincial bureaucracy for education. Each province has a set of education districts (and sometimes smaller units called circuits) with departmental officials responsible for that district's schools. Each school is governed by a legally established School Governing Body (SGB) composed of parents, teachers and, in the case of secondary schools, learners as well.

The most important structural changes that were introduced were published in the Education White Paper 1 which was released by the Department of Education in 1995. According to Steyn (1997:157-158) this paper identifies the following values and principles:

- Education and training should be regarded as human rights and the state has the obligation to protect and advance these rights.
- The education of children is the primary responsibility of parents and guardians and they have the right to be consulted by the state with regard to the form of education.
- The state has an obligation to provide parents with advice and counselling on education services and to render appropriate care and educational services to young children in the community.
- The goal of policy should be to enable all individuals to value, have access to and succeed in lifelong education and training of good quality.
- Open access to education and training opportunities of good quality for all children, youth and adults must be promoted. Learners should be able to move from one learning context to another.
- Because of the inequalities of the past there should be an emphasis on redress for those people who are disadvantaged or who are vulnerable.
- The principle of equity should be adhered to, to ensure that all citizens receive the same quality of learning opportunities.
- Quality of education and training must be addressed and is required of all institutions or organisations involved in education and training.
- To establish a culture of teaching, learning and management, a culture of accountability should be created.

In addition to the White Paper of 1994, Van der Linde (2000: 513) notes that The National Qualifications Framework (SAQA Act, 1995) provides access to lifelong

learning by means of recognised levels on which all learning standards and qualifications will be registered. As a result, the SAQA (South African Qualifications Authority) Act of 1995 gives SAQA and its relevant bodies authority to approve new qualifications.

Consequently, Education White Paper 2 was published by the Department of Education in 1996, containing regulations concerning the organisation, governance and funding of schools. The South African Constitution, which was adopted on 10 December 1996 also had a significant effect on the regulations and laws in schools and had the specific result that corporal punishment had to be eradicated in all schools in South Africa. This fact was supported by the Bill of Rights.

Van der Linde (2000:513) summarises all the above-mentioned publications and the changes they effected in the following:

- The consolidation of 19 different education systems into one national education system.
- A move from mono-cultural to multicultural schools.
- A change from a focus on educator input (content-driven education) to learner outcomes (outcomes based education with intended results/outputs) as indicated in Curriculum 2005 and Curriculum 21 (streamlined version of Curriculum 2005).

All these changes can be categorised as transformational changes which would definitely require high levels of cost investment while being highly complex and also leaving the participants in a high state of uncertainty.

2.4.2 Changes in the Curriculum

As mentioned in 2.4.1, dramatic adjustments had to be made in the post-1994 South African school system and these changes also reflected in the curriculum that teachers had to instruct. The main problems with Curriculum 2005 are highlighted by Jansen & Taylor (2003:3) when they say that under-specification of curriculum content and the priority given to integration was likely to lead to the submergence of the conceptual knowledge in the everyday, and well-resourced teachers and schools were more likely to implement the curriculum as intended than teachers in poor schools. This clearly illustrates the heavy financial burdens this transformational process would place on schools. Furthermore, C2005 was written in a highly inaccessible and complex language which, in combination with inadequate training and lack of appropriate

resources resulted in criticism against the new curriculum. Needless to say, teachers found the new curriculum difficult to understand and very frustrating to implement and it left them in a state of uncertainty about the future.

2.4.3 Changes in Society

Mickey (1997:273) discusses the effects of the post-modernist era on society and in his article, he describes postmodernist thought as follows:

“These (postmodernist) writers seem to reject the Marxist idea that what matters is material reality which determines social forces. Instead, we live in an information society, not a production society. Marx did not have to encounter the proliferation of media forms like radio, film and especially, television. We are a society of information consumers. Questions on information dissemination, media, message control and framing the news, will continue to be areas to investigate as we try to understand our culture. Information is power...we live in a hyper reality of simulations in which images, spectacles, and the play of signs replace the logic of production and class conflict as key constituents of contemporary capitalist societies.”

Davies (2002:197) links with this view on the information-driven future approach when he states that: “Knowledge capitalism relates to the shift between ‘tangible’ and intangible assets” He continues to quote Leadbeater (1999:9): “Across a wide range of products, intelligence embedded in software and technology has become more important than materials...The steel in the latest luxury cars in the US costs \$1 000, the electronics cost \$3 000.”

From the quote above, it is obvious once again that in the society we live in today, change is inevitable as we struggle to keep up with the myriad of technological advances and the information superhighway that is accessible to anyone on the Internet.

The learners that sit in front of the average teacher today look totally different from the learners of 20 years ago. The generation gaps are very real, with several authors distinguishing between Generation X, Y and currently we are teaching Generation Z.

Children are being bombarded with visual material – they are being referred to nowadays as the “screenagers” (not teenagers anymore) because everywhere they go, they take some sort of a screen with them. At home they are attached to computer and TV screens with the purpose of learning or recreation (TV programmes, TV games and

computer games). Should they leave the TV or computer screen, there is always the small cell-phone screen to keep them entertained in between programmes, with activities that once again include gaming but also socializing via SMS messages or MXit. At school, the small electronic devices accompany the learners into the classroom. The teacher then has to compete for learners' attention against these portable electronic devices that entice a teenager to stay in touch with the friends that are sharing the same classroom with him! The effect of this phenomenon on language skills is described on the Apple Learning Interchange web site:

"The screenager's world is defined by what is seen and heard on a screen whatever the size - cinema, TV, laptop, mobile or iPod. This is how a screenager grazes his environment. He may instinctively understand ("read") the structure of visual language but when it comes to telling a story, to communicating a message, he is unable to effectively use the tools to create ("write") visual language themselves. Both teachers and students, however, assume that it is easy enough to do, but like all literacy skills, there is much to learn and practice makes perfect."

All these factors contribute to the changing atmosphere and the challenges presented in the school environment. In addition to the technological developments, social structures are also changing rapidly. Divorce statistics is on the increase in almost every country in the world and the result of single-parent homes are often disastrous with regard to learners' personal motivational levels and naturally with regard to efficient discipline at home as well. Van Aswegen & Schurink (2003:54) add to these concerns when they mention that schools have to become centres of excellence where learners prepare for the global village and conform to the standards set internationally by employers. There is more pressure on teachers to meet the educational expectations of parents and, on top of everything, the school seems to be the only institution for moral socialisation.

Davies (2002:197) expands on this with his observations that schools traditionally provided the 'intellectual capital', literacy, numeracy and scientific understanding, while the family provided the social capital. The change in employment patterns, the breakdown of traditional family groupings, the decline of religious practice and the growth of consumerism have all impacted on the social capital supporting the child. The change affects many schools so that they now need to provide the social as well as the intellectual capital for children. This basically means that a teacher cannot assume that all learners have received instruction at home concerning moral and ethical behaviour

and where common courtesy and good manners are concerned, the same statement holds true.

All these concerns have a major impact on the personal motivational levels and feelings of efficacy of teachers. They have to keep up with all the latest trends, stay relevant in their subject area while also paying attention to produce socially well-adapted young graduates. It definitely seems overwhelming in the context of the changes mentioned in 2.4.1 and 2.4.2 as well!

2.5 Conditions for change

According to Bucko (1994:4), planning for change is essential to cope with any form of proposed change in the education system. He identified and discussed four conditions which should be in place before the change process begins.

2.5.1 Condition 1

The first condition according to Bucko is that successful innovations will be characterised by the involvement of all the participants in the decision to implement the change. He continues by claiming that comments such as “No one asked my opinion!” or “I don’t agree with the content of the new curriculum” indicate the average person’s need to have control over what he/she does on an everyday basis. Involvement relates directly to job satisfaction and participants in change need to be involved in the decision making process about issues that involve their work life.

Decisions to adopt an innovation strategy can be made in several ways:

- The supervisor can make the decision – it is clear and direct but eliminates the involvement of those who must implement innovation.
- No decision - in effect becomes a decision not to act or implement change.
- The democratic process of voting can be initiated. Whether by a show of hands or ballots, the group is polled to obtain a majority preference. (Please note that a majority means there will be a minority, those who did not get their choice and may result in a situation of resistance to change which must be managed pro-actively).
- The use of consensus involves reaching a decision in which everyone has a part and everyone concurs.

According to Bucko, a strong case can be made for the use of consensus to achieve success in the introduction of new programmes in a school setting.

2.5.2 Condition 2

The second condition for successfully implementing change is that successful innovations will be characterised by senior administrators in the system that support the innovation. Major directional changes must be bigger than the will of one individual only (for example a principal or head of department). If there are changes that need to be introduced on a regional level, a visit to and the support of the management team and School Governing Body will be beneficial.

2.5.3 Condition 3

Bucko (1994:5) lists the third condition for change as follows: "Successful innovations will be characterised by activities that do not escalate teacher work load." In general, teachers have overburdened schedules and have little to no extra time for extra duties. Ideally, an innovation in education should make the workload easier, not harder. Should an innovation require more time from an educator, it should include a plan to lighten other responsibilities.

2.5.4 Condition 4

The fourth condition according to Bucko (1994:5) is that successful innovations will be characterised by a change agent that must be actively involved in the implementation process. This change agent can be anyone in the school, depending on the nature of the innovation. Examples of possible change agents are the following: the principal can be the change agent in introducing a new time schedule or the department head could take responsibility for facilitating changes in materials or instructional strategy in a department. It is important that the person with direct responsibility for the innovation must take an active and supportive role in shepherding the innovation at the local level.

Bucko concludes his suggested conditions for change by stating that there will be greater success in managing change if the leader co-ordinates the process. The leader should act as a consensus builder who co-ordinates, informs and participates in the change effort. The leader must inspire the rest of the staff of the school to keep their common vision in mind. The changes to be implemented must be chosen and care must be taken that they are changes that will improve students' chances for a better future.

2.6 School culture and effect on change management

If one bears in mind the many changes that have been introduced in the educational system in the last ten years, and also consider the conditions for change mentioned above, it becomes clear that managing the changes in a school will depend on several factors. A major one of these is the current school culture. Organisational behaviour experts agree that in an organisation where there is a culture that facilitates change through communication, effective leadership and clearly defined roles and responsibilities, the employees will be involved in decision making and in figuring out ways to handle and implement even those changes that have been forced by parties out of the school-structure (eg. departmental policies).

Weller (1998:250) states that a paradigm shift is required for successful school reform. It has to begin with unlocking the school's existing culture before attempts are made to integrate reform variables. Rethinking and radical redesign of internal processes call for disregarding current practices and reinventing better ways to supply education, support and other services. Educators will have to think differently about the purpose of schools and their delivery and redesign infrastructures that are based on shared values and beliefs, multiple interacting linkages and teamwork. Weller suggests that the principal and his staff work towards a reengineering strategy (fundamental rethinking and radical redesign of practices) to bring about the dramatic improvements in their output. Educators need to keep track of the demands of the global economy that will determine the "product" (learners that graduate) and will also have an effect on the methods that teachers employ to obtain certain outcomes with their learners. The focus should therefore be on the knowledge and skills necessary for a learner to succeed in the global economic environment, trying to close the gap that currently exists between what should be and what is provided in schools to meet the project demands of the 21st century.

The first logical step will therefore be to measure and diagnose the current school culture and from there on, the principal and management team should consult with the rest of the staff on appropriate plans that will help them reach the change objectives that they have decided on that would bring them closer to their common vision of being relevant in the market in the 21st century.

Maslowski (2005:6) identified several school culture measurement instruments which he discussed and rated on their effectiveness and accuracy in measuring a specific school's culture. He defines school culture as the system of basic assumptions, values, norms or cultural artefacts which are shared by school members and influence their functioning at school. The strength of a specific school's culture is defined as "the combination of the extent to which norms and values are clearly defined and the extent to which the behaviour of the school staff is actually influenced or determined by the assumptions, values, norms and artefacts that are shared in school". In the paper by Maslowski (2005), Schein (1985:9) states that professional culture is viewed as a socially construct reality in which the process of meaning making plays a central role. Therefore the meaning of events, activities and statements is being created, learned and transmitted in an interpretative, social process. Based on this approach, Staessens (1990) identifies four domains in which culture is constructed and manifests itself in school:

- *The principal as builder and carrier of culture: this factor refers to the meaning of the principal's behaviour to teachers within the school.*
- *The degree of good consensus: this factor refers to the existence of a common mission or conception of primary values within the school.*
- *The professional relationship among teachers: this factor refers to teacher communication and cooperation.*
- *Lack of internal network of professional support: this factor refers to the structural and emotional isolation of teachers in schools.*

From these domains it also becomes obvious that a school is essentially a social environment where people's behaviour has a very real effect on the general feeling of "well-being" that is experienced by people involved with the school.

Another aspect that deserves to be explored under the concept of culture is teachers' perceptions on school quality. According to Davies (1997:222) the staff of a school forms a very important interface between the school and its community. An honest view of the staff's perceptions of a school (obtained by a staff survey) will provide significant information for the whole school and for action (reform) at sub-group level. In this regard, supportive results and comments can provide a "pat on the back" while the more critical aspects of the results should be taken as advice for continuous improvement. In Davis's study the following categories were handled in the survey under staff members:

- communications in the school;

- quality of the working environment for the staff (infrastructure);
- professional environment in the school;
- quality of education supplied by the school;
- professional support offered to teachers;
- role of the governing body; and
- general satisfaction with the school.

Davies (1997:225) noted that it is very important to gain the support of the staff and senior staff support is also inevitable if the results need to guide strategic planning processes. He also emphasised that follow-up needs to be done relatively soon after the questionnaires have been completed. He concluded that despite efforts in time and cost for this type of survey, decision making in a school can be considerably enhanced with high quality information gained by conducting a thorough staff survey.

2.7 Organisational citizenship behaviour: how it facilitates and supports management of change

When one regards the term Organisational Citizenship Behaviour (OCB), it is almost synonymous with the term “teacher”. OCB is defined as that type of behaviour by an employee that exceeds work role requirements. Teachers don’t get paid for working long, hard hours and for committing themselves to several extra-curricular activities. Tours during holidays often take place in the precious time that a teacher actually needed to grade tests or exam papers that were written just before the school closed for the holidays and have to be handed back to learners on the day the school opens again.

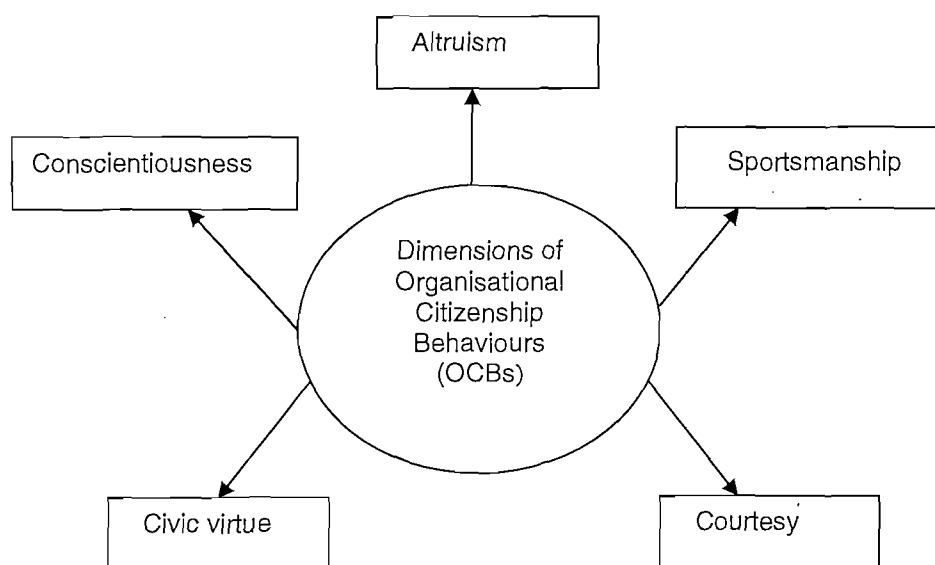
Garg & Rastogi (2006:529) conducted a research study on the OCBs of teachers in India and measured the resultant climates in public schools and private schools, linking OCB to the differences in climate. Needless to say, they noticed a distinct difference between the two types of institutions with regard to OCB and the associated climates. The authors summarised five dimensions of organisational behaviour which were identified by Organ (1988) in a diagram which is reproduced in Figure 2.1.

The main conclusions from Garg & Rastogi’s study are the following:

- Collectively and individually, a positive school climate can have a major impact on the success of all students in the school.
- OCBs are of high significance for students as these help them in their academic performances and also help students to learn to perform collaboratively and develop their personalities.
- As teachers displayed OCBs, students were observed to model teachers' behaviour. Examples of students' altruistic behaviour include helping fellow students running a software programme or complete a homework assignment. Students also displayed courtesy by informing fellow students of changes that have taken place in the class timetable.

Figure 2.1

The Five Dimensions of organisational citizenship behaviours (OCBs)



(After Organ 1988)

- Research results indicated that teachers working in public schools exhibit higher levels of OCBs in comparison with private schools. They explain this finding by stating that employees are facilitated with free working styles in public schools and principals are more egalitarian, professional, achievement oriented and vulnerable to school identity. In the current South African context, the latter statement is definitely true, since schools find themselves constantly searching to enrol a maximum number of new learners in order to retain the scarce teaching posts at the school, which are continuously revised according to school enrolment numbers.

- Teachers older than 36 years of age tend to exhibit higher levels of OCBs in comparison with teachers younger than 35 years. This can be explained by their having more experience, their being more generous and also more tactful in handling conflicts with courtesy, conscientiousness and sportsmanship.
- Females exhibit more OCBs than males, as a result of the fact that female teachers are more interactive and provide more social support to their colleagues.

These findings indicate the importance of OCBs in the creation and enhancement of a positive school climate, which in itself is a prerequisite for effective management of change in any organisation.

2.8 The principal's role in management of change

Transformational leadership is a term that is used more and more in Organisational behaviour circles. Schermerhorn et.al. (2005:257) defines transformational leadership as something that “occurs when leaders broaden and elevate followers’ interests and stir followers to look beyond their own interests to the good of others”. They continue to list the four dimensions of transformational leadership, namely: charisma, inspiration, intellectual stimulation and individualized consideration.

Transformational leadership is usually the strongest in top management positions where there are more opportunities for proposing and communicating a vision. In a school it is no different – the principal is the most important transformational leader in the school organisation. He is responsible for inspiring staff members and leading with his eyes fixed on the school's vision and mission. His adherence to the values and culture of the organisation will determine the success of his leadership and the extent to which the school will realize its potential under his guidance.

2.8.1 Challenges faced by principals

Davies (2002:201) identifies several challenges that the principal faces in his school organisation. They include:

- The challenge of leading with a moral purpose: with the increasing secularisation of society and the increase in materialism, the school provides one of the cornerstones of a moral community and central to this is the moral leadership of the principal.

The principal should note that when dealing with children, the key task is to convince them that they make personal choices, and that those choices should be moral ones, reflecting what is in the best interests of the wider school community.

- The challenge of leading the reengineering process (change): Here Davies refers to successive governments that restructure the education system, but he questions the restructuring efforts' impact on reengineering and the learning processes of the learners. He states that the responsibility lies with the principal to find a balance between external demands and the paramount need to reorganise schools around learning processes. The principal should therefore ask the question: "What will make a successful school in the years to come and what do we need to reengineer in our organisational processes to make that possible?".
- The challenge of leading the development of organisational core competencies: the principal should do an analysis to develop a generic set of core competencies that would be relevant in his school, so that when a new challenge appears, the school can draw on these core competencies to build its own solution. Examples of these include:
 - Fundamental understanding of learning and differentiation.
 - Ability to work as a team in problem solving.
 - Using performance data as a means of improvement and not just assessment.
 - Respecting and valuing students and staff.
 - Developing conversational skills to improve communication.
- The challenge of leading strategic intent and not just strategic planning: Strategic intent is described as a process of coping with turbulence through a direct intuitive understanding, coming from the top of the organisation, guiding its efforts. This can be translated in laymen terms to be an unspoken agreement between all members of the management team about the general direction in which the school should be moving.
- The challenge of leading a success culture: This in all- encompassing strategy that would involve students having higher self-esteem and self-worth, parents and community having greater engagement with the school and teachers having higher expectations of their students. Davies concludes this aspect by saying that success should be benchmarked for each child against a concept of personal best, with a differentiated teaching and learning approach.

2.8.2 Principals' succession and educational change

Since Hoërskool Secunda experienced a principal succession a few months before the commencement of this study, it was a very relevant issue to investigate in the literature that is available. Principal succession influences a school directly, since the most school effectiveness, leadership and educational change literature continues to point to leadership and particularly the leadership of the principal as a crucial ingredient in school improvement (Fink & Braayman 2004).

Fink & Braayman (2004:431) conducted a study of principal succession in several schools in Ontario, where most school districts regularly rotate principals and assistant principals as a matter of policy. Although South African schools don't follow this policy, the effects of principals' succession are very similar, no matter the reason for the rotation.

Fink & Braayman (2004:434) raises two very important questions: the first is: how does the transition from one principal to the next sustain, alter or eliminate important changes? Secondly, to what extent was the transition planned or unexpected? Answers to these questions led the authors to produce a matrix based on two dimensions, planned-unplanned and continuity-discontinuity. From these relationships, there are four possible scenarios.

- 1) Planned continuity: occurs when the assignment of the new principal reflects a well-designed succession plan and sustains the general directions and goals of the predecessor.
- 2) Planned discontinuity happens when a principal is assigned to a school based on a well-conceived plan e.g. to implement a turnaround strategy. This principal is then forced either by change agents or contextual factors to steer a school in directions that are different from those of the predecessor.
- 3) Unplanned continuity: occurs when a principal was assigned to a school with little or no input from the school itself, but the new principal adopts pre-existing patterns of operations and school goals.
- 4) Unplanned discontinuity takes place when a principal meets with unexpected circumstances that motivate him/her to lead a school in new directions.

It is consequently possible to assess principal succession against these four possible scenarios and to sensibly discuss and plan around the effects that the succession of principals could have on the direction (vision/mission) and the climate at the school.

Fink & Braayman (2004:444) came to a few very important conclusions after completing their research in schools in Ontario:

- Succession planning should become a major policy issue in school jurisdictions.
- Succession plans must link leadership recruitment, preparation, selection, assignment, induction and ongoing development in a coherent, future-oriented way. In South Africa, schools' SGBs have very significant roles to play here.
- Regularly scheduled principal rotation appears to create more problems than it solves. In South Africa, there is no rotation policy in place, so at least here is one less issue to worry about.
- School jurisdictions (in RSA : SGBs) will need to think in terms of the abilities and backgrounds of leadership teams rather than putting together senior management teams in a piecemeal fashion. If the planning incorporates some thought as to the composition of the leadership team, it helps schools in effecting smooth transitions.
- Top down reforms tend to undermine the ability of principals to engage with staff and develop the shared sense of meaning that is necessary to sustain change and promote deep learning for learners. This is a very important statement with regard to the situation in South Africa. Since most principals have relatively no control over imposed top-down reforms, they find it increasingly difficult to motivate and implement these changes effectively.

2.9 Chapter overview

In this chapter, the author supplied gave an overview of the content and conclusions of some of the recent studies that were done with regard to change management in educational systems and schools in the last ten years. The trends that were identified and the conclusive information served to guide the research project and after the research results were obtained, the conclusions obtained from the literature study were compared to the trends noticed in the literature.

The next chapter includes the research questionnaire, responses and interpretation of results after which a discussion of the results follows.

CHAPTER 3 :PRESENTATION AND DISCUSSION OF RESEARCH RESULTS

3.1 Background with regard to the measuring instrument

The questionnaire that was designed for this research project consisted of questions that covered a spectrum of issues that were identified by the management team of Hoërskool Secunda. The questionnaire consisted of 98 questions. The respondent had to give his/her honest opinion by checking an appropriate box. The scale that was used throughout the questionnaire consists of the following:

1.Disagree strongly	2. Disagree sometimes	3. Agree sometimes	4. Strongly agree
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This scale required the respondents to supply an answer on each one of the 97 questions. There was no time limit on the completion of the questions, but it is the author’s opinion that no respondent should need more than ½ hour to complete the questionnaire. The questionnaire was completed in Afrikaans because all the staff members in this school are Afrikaans home language speakers, but an English version of the questionnaire is also attached in Appendix A. Complete instructions for the completion of the questionnaire were provided.

The questionnaire was distributed to all the staff members at Hoërskool Secunda in the first week of November 2007. It was decided to do the survey at that point in time because teaching staff had more time available due to the fact that it was exam time, classes had ended and teachers were focusing on preparing and grading exam papers. This time of the year is also the time when the staff members are tired and not necessarily highly motivated – the management team decided that this would give them an indication of the “worst case scenario” and the issues that were raised here would give them an indication of what really matters after the year’s problems and challenges have been handled. They wanted the questionnaire also to give them a perspective on the staff’s opinion in looking back on all the highlights and low points of the year.

3.2 The dimensions that were measured

The management team identified 10 dimensions to be measured in order to get a complete picture on the character of the current culture at work in the school environment. The dimensions that were handled in the questionnaire are:

3.2.1 Personal Qualifications : (7 items)

This dimension refers to a teacher's perception of his/her professional qualifications and training, language skills and to a certain extent also the educator's perceived efficacy in the classroom.

3.2.2 Cultural Activities: (6 items)

This dimension refers to the staff members' perception on the importance and relevance of cultural activities offered and coached at the school. This should have an effect on the attitude with which staff members participate in school activities where cultural activities are concerned.

3.2.3 Sport Activities: (9 items)

This dimension refers to perceptions of staff members on the importance and relevance of sports codes that are offered and coached at the school. A staff member's attitude towards sport activities will also influence the educator's motivational levels and also his/her job satisfaction.

3.2.4 Personal and Relationships: (30 items)

This dimension refers to personal motivation and locus of control as well as to the interpersonal relationships between staff members, staff and learners and staff and parents in the school community. This dimension possibly has the most significant effect on the actual culture that is at work in the school community.

3.2.5 Management: (10 items)

This dimension refers to the perceived effectiveness of the management team in their handling of challenges and conflict, their ability to communicate and consult with the staff on important matters, including conflict management and most importantly strategies for managing change.

3.2.6 Administrative system: (12 items)

This dimension refers to the staff's perceptions on the effectiveness and adequacy of the current administrative structure and also the infrastructure of the school. This will have a direct influence on productivity.

3.2.7 Discipline: (6 items)

Since the school environment needs stringent discipline to function effectively, this aspect is really important in the school environment. This dimension refers to the staff members' perceptions on the efficacy of the current disciplinary system and its future ability to handle implementation of changes in the school environment. Please note that the disciplinary system referred to in this dimension deals with the disciplinary transgressions of the learners and not the disciplinary code for staff members.

3.2.8 Image of the school: (5 items)

This dimension refers to the teachers' perceived opinions on the positive/negative image the school has in the immediate community. Should a teacher have a positive perception about the quality of teaching offered at the school and trust in the procedures and leadership, the associated image of the school would also be positive and this has a direct link to the related attitude and job satisfaction.

3.2.9 Infrastructure:

This dimension refers to the current available infrastructure available at the school and whether it is sufficient to support effective teaching and learning. Any potential areas for growth should also be identified and addressed when strategic planning for change takes place.

3.2.10 Team work: (4 items)

This dimension refers to the sense of collective efficacy and the associated levels of organizational citizenship behaviour displayed by the team of educators and support personnel. If the team work index is high, the associated culture in the school will also be on the positive side.

3.3 Analysis of the questionnaires

3.3.1 Demographic Information

The demographic information on the staff members is included in Appendix B. From the information, the following summary was compiled:

Table 3.1

Summary of demographic information

Age group	Male	Female	Average years total experience	Average years experience at Hoërskool Secunda
20-29	0	6	3	1
30-39	3	6	11	5
40-49	0	14	20	9
50-59	1	8	27	17
Total	4	34		

3.3.2 Information on the Questionnaire

The 97 items of questions were categorized as follows:

Table 3.2

Categorising of questionnaire items

The ten dimensions	Items	Maximum possible score
1. Personal Qualifications	1,8,17,23,32,41,54	28
2. Sports Activities	78,85,91,95,2,11,19,28	32
3. Cultural Activities	37,46,55,64,73,82,	24
4. Personal and relationships	91,98,3,12,21,30,39,48,57,66,75, 84,93,4,13,22,31,40,49,58,67, 76,86,96,5,14,24,33,42,51,60	124
5. Management	69,77,87,97,6,15,25,34,43,52,61	44
6. Administrative	70,79,88,94,7,16,26,35,44,53,62, 71,80	52
7. Discipline	89,9,18,27,36,45,56	28
8. Image of school	63,72,81,90,10,20	24
9. Infrastructure	29,38,47,50	16
10. Team work	59,68,74,83	16

All the questions were measured using a scoring pattern of 1,2,3 and, 4 where 4 is the most positive response per item and 1 the least favourable response, except for items nr. 48, 51,57 and 68 for which the scoring pattern of 4,3,2,1 was used, with 1 the most favourable response and 4 the least positive choice. The reason for this adjustment is the nature of the questions. Most of the items were formulated as positive statements,

except for the few exceptions mentioned above, which were formulated in a negative sentence structure and hence the inverted counting pattern.

The questionnaires were processed by summing all the item scores on an Excel spreadsheet (Appendix C) under the headings of the specific dimensions they measured. The spreadsheet then categorises the items according to the dimensions and then records the maximum score per dimension.

3.4 Research method

3.4.1 Introduction

The research method that was used in this study was qualitative research and primary data was collected by means of a written survey. The response rate for the survey was almost 100%, since the survey was distributed and completed during a staff meeting at Hoërskool Secunda and all staff members participated in the study. The surveys were completed and handed to the researcher right away and all the questionnaires were completed in full, but for a few exceptions.

3.4.2 Description of the research sample

In this study, a research sample was chosen based on the “convenience sampling approach” (Struwig & Stead 2001:111). According to this approach, a convenience sample is chosen purely on the basis of availability. The respondents are selected because they are accessible and articulate. This sampling method is particularly effective if there is a constraint such as time or money. In this research project, the survey was conducted with 38 (most were teaching staff members) out of the 63 staff members of Hoërskool Secunda.

Of the staff of 63, 1 member is the principal of the school. At the time of the research, there were two vice principals but at the moment, one vice-principal position is vacant. Six of the staff members are heads of departments and 14 staff members have supporting roles in the school administration system such as: secretaries, receptionists, general assistants, a sport manager, a marketing manager and one social worker. The structure of governance in the school is as follows: All the teaching staff members (educator level 1) report to their heads of department with regard to academic matters. For every grade, there are six register teachers, each of whom is responsible for a register class of learners. For every grade (8-12) there is a grade head (usually a member of the school management team) who is responsible for all the disciplinary

issues that a learner might have in the grade. These issues may concern problems in academic performance or behavioural problems. Each grade head is assisted in his/her administrative duties by a grade guardian teacher. This teacher is responsible in assisting the grade head in performing administrative and also disciplinary duties. Fund raisers and school attendance are usually monitored and administrated by the grade guardian teacher as well. The department heads as well as the sport manager and marketing manager with the vice-principal and the principal constitutes the school management team who meets daily and is ultimately responsible for the smooth operation of all systems and structures in the school. All the administrative and support staff report directly to the principal's office.

3.5 Procedure for the completion of the questionnaires

The researcher obtained the permission of the headmaster of the school to conduct the research among the staff members. Since this was at a point in time where the headmaster had just joined the school in the succession of the previous principal who retired, it was also a very sensible point in time for the research project. The headmaster and the members of the management committee were also interested in measuring the current climate and culture in the school and wanted to gain insights into the current situation at the school as far as staff motivation and attitudes were concerned. This would provide them with valuable insights that might prove to assist them in conducting their strategic planning session for the new 2008 school year. As a result, the researcher obtained the permission of the headmaster to continue with the survey. One of the members of the management team assisted the researcher in organising a meeting where the staff members could be informed of the proposed research and following that session, a session where the staff members had the opportunity to complete the questionnaires as a group. The staff members were informed that the completion of the questionnaires were voluntary, but their co-operation would be highly appreciated. They were also assured that the questionnaires could be completed anonymously. The decision to obtain anonymous information followed the general perception in research that respondents will not be 100% honest if their names are linked to their responses, because they might be afraid of being viewed as "negative" employees.

The questionnaires were completed in Afrikaans since all the teachers at the school are Afrikaans speakers and the researcher assumed that the respondents would give more

honest and accurate responses if the questions were unambiguous and easy to interpret because they were formulated in the respondents' mother tongue.

3.6 Graphical representation and discussion of results

The questionnaires were distributed to teaching staff during one of the regularly scheduled staff meetings at school. They were requested to complete the questionnaires honestly and sincerely, since the responses would be anonymous. Of the 38 questionnaires that were handed out, 38 were received at the end of the session. This resulted in a 100% response rate, due to the fact that it was controlled, since all staff members completed the questionnaires in the staff meeting and returned it at the end of the meeting before they left the staff room.

The questionnaires were then processed using a tally sheet for all the questions (attached as Appendix B) and consequently the results were represented with bar graphs using the spread sheet software Microsoft Excel. Research totals for questions were summed and then expressed as percentages of the summed scores for each of the ten dimensions that were measured, since there wasn't a constant number of questions for every dimension.

The graphical representation and discussion of results for each of the ten dimensions are presented below after which a short discussion of the ten dimensions in relation to each other will follow.

3.6.1 Personal Qualifications

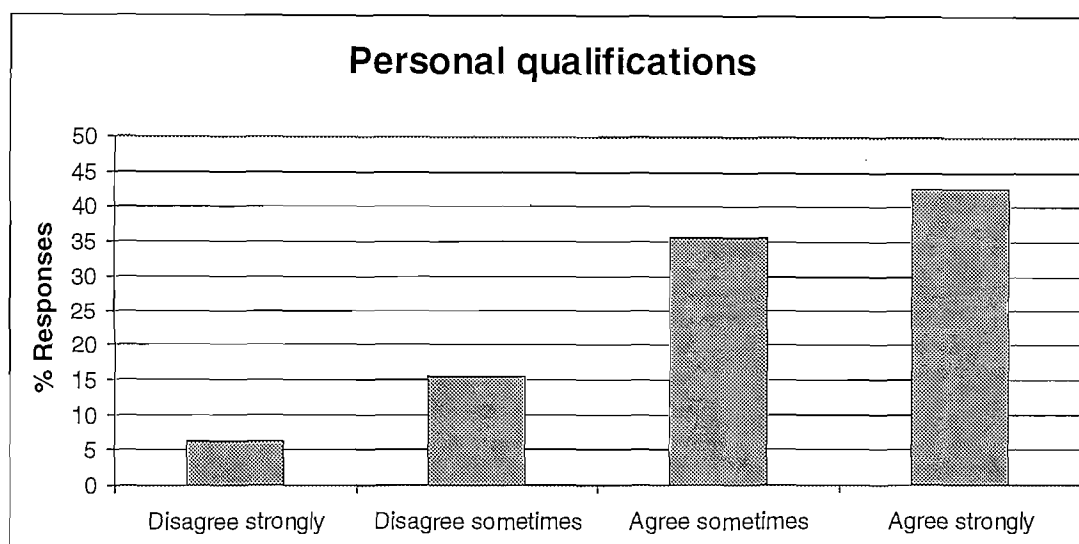
Discussion (refer to Figure 3.1):

It seems that the most of the staff members are of the opinion that they are sufficiently and relevantly qualified to teach the specific learning areas they are responsible for.

From the responses on the questionnaires, it was obvious that for the most, teachers are comfortable teaching the learning areas in which they have been trained. Here and there, where a teacher has to teach a learning area that is related to his/her subject, they feel less comfortable to do so, especially in English and not in Afrikaans, since this places more pressure on the teacher in terms of preparation for class. This explains the 15% and 7% of respondents who did not indicate that they disagreed with the statements that were posed.

Figure 3.1

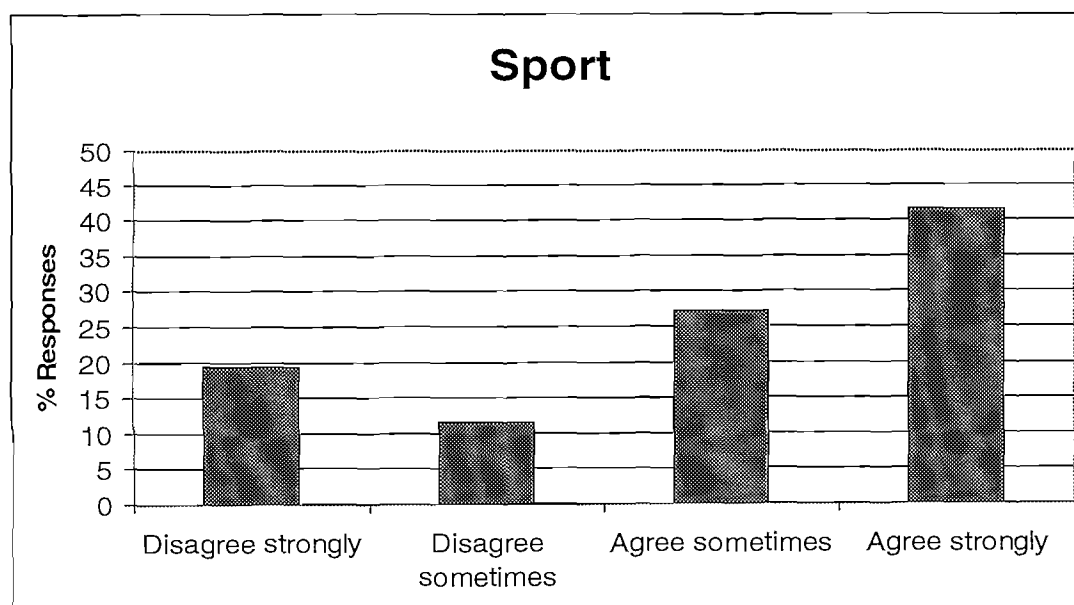
Response distribution for : Dimension 1 - Personal qualifications



3.6.2Sports Activities

Figure 3.2

Response distribution for : Dimension 2 – Sports Activities



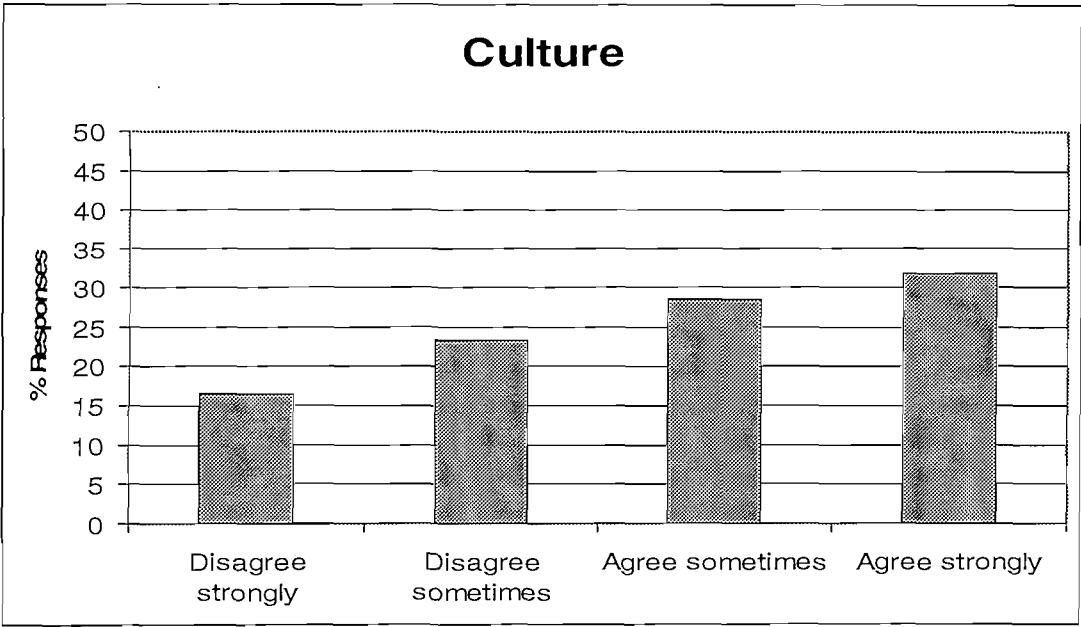
Discussion (refer to Figure 3.2)

In this dimension, the responses were positive overall as well, except for a total of 31% of the respondents who did not agree with the importance and the relevance of all the sports activities offered at school. Note that almost 20% of the respondents strongly disagreed in this dimension, indicating a relatively strong negative response. While most of the respondents agreed with the statement that good sport results enhance the image of the school in the community, not all of think that they need to be involved in

sport activities. This was expected by the management team of the school, since the distribution of sport related responsibilities have been a bit of a concern in the past. In fact, it seems to be a concern with schools in general. The past trend at this school was that a few, willing and qualified staff members seem to be responsible for all the sport coaching that takes place at school, while other staff members are isolated in the cultural sphere and yet others are more willing to assume more administrative duties at school rather than coach sports or culture. This will be counter-effective towards the goal of having a good “team” experience on the staff and to get the staff to take ownership of all activities as a team. Recommendations on possible approaches to remedy this situation will be given in Chapter 4 of this dissertation.

3.6.3 Cultural Activities

Figure 3.3
Response distribution for : Dimension 3 – Cultural Activities



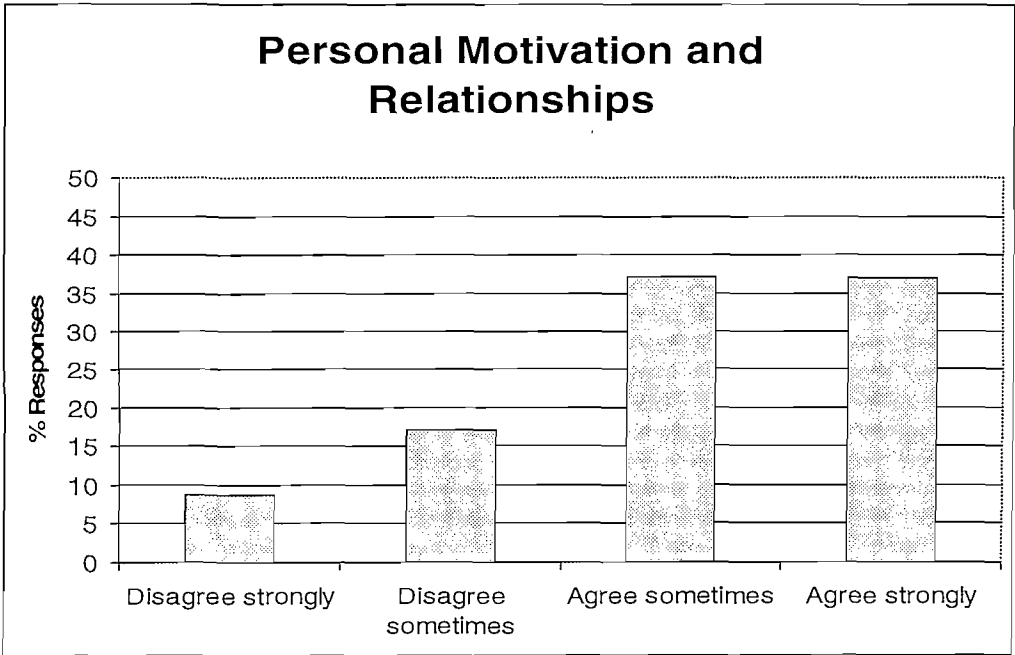
Discussion (refer to Figure 3.3):

In this dimension the measurement shows slightly more of a discrepancy in the responses obtained, with close to half of the respondents in disagreement. The main concerns here were once again the distribution of responsibilities among staff members, with a definitive indication that staff members who don’t feel that they are qualified for coaching a cultural activity, don’t want to be involved in doing it. This was also a response that was expected by the management team – with the same background as the sports work distribution issues. Most staff members agreed with the statement that the school is responsible for producing well balanced young people where sports and

cultural activities are concerned. There might be a discrepancy between the applicability of cultural skills in the corporate world, whereas everyone is familiar with the relevance of being a good “team player” in the corporate world and these “team player” skills are more evident in sports activities than in culture. There also seem to be more opportunities in making a career in the sports arena for more players, compared to the music or theatrical arena, where only individuals reach milestones (acting or singing for example). When discussing the results measured for sport and cultural activities it should also be noted that the distribution of staff members who are willing to coach sport and cultural activities respond to the number of learners that are actively involved in those activities. There are more staff members that are willing to coach a sports team, but there are also many more learners actively involved in sports activities, while the relatively small number of staff members willing to coach cultural activities also corresponds with the number of learners involved therein.

3.6.4 Personal Motivation and Relationships

Figure 3.4
Response distribution for : Dimension 4 – Personal Motivation and Relationships

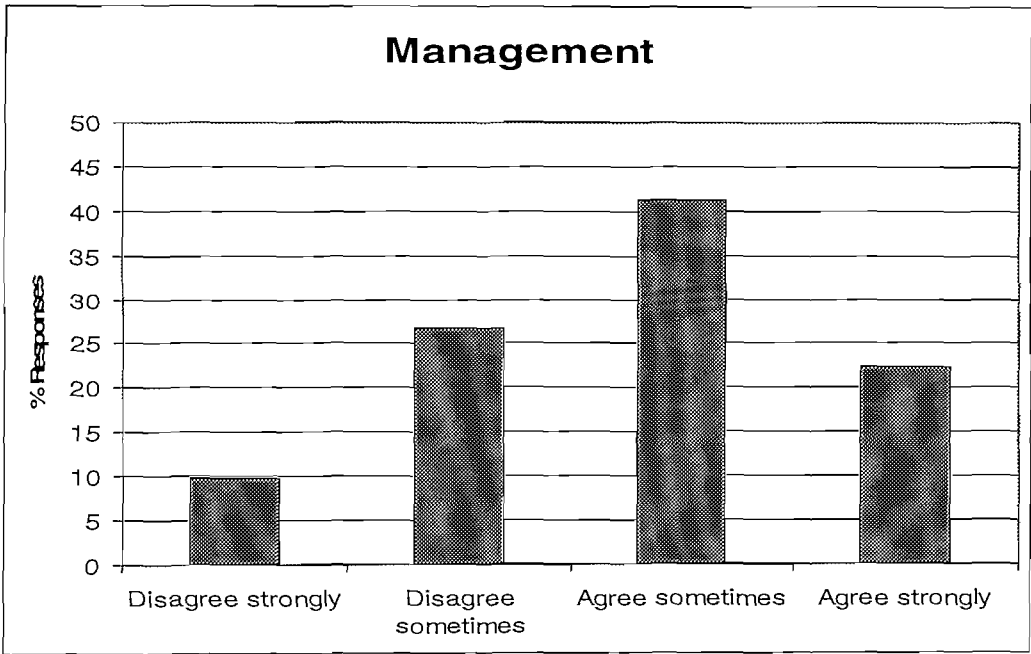


Discussion (refer to Figure 3.4):
This dimension was one of the most important ones that needed assessment in the questionnaire, since it should indicate the degree of personal motivation and also give an indication of the locus of control (external or internal) of staff members. These are two issues that are critical in management of change and in attaining high levels of

efficacy and productivity in an organisation. In this dimension, most respondents were positive about issues such as interpersonal relationships and motivation for being in this specific career. Concerns were mostly about uncertainty regarding the direction the school is moving into (vision and mission) as well as the support structure available to staff members from other staff members. Overall, the responses were positive and a good indication that staff members at this school are positively motivated and personally committed to teaching and also to doing a good job.

3.6.5 Management

Figure 3.5
Response distribution for : Dimension 5 – Management



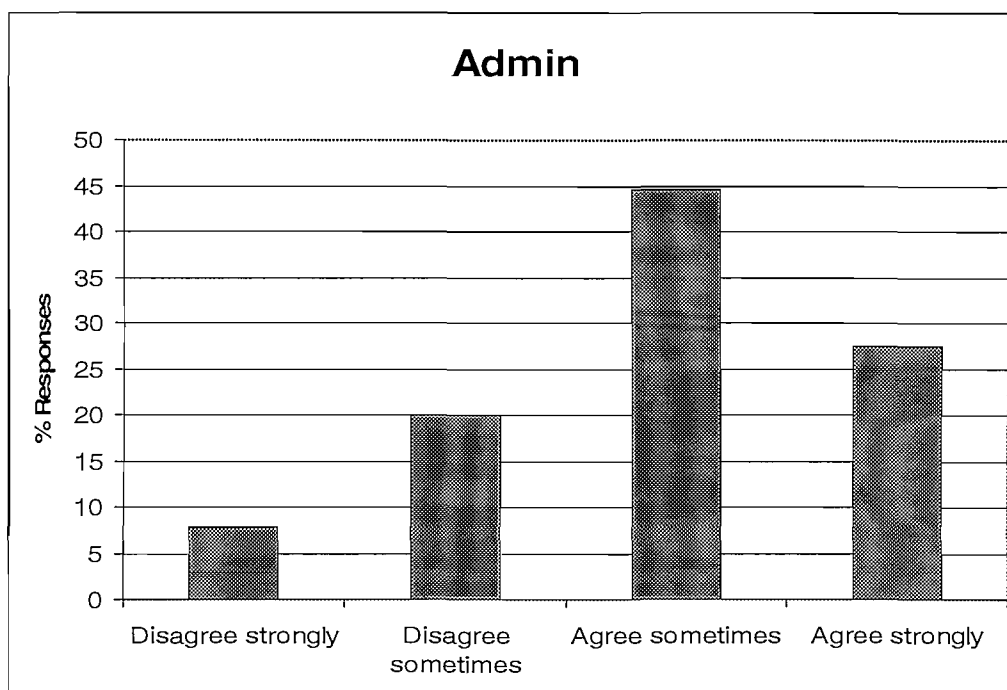
Discussion (refer to Figure 3.5):

The responses to the questions in this dimension varied significantly. The most respondents agreed on the fact that the management team provide support and guidance to staff members, and confidence in the team and the principal and heads of departments are relatively high. The responses that indicated concern focused on issues such as communication between the management team and staff members as well as feedback on suggestions and effectiveness. These issues could have significant effects on management of change and deserves the attention of the school management team when they have strategic planning sessions for the implementation and management of changes in the next year.

3.6.6 Administrative System

Figure 3.6

Response distribution for : Dimension 6 – Administrative system



Discussion (refer to Figure 3.6):

A majority of the respondents indicated that they are of the opinion that the school's administration is in a good condition. Of course all is not perfect as the distributions above clearly indicates, and the main concerns are the amount of paperwork that is expected of teachers in conjunction with their teaching duties. Some respondents also indicated that they think the school is not optimizing its use of resources and that there still is a degree of waste where resources such as paper and time is concerned. Another concern dealt with the sizes of classes – overall staff members think that sizes of classes optimized learning but there are a few English classes which are too large and this makes discipline and learning difficult issues. The grade head and guardian system in itself was rated as a positive aspect of the administrative system, but there are definite indications that there is too much bureaucracy and that the process of handling problems should be simplified.

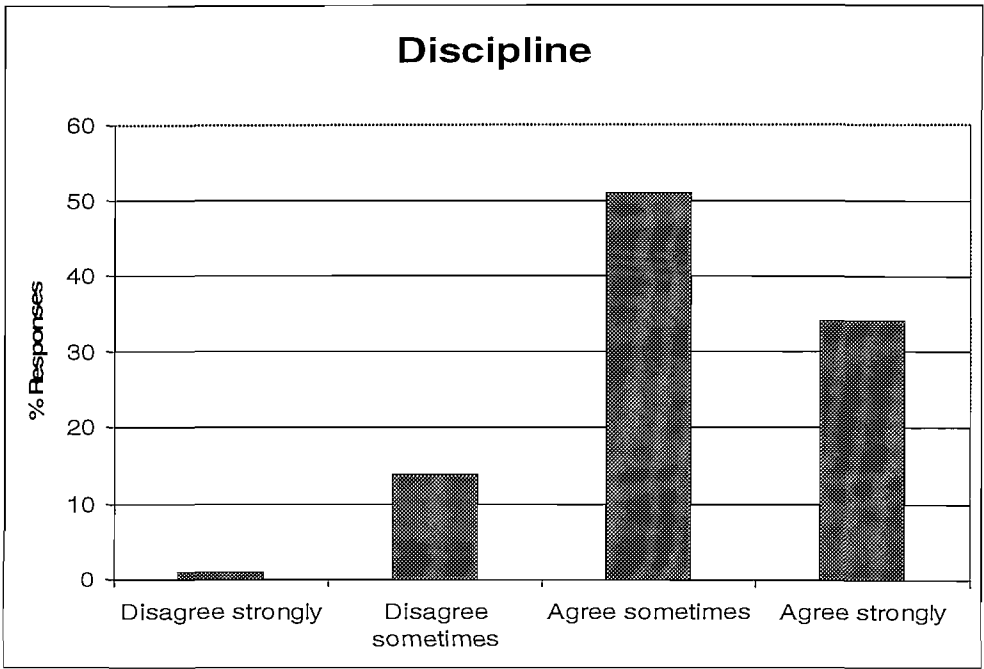
3.6.7 Disciplinary System

Discussion (refer to Figure 3.7):

Overall this was the second most positive dimension measured in the questionnaire (see Figure 3.11). The staff members are all satisfied that the school has a code of conduct that should be able to deal effectively with difficult situations and learners. The

disagreement indicated in the graph above resulted from staff members' opinion that the code of conduct is not applied consistently by all members of the teaching staff and as a result there are loopholes by which the whole school's discipline is undermined. For example, there was an indication that a teacher might leave a difficult issue to be handled by the grade head instead of diffusing the situation immediately and only leave follow-up work to the grade head. This leads to discontinuity in the disciplinary process and also affects the effective solution of problems adversely.

Figure 3.7
Response distribution for : Dimension 7 – Disciplinary System

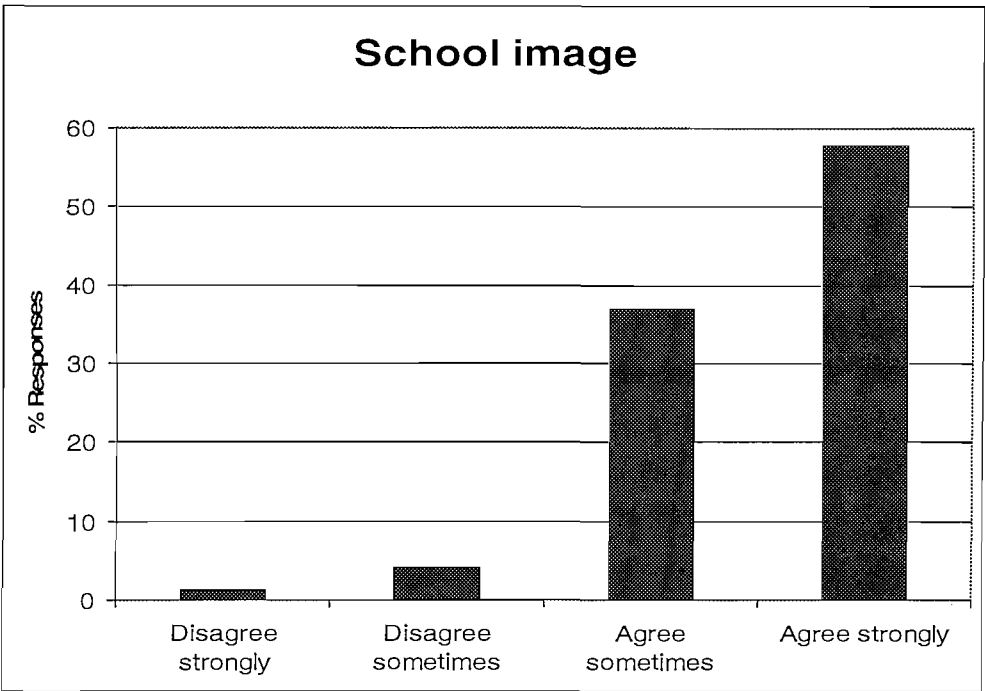


3.6.8 Image of the School

Discussion (refer to Figure 3.8):

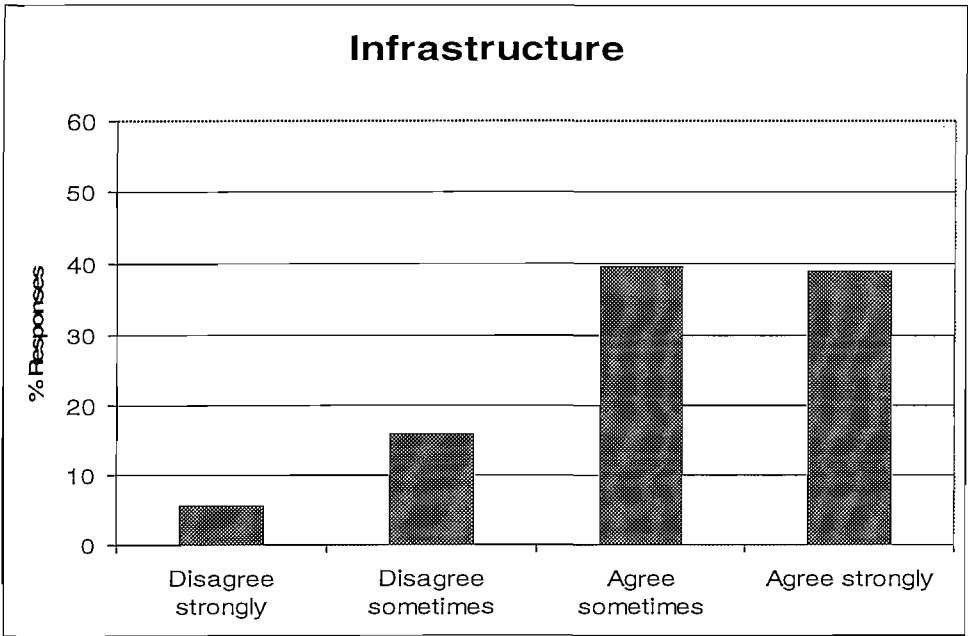
This was the most positive dimension measured throughout the questionnaire (see Figure 3.11) and according to (Schechter & Tschannen-Moran, 2006:481) has a very real impact on the personal and shared efficacy among the teachers. If teachers are convinced that the school delivers and excellent service to the community, their pride to be associated with the institution will spill over in their sense of efficacy in the classroom. Most items in this dimension elicited positive responses with only a few respondents who voiced concern over the effectiveness of the school uniform in promoting the school's image and finally, the image of the school as a value-driven institution was not established firmly.

Figure 3.8
Response distribution for : Dimension 8 – Image of the School



3.6.9 Infrastructure

Figure 3.9
Response distribution for : Dimension 9 – Infrastructure



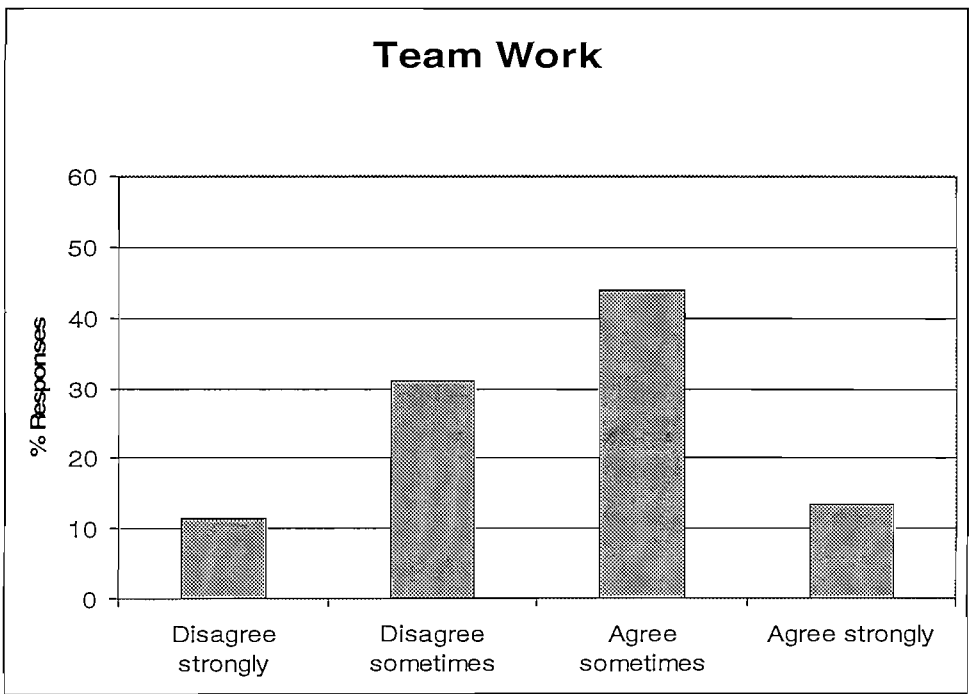
Discussion (refer to Figure 3.9):

This dimension was also relatively positive when compared to the rest of the dimensions (see Figure 3.11). The only aspect that stimulated negative responses was the fact that staff members indicated an urgent need to handle more of their

administrative duties electronically and the issue here is inaccessibility to computers (not enough terminals) as well as current systems that encourage hard copies of mark sheets, pieces of communication and attendance registers. This issue links quite closely with similar items under the dimension of administration (to make better use of electronic communication methods) and also where personal qualifications were measured where some staff members indicated a desire to have more extensive computer training.

3.6.10 Team Work

Figure 3.10
Response distribution for : Dimension 10 – Team Work



Discussion (refer to Figure 3.10):

This dimension was the one that was indicated as the lowest scoring dimension (refer to Figure 3.11) in the questionnaire. This came as a surprise and was somewhat inconsistent with the results of the dimension about the image of the school. In the image-dimension, the staff members indicated a positive perception about the quality of teaching taking place at this school, while in the team work dimension, a relatively high number of staff members indicated that they don't necessarily have confidence in a colleague's ability to deliver work of good quality and as a result find it difficult to delegate tasks. Negative responses to these two items mainly caused the negative effect observed in the summary of responses above. In addition, many respondents

indicated that they don't think the staff members of this school have successfully managed to work together effectively as a team yet.

3.7 General conclusion

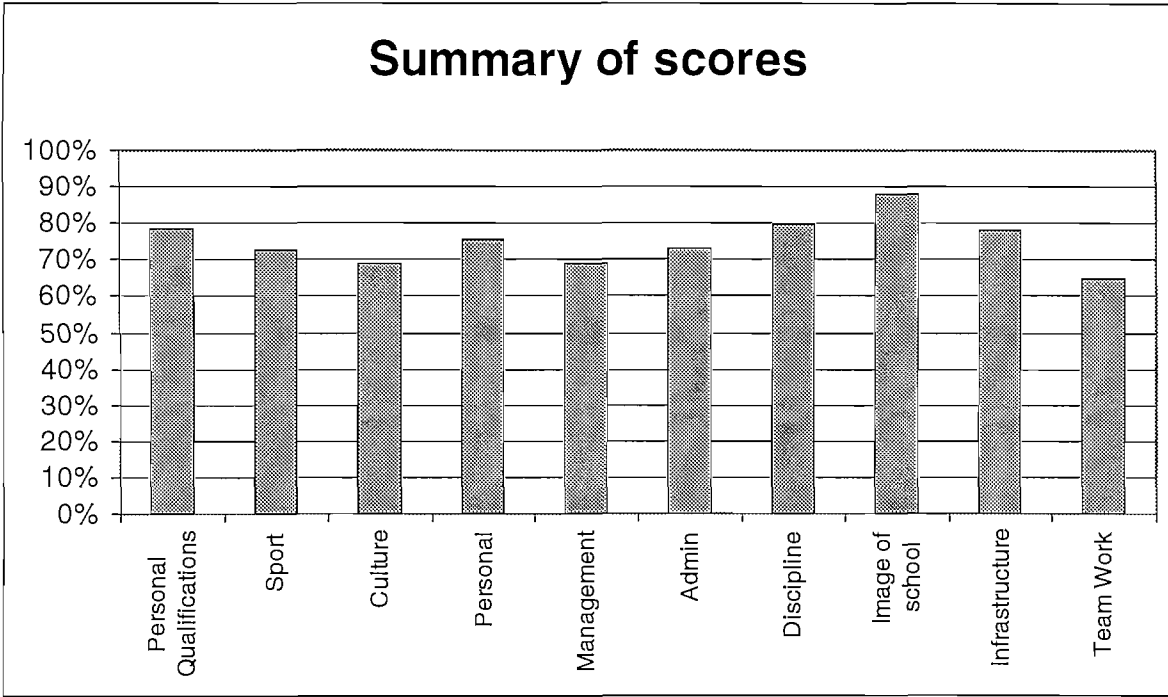
After carefully analysing the responses to each of the ten dimensions, the question arises: How healthy/ unhealthy is the climate and culture in this organisation? The writer could not find similar studies that have been conducted in schools in South Africa and therefore it won't be possible to compare the results with similar studies' results.

Consequently, the dimensions were organised in order of the level of concern they should raise with the management team. When the management team has its next strategic planning session for the management of change within the school environment, the order of priorities is (see Figure 3.11):

1. Team Work
2. Management
3. Cultural activities
4. Sport activities
5. Administrative system
6. Personal: Motivation and Relationships
7. Infrastructure
8. Personal Qualifications
9. Discipline
10. Image of the school.

The scores for the dimensions are summarised in Figure 3.11 below, and from the summary it is evident that the overall culture that is currently at work in Hoërskool Secunda's environment is a positive one, with self-motivated staff members who believe in quality education and learning and who are willing to walk the extra mile in order to enhance the services offered by the school. There are indeed a few frustrations as indicated in the individual discussions of the ten dimensions, but should the management team under the motivating leadership of the principal take note of these issues and address them sooner than later, successful and smooth management of change should definitely be attainable in the school.

Figure 3.11
Summary of scores for the ten dimensions evaluated



3.8 Overview

In this chapter the research results as obtained from the completed questionnaires are represented and discussed individually and also in relation with each other. The results are available to the principal and school management team to peruse and use for further strategic planning sessions. It is obvious that the dimensions that need the most urgent attention are, in order of priority, team work facilitation, management team issues and organisation of cultural activities.

In the following and final chapter, the writer will attempt to indicate how the climate that was measured can influence the school culture. Consequently recommendations for improvement and effective management of change practices are given for possible implementation in the school system.

CHAPTER 4 :RECOMMENDATIONS AND CONCLUSION

4.1 Introduction

After consulting various references on management of change in organisations and specifically in schools, and consequently, investigating the culture of and how it will enhance/hamper management of change at Hoërskool Secunda, it follows logically that there must be some recommendations on the entire process of managing change at a public high school. More often than not, it is easier to give advice than to follow it, and also very often, things are easier said than done. This chapter will attempt to supply practical advice and make suggestions on how to approach changes from within the school environment as well as from outside, and hopefully, add value to the current process of managing change at the school.

4.2 Management style and the school culture

The culture at any organisation is determined primarily by the team of employees and the way they interact with the management team. In fact, the management style of the management team with its set of executive drives the experiences that employees (in this case teachers,) will have in the work place. In a fast changing working environment such as the education environment of the past ten years, as well as the anticipated years to come, teaching staff need to place confidence and trust in the fact that a principal and his management team are confident in handling the impending changes. Teachers should also be convinced that they are committed to doing the best job possible in only implementing those changes that are essential to the effective functioning of the school and that they will also keep within the departmental regulations and guidelines where policy is concerned.

It is important that the management team plans effectively for the implementation of change and it is even more important that every member of the management team should be positive towards the change/s that are to be implemented. After all, they are the change agents and need to know exactly where they're going to lead the rest of the team. When considering the "leaders" of the school it is worthwhile to consider the concept of leadership and its link to school performance. Silins & Murray-Harvey (1998:331) identified nine key factors in their study on what makes a good secondary school. The first key factor they identified from their review of the United Kingdom

effectiveness research was professional leadership. They continue to say that transformational leadership is essential for successful organisational change and improved performance. In the past, principals as leaders of their management teams at school were more inclined to display transactional leadership qualities. These qualities include skills in planning, coordinating, scheduling and regularising and the leader was also seen as the manager of the team. However, from the literature it is obvious that in the current organisational environment, transformational leadership skills are essential. Transactional leadership may enable a school to operate effectively and efficiently, but alone it could not instil the same level of trust, loyalty and enthusiasm in followers that was generated by transformational leadership.

Silins & Murray-Harvey (1998:332) quote a study that was done by Leithwood et al. in 1996 that led to the development of a model of transformational leadership for improved school performance. Drawing on this study, transformational practices include: building school vision and goals; providing intellectual stimulation; offering individualised support; promoting participation and collaboration and symbolising professional practices and views. Transformational leadership practices would also stimulate greater involvement in the decision making processes of the school. Silins & Harvey (1998:341) conclude their research paper by saying that although leadership style may not have directly touched the lives of all the students, it certainly had an impact on the teachers, who then indeed, directly influenced student performance. Schools in which students were most successful were organised and managed in ways that supported rather than distracted teachers from what they saw as their main role – helping their students succeed in school. Therefore, according to that study, a good school is clearly one where the leadership supports the teaching and where the teaching supports the students – in their own way, all working towards a common goal; successful achievement of outcomes.

4.3 Practical steps towards the management of change

4.3.1 Mission and vision

As pointed out in the previous paragraph, a clear and directional vision and mission statement is essential in the management of change arena. This is very important, for all changes that take place in a school should be motivated and implemented against the backdrop of the school's individualised mission and vision statements. Only then will

staff members perceive the intended changes as true and authentic. If changes are introduced just because the management team says so, chances are that the staff members (teachers and administrative staff) will become oversensitive to new ideas of doing things and thinking about processes, because the motivation behind these possible changes are not very steady.

At Hoërskool Secunda, it might also be necessary to revisit the mission and vision statements of the school. It has been a while since they have been formulated and since their formulation, many things have changed and many of the current teaching staff members have only joined the school after the mission and vision statements have been formulated. Revising the mission statement will ensure that all the staff members contemplate for at least a few minutes, the direction in which they want to see the school moving for the next few years. It might be useful to involve all the necessary partners in the school operations environment, which include teaching staff, administrative and support staff and also the members of the school governing body who have a specific vision for the school as well. Last, but not least, the members of the executive council of learners should also be invited to this session in order to share in the vision and help shape it according to their view for the school's future performance and direction.

4.3.2 People are important

The statement "people are important" is a very important statement in a school environment. A principal's resources are his staff members and the "products" of the school environment are well-educated, successful learners who are confident and successful participants in economic or further training activities, once they graduate from high school.

Since the teaching staff are the people in the school who have to face the changes first (after all, learners only experience change second hand, though the teachers' implementation efforts), the principal and management team should be very alert to any possibility of resistance to intended change. They should do their best to deal with it immediately by following up on issues that caused frustration or by providing information and support where necessary.

According to Gotsill & Natchez (2007:25), people may resist change for many reasons. They may not understand the objectives driving the change or they may not agree with

the organisation's new direction. Or, they may simply be anxious about how the changes will affect their jobs or workload. These are all legitimate concerns and Gotsill & Natchez identified three critical steps that leaders can follow to implement change in the workplace successfully:

- a) Focus on people: managers who ignore potential resistance to change will learn quickly how the human element can crush a new initiative. All the staff members need to be part of the process, and they also need to be heard. Experts in change management recommend that principals start with the management team and speak to every level of the school system (even learner leaders) about the factors driving change and how jobs and the school environment will be affected before, during and after the change occurs. Members of the school community will be much more likely to accept and support a new process if they know what to expect at each phase. An added benefit of this approach is that all the stakeholders are able to contribute ideas from their varied experience that could improve planned processes, save money and avoid potential obstacles.
- b) Communicate strategic messages : communication plays a major role in any change-management strategy. Once all the staff members understand the reason for change, principals must reinforce cooperation with timely, practical and even inspirational messages.
- c) Combine communication and training: new curricula or new processes for handling marks at school affect how teachers will perform on the job, so it makes sense to incorporate training with the change management strategy. Not all changes are initiated at school level and many of them originate from the Department of Education. In some cases, the changes are accompanied by appropriate training initiatives (e.g. training for educators on the National Curriculum Statement and implementation in the Further Education and Training phase), but for other changes there are not necessarily training available to assist teachers and the management team members in implementing the required changes. In these cases, it might be a good idea for the principal to request a qualified representative from the circuit or provincial office to address the staff members on the impending changes and provide more information on the desired effects they wish to achieve with the changes that are proposed. This should promote a more positive attitude among staff members towards changes

proposed by the education department. Another option available to this school specifically, is to optimise the unique existing partnerships with corporations in the community that are willing to offer assistance with training and coaching staff members on “soft” issues. This will enable them to effectively handle school-specific changes and changing demands that are made on their time and efforts. These efforts also often assist educators in maximising their personal motivation levels and to implement this energy and positive attitudes in the classroom, thereby affecting the learners positively as well.

Appropriate training (whether it is on a new marks programme or whether it concerns new curricula) should provide teaching staff with an opportunity of trying the new methods/curricula/processes without the risk of making mistakes that will affect their teaching record. It will also be helpful to allow staff members the opportunity to learn from their mistakes – thereby contributing to transforming the school into a true learning organisation –where the staff members are also involved in continuous, life-long learning.

4.3.3 Importance of outstanding service

“What makes a good secondary school?” is a very relevant question nowadays, especially since schools are progressively more in competition with each other in regard to luring students to enrol at a specific school in order for that school to maintain the number of educator posts subsidised by the provincial department of education. Schools enlist the help of marketing officers in promoting the school’s image in the local community and also do aggressive marketing through newspaper articles on learners’ achievements. Schools may also conduct public relations-visits to primary schools in the area, to create awareness about what the specific school has to offer in terms of academic subjects, sports codes at the school as well as providing prospective learners with all the relevant information they might need when making their decision of choosing a suitable high school.

Silins & Murray-Harvey (1998: 331) summarise the situation with regard to identifying a good secondary school as follows:

“...curriculum is only one ingredient in providing the community with quality schooling. Schools are complex organisations that achieve desired outcomes through the interaction of the curriculum, the learning culture, leadership practices and

organisational processes associated with effective schools. The quality of interaction between these factors determines, in part, the quality of the desired outcomes.”

They continued to identify nine key factors that influence school outcomes and that are associated with effective schools:

- (1) Professional leadership
- (2) Shared vision and goals
- (3) A learning environment
- (4) High quality teaching and learning
- (5) High expectations
- (6) Positive reinforcement
- (7) Monitoring pupil progress
- (8) *Pupil rights and responsibilities*
- (9) Purposeful teaching.

All the above factors relate to the main purpose of any school and for that matter of any professional and dedicated teacher : to teach effectively and obtain good results (with reference to academic as well as emotional learning). Academic results are easier to quantify (number of distinctions per subject per school, and the pass rate per school) whereas social and emotional skills are not that easy to measure, yet they contribute significantly to a learner’s eventual success in the professional arena. It follows that a good school is an institution where effective learning takes place, but where learners are also encouraged to acquire and grow in the practice of necessary social and emotional skills that will support them throughout their entire adult life in the professional and personal areas of their lives.

It is therefore very important that the principal, the management team and the staff members of this school assess, at regular intervals, where they need to be and what needs to be done to ensure that they are on their way to becoming a good school in the true sense of the word, according to the above definition of a good school. They should do regular self-appraisal studies and give credit where it is due. Also, try to identify and diagnose problem areas or inefficiencies in the classroom or in other functional areas, that might prevent the school from reaching its goal : providing excellent, value-driven teaching and learning to learners from all the spheres of the community that it serves. The school should solicit and use feedback from local companies and employers on the progress of former learners in order to assess whether the teaching and learning that is

taking place at the school is relevant and of an acceptable standard. Many universities offer this type of feedback, especially on top-performers and their progress on university level.

4.3.4 Putting it all together

After all is said and done, it remains a challenge for any organisation to keep up with the many demands that are being made on a daily basis with regard to changes in the immediate and also the external environments. From the research and the literature study, it is evident that teachers need to be Jacks-of-all-trades, so to speak. They need to be adaptive beings – they are in control in the classroom and have to assume the role of person in charge for the sake of discipline and order, while they sometimes feel like puppets at the mercy of the next impending decision that has to be implemented in “their” classrooms. The best a management team with its transformational leader-principal can do is to try and stay abreast with all the developments on local, provincial and national level, concerning educational matters. School governing bodies also need to be updated (as I believe they are) on the latest issues that staff members have to deal with, and should also assist the principal and management team in making responsible decisions on the best course of action following the announcement of changes that are to be implemented.

The strategy that is to be followed in the management of the school in general, and also for each change-management initiative should be discussed in great detail, and the structure of management teams, people responsible, with resources that need to be allocated should closely follow and empower the implementation of strategy.

Parents and the rest of the community should be seen as allies in the effort towards educating the community’s youth into becoming responsible citizens and therefore, interaction between the school and the aforementioned groups should be maximised and pursued actively.

4.4 Overview

This chapter dealt with a few recommendations to the principal and management team of Hoërskool Secunda with regard to the management of change in the school environment. It also attempted to provide guidelines on how the school can use relationships with role players in the community in striving to become a successful

facilitating institution of an effective learning environment, while staying in touch with the most recent developments in the national and provincial education spheres.

4.5 Conclusion

To teach remains a calling and will never be just another job. It provides the teacher and the principal and every member of the school environment with the opportunity of investing in our country's future. It is also regarded as one of the most demanding careers and yet, teachers will be quick to confirm, one of the careers with the highest level of job satisfaction imaginable. While teaching presents many people with many frustrations, these are definitely outnumbered when compared with the satisfaction and emotional fulfilment experienced when learners grow in knowledge but also in wisdom, i.e. displaying those characteristics that they can only pick up by simulating teacher behaviour – interacting with their fellow learners, teachers and their immediate environment with responsible and mature attitudes. Teachers are influenced directly by the way their principals and management team members regard and implement the myriad of changes announced in the education system on an annual basis. The more positive the change agents (management team members) are, the more positive the rest of the staff will be, and the higher the probability that a specific change project will succeed.

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APPENDICES

Appendix A: Staff questionnaire November 2007

Appendix B: Demographic information HS Secunda questionnaire

Appendix C: Results of questionnaire

APPENDIX A

STAFF QUESTIONNAIRE NOVEMBER 2007

1. Please answer all of the following questions honestly and sincerely by making a cross in the appropriate box.
2. This questionnaire is completed anonymously and will be regarded as confidential.
3. The choices represent the following opinions:
1. Disagree strongly
 2. Disagree sometimes
 3. Agree sometimes
 4. Agree strongly

	Disagree strongly	Disagree sometimes	Agree sometimes	Agree strongly
	1	2	3	4
1 I am sufficiently qualified to instruct the learning areas that I currently teach.				
2 I like to attend home sports meetings and to support our sports teams.				
3 I am always well prepared for class.				
4 I always feel safe at school.				
5 My capabilities are applied effectively at school				
6 The school management team supports staff where necessary.				
7 I am familiar with the school's code of conduct.				
8 I am interested in and good at the learning areas that I teach.				
9 I am satisfied with the content of the school's disciplinary code.				
10 The school portrays a value-driven image to the community.				
11 I think the school's sport programmes can add value to marketing the image of our school.				
12 My control of learners work are always on schedule				
13 I am content with my level of computer training.				
14 The school makes me feel of worth.				
15 The management team listens to my suggestions and complaints.				
16 I am familiar with the school's disciplinary system.				
17 I am comfortable with the idea of teaching my learning areas in English and Afrikaans.				
18 I am of the opinion that discipline in our school is better than in other local secondary schools.				
19 I am usually informed about the achievements of our school's sports teams.				
20 I am familiar with the vision and mission of the school.				
21 I am seldomly absent.				
22 There are sufficient opportunities for career progression for me at school.				
23 I am comfortable with the work load associated with preparation for and checking learners' work in my learning areas.				
24 In general, staff members are absent too often.				
25 The management team gives speedy feedback concerning my suggestions/complaints.				
26 I am satisfied with organization of classes with regard to their sizes.				

27	I am satisfied with the execution of the disciplinary code of the school.				
28	Work load concerning sports activities is distributed evenly among the staff members				
29	The infrastructure in my classroom is in a good condition.				
30	I always schedule my tasks (academic vs. extra-curricular) according to priorities.				
31	I am respected as individual at my workplace.				
32	I benefit from cluster meetings and the resulting interaction with colleagues				
33	I always take accountability at school.				
34	The management team acts consistently.				
35	I am satisfied with organization of classes with regard to language groups.				
36	Our school's disciplinary system empowers me to do my work in the classroom.				
37	Culture has the same right to existence as sports activities in our school.				
38	I would have liked to handle my administration (marks and registers) electronically.				
39	My values correspond with the values that are lived at our school.				
40	I enjoy creative freedom in the organization of the school.				
41	I find the syllabi of the learning areas I teach sensible and interesting.				
42	I experience the school as a positive working environment.				
43	I have confidence in the principal as manager of the school.				
44	Resources (paper, electronic equipment) at school are used effectively and responsibly.				
45	I maintain sufficient discipline in class in order to facilitate a positive learning environment.				
46	I think cultural activities should balance sports activities to holistically prepare learners for the professional world.				
47	The school employs alternative communication strategies (e-mail/sms system) effectively to communicate with parents.				
48	I often experience stress at school.				
49	The school respects the balance between work and personal time.				
50	My request for additional resources is processed and handled fast and effectively.				
51	There are staff members who don't give their all at school				
52	I have confidence in my head of department.				
53	Attendance registers are in good order and function effectively.				
54	I enjoy creative freedom in my classroom.				
55	I like to attend our school's cultural activities.				
56	Hoërskool Secunda's disciplinary system is effective.				
57	My family responsibilities prevent me from giving 100% at school.				
58	I receive recognition for good performance.				
59	The staff members of this school functions effectively as a team.				

60	I look forward to 2008 with all its challenges it will hold.				
61	I receive the necessary support and compassion from the management team.				
62	Hall assembly meetings are sensible and effective.				
63	I am proud of our school and what we do here.				
64	I can help with the coaching of cultural activities or is willing to attend a training course.				
65	I am convinced that a healthy body facilitates a healthy mind and that this principle should also be instilled in learners.				
66	I get along really well with my colleagues.				
67	I receive enough support from colleagues.				
68	I prefer to work on my own rather than as a member of a team.				
69	The school management team creates trust with the staff members.				
70	The school has an effective administrative system.				
71	The cycle timetable is more effective than a 5-day timetable.				
72	I am the school's most enthusiastic marketer.				
73	I cannot coach, but am willing to help with the organisation of a cultural activity.				
74	I find it easy to delegate tasks.				
75	The staff always act according to the vision and mission of the school.				
76	The system for rewarding overtime hours motivates me to work longer hours.				
77	The management team functions effectively.				
79	I always know what is expected of me at school.				
80	Hoerskool Secunda's grade head and grade guardian system is effective.				
81	I will encourage any member of the community to enroll their children in this school.				
82	Work load concerning cultural activities is distributed evenly among the staff members				
83	I have confidence in my colleagues to deliver a high quality education to our learners.				
84	I can identify with the goals that are set at school.				
85	I can coach at least one sports code or am willing to attend a training course.				
86	I am happy to work at Hoerskool Secunda.				
87	The management team communicates effectively with staff members.				
88	I know where to find relevant resources (paper, brooms, chalk, etc.)				
89	The social worker reinforces my work in class.				
90	I am motivated to only do my best at school, at all times				
91	I will also benefit from being physically active and coaching sport.				
92	Our school uniform enhances the school's image in the community.				
93	I feel completely part of the school as organization				
94	I am familiar with the school's admission policy.				
95	I would like to help with the organisation of a sports code/team.				
96	I view my work as a calling rather than a job.				
97	The management team makes me feel safe and I know I can continue with my duties.				
98	I realize that my teaching academic work is the most important impression I leave on learners.				

APPENDIX B

Demographic information HS Secunda questionnaire				
	Gender	Age	Total experience (yrs)	H/S experience (yrs)
1	M	38	14	14.0
2	F	36	5	5.0
3	F	38	16	0.3
4	F	23	1	1.0
5	F	49	15	3.5
6	F	27	2	2.0
7	F	50	20	20.0
8	F	25	3	2.0
9	F	50	27	24.0
10	F	44	15	4.0
11	F	45	21	3.0
12	F	44	15	3.0
13	F	52	34	5.0
14	F	42	17	8.0
15	F	42	19	17.0
16	F	54	29	10.0
17	F	34	12	10.0
18	M	34	8.5	1.0
19	F	39	17	7.0
20	F	37	6	1.0
21	F	45	22	22.0
22	F	47	24	16.0
23	F	47	24	20.0
24	F	41	15	5.0
25	F	49	20	8.0
26	F	39	11	0.8
27	F	50	29	27.0
28	F	45	24	20.0
29	F	24	1	1.0
30	F	44	22	1.0
31	M	37	13	13.0
32	F	50	27	26.0
33	F	51	25	12.0
34	M	57	34	22.0
35	F	49	27	1.0
36	F	29	10	0.8
37	F	50	22	7.0
38	F	26	1.5	1.0

Age group	# Male	#Female	Ave. yrs. tot. exp.	Ave. yrs. H/S exp.
20-29	0	6	3	1
30-39	3	6	11	5
40-49	0	14	20	9
50-59	1	8	27	17
Total	4	34		

APPENDIX C
RESULTS OF QUESTIONNAIRE

QUESTION	OPINION					TOTAL
	Disagree strongly	Disagree sometimes	Agree sometimes	Agree strongly		
Question 1	0	2	10	16		29
Question 2	1	1	7	19		28
Question 3	2	5	8	16		31
4	3	19	11	7		39
5	13	12	20	1		45
6	0	1	15	13		29
7	0	1	13	15		28
8	0	0	8	19		27
9						
10	11	2	9	15		37
11	12	3	5	17		37
12	13	8	11	10		41
13	3	5	13	12		33
14	1	3	7	18		29
15	0	2	11	16		29
16	27	18	12	0		58
17	11	15	7	9		43
18	1	1	9	17		28
19	1	5	14	12		32
20	2	8	11	12		34
21	8	6	11	12		37
22	21	23	9	1		55
23	0	5	10	15		30
24	0	1	6	20		27
25	0	2	15	13		29
26	0	2	17	12		30
27	0	0	4	22		26
28	0	1	12	16		28
29	0	0	6	20		27
30	1	11	24	15		51
31	8	9	16	7		41
32	0	1	11	16		28
33	3	4	18	8		34
34	0	1	13	15		29
35	5	9	14	8		37
36	1	4	10	15		30
37	14	6	9	12		41
38	4	12	15	7		38
39	1	7	17	9		33
40	3	3	21	7		34
41	7	23	11	3		44
42	5	16	16	3		41
43	3	14	16	6		38
44	21	13	9	6		49
45	1	4	11	15		30
46	0	2	6	20		27
47	0	5	14	12		31
48	1	8	13	11		33
49	5	8	14	9		36
50	0	1	13	15		29
51	0	3	20	8		32
52	6	10	10	29		54
53	0	2	13	15		29

Personal
qualifications

Sport

Cultural
activities

Personal

54	4	15	18	3		40
QUESTION	OPINION					TOTAL
	Disagree strongly	Disagree sometimes	Agree sometimes	Agree strongly		
55	4	9	22	3		38
56	8	15	18	2		43
57	4	6	20	6		36
58	2	11	18	6		36
59	6	9	17	7		38
60	5	14	17	4		40
61	5	19	13	4		42
62	0	1	3	22		26
63	2	6	9	15		32
64	3	7	17	8		34
65	1	3	19	9		32
66	2	15	17	5		38
67	2	5	9	15		31
68	2	7	15	10		33
69	0	4	12	14		30
70	1	5	15	11		32
71	9	10	15	7		40
72	4	5	18	8		35
73	2	5	20	7		34
74	3	8	15	9		34
75	9	22	14	1		47
76	2	4	14	12		32
77	3	4	18	9		33
78	0	1	9	17		28
79	0	0	17	12		29
80	0	5	15	11		31
81	2	9	20	5		36
82	0	8	23	3		35
83	0	2	12	15		29
84	1	7	19	7		34
85	0	1	7	20		27
86	1	2	9	17		29
87	0	0	4	22		26
88	1	3	11	15		30
89	0	0	19	10		30
90	1	1	14	14		30
91	2	5	14	12		32
92	0	1	7	19		27
93	4	7	10	13		34
94	2	9	22	4		36
95	2	14	18	4		38
96	3	17	14	8		42
97	10	17	14	3		45
98	0	5	18	9		32
				Max		58

Management

Admin

Discipline

Image of
school

Infrastructure

Team work