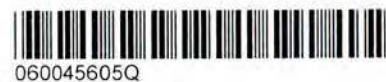


A CASE STUDY ON MANAGING CHANGE IN THE CHILD FRIENDLY SCHOOL
PROGRAMME IN THE GOODHOPE AREA

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE MASTER OF EDUCATION IN EDUCATIONAL MANAGEMENT.

IN THE
SCHOOL OF POST GRADUATE STUDIES
IN THE FACULTY OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
AT THE
NORTH WEST UNIVERSITY-MAFIKENG CAMPUS SUBMITTED BY

MADIKWE K.T

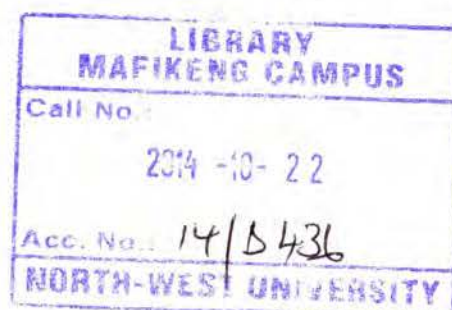


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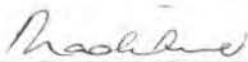
SUPERVISOR: PROF C.VAN WYK.

NOVEMBER 2013



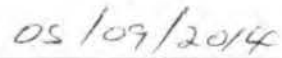
DECLARATION

I declare that "A case study on managing change in the Child Friendly School Programme in the Goodhope Area" represents my own work both in conception and execution and that all sources used or quoted have been acknowledged by means of complete reference.



K.T Madikwe

Student No: 21837635



Date

DEDICATION

The research is dedicated to my grandmother Tsholofelo Madikwe who was my guardian during my early years of school. She developed the spirit of perseverance in me from an early age hence I had all the necessary motivation to complete this mammoth task. She provided me with a solid education foundation that I could build on. Lastly the study is dedicated to all members of the Madikwe family for their constant encouragement throughout this study. I also thank them for the values that they instilled in me and many contributions they made to my success.

ACKNOWLEDGEMENTS

Many people and institutions contributed to this study and without their support it would not have taken place. However, I am particularly indebted to my supervisor Prof Chris Van Wyk whose encouragement and involvement brought this study to fruition. I thank him for his constructive criticism when things were not clear.

My sincere thanks are extended to school principals in the Goodhope Area who contributed to this study. Their willingness and wholehearted participation made this study a reality. I also thank the Chief Education Officer in Goodhope for allowing me to conduct this study in his area.

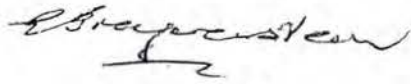
I wish to extend my sincere thanks to my employer, the Permanent Secretary, Ministry of Education and Skills Development for giving me permission to study at the North-West University (Mafikeng: South Africa). Last but not least, I am grateful to my former school principals (Mrs O.B Ikgopoleng and Ms O.B Chibua) for the needed support they gave me during my studies. It would not be enough if I do not mention the following colleagues who gave the needed inspiration to complete my studies. They are Mafhelo Bowe, Dyna Pule and Motlhabane Kewakae.

ABOVE ALL!!

Everything taken to God in prayer will be fruitful. Thanks to the Almighty God!!

ENGLISH LANGUAGE EDITING CERTIFICATION

This is to certify that the English language editing of this dissertation by Mr KP Madikwe was done by Prof. L.A. Greyvenstein.



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ABSTRACT

The purpose of the study was to investigate the current management of educational change in the Goodhope Area (Botswana), with specific reference to the Child Friendly School Programme. The study begins by highlighting the background information of the programme as well as the statement of the problem. The problem was investigated by means of a literature survey and an empirical inquiry. The literature study commenced by outlining the nature and scope of change, the role school principals play in managing educational changes in schools and explored strategies that are necessary for change.

The literature survey revealed that educational change is a process that brings growth with the ultimate goal to improve the outcomes. In the role of school principals it was established that some of their roles are to monitor and create support among staff members, motivate the staff and community involved in change, create a culture of commitment among staff members and manage resistance to change. Vision building, establishing desirable values and culture, creating structures of delivery, motivation, training and empowerment were revealed as some of the effective strategies for managing change in schools.

A qualitative inquiry using interviews, document analysis and observation was conducted to explore the experiences of the school principals in the implementation of the Child Friendly School Programme in the Goodhope Area. Simple random sampling was used to select 10 schools from a population of 25 schools. Purposeful sampling was also used to select suitable participants who were directly affected by the themes under investigation. The data were analysed using descriptive formats.

The study revealed that school managers regard change as a process that brings growth. Lack of training and involvement during the CFSP was mentioned as one of the challenges in managing the programme. Some school managers outlined that though they are faced with challenges brought by CFSP, they have good experiences about the programme as it has improved teaching and learning process in their schools. There has been increased supervision and collaboration among educators in schools. Information sharing and communication has improved among educators. Workloads and conflicting priorities at work were mentioned as one of the changes brought by CFSP.

Improved managerial skills have also been mentioned as one of the changes brought by the management of CFSP.

Creation of school vision, accountability, motivating and supporting staff were outlined as the key roles in managing CFSP. With regard to the strategies for effective management of change, it was established that school managers gave diverse strategies. These include vision creation, creation of teams and structures, desirable values, training and development, stakeholder involvement and good interpersonal skills by the manager. The study concluded by recommending that there should be a clear desirable vision of how to manage change and training should be provided on managing change in an educational change.

LIST OF ACRONYMS

CFSP: Child Friendly School Programme

MoESD: Ministry of Education and Skills Development.

SDP: School Development Plan

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND BACKGROUND

The purpose of this study is to investigate the management of educational change in schools of the Goodhope Area (Botswana), with specific reference to the Child Friendly School Programme (CFSP). The study explored the nature of change and the roles of school principals in the educational reform. The study also provided guidelines for effective management of change. The Goodhope Area is found in the southern region of Botswana and shares the border with the Republic of South Africa. Change management has always been a big challenge in organisations. In the Goodhope Area school managers have been confronted with a large number of educational changes during the last ten years. These changes can be equated with the introduction of legislation, policies and new initiatives such as:

- The Revised National Policy on Education (Republic of Botswana, 1994).
- Teacher competencies-Teacher Training and Development (Republic of Botswana, 2002).
- Education Act (Republic of Botswana: Revised, 2006).
- Circles of Support Programme (Republic of Botswana, 2007).
- Children Act (Republic of Botswana, 2008).
- Early Childhood Care and Education (ECCE) Policy (Republic of Botswana, 2009).
- Research based Report on Inclusive Education (Republic of Botswana, 2009).
- The Child Friendly School Programme (Republic of Botswana, 2010).

In the education sector these changes necessitated a heightened awareness of what changes need to be implemented and how to go about implementing such changes (Aula, Louw & Kashindi, 2003:71). The introduction of the “Child Friendly Education and Learning Framework” provided an opportunity to review and change the way teachers and administrators were supervised and managed (Wright, Mannathoko & Pasio, 2008:23). The Ministry of Education and Skills

Development (MoESD) in Botswana, through its Department of Teacher Training and Development introduced a Child Friendly School Programme (CFSP). The programme aims at making schools more child seeking, welcoming and retaining, so that all children live and learn together in a healthy and happy school environment. CFSP attempts to ensure full enrolment, retention and school completion of all children.

A child friendly school is effective with children; it has a learner-centred curriculum, promotes quality learner outcomes, and is equipped with teachers that are incisive and responsive to learners. A child friendly school is also family and community-friendly, deliberately creating opportunities for all stakeholders to play a role in the teaching and learning process, and develops linkages with community as evidenced in active community participation in school activities. Other attributes of being child-friendly are to promote a healthy school environment, and a safe school environment. (Letshabo, 2002:1)

One of the reasons for introducing the programme was that younger children in Botswana spend at least 6 hours per day in schools and older ones up to 11 hours. Yet there was clear evidence that even though children attended school regularly, they were faced with conditions either in the school or from home, which hindered them from reaping the intended benefits of schooling. The (CFSP) was meant to address the limitations faced by school going children, though not just focusing on curriculum delivery but also addressing the total needs of the child as a learner (MoESD, 2010:1).

CFSP wants to help principals and teachers to understand and appreciate how the programme could be used to make schools friendlier places for children to learn (Wright *et al.*, 2008:17). Through this programme the In-Service Teacher Education was used to strengthen the teachers' capacity to transform schools such that they are:

- Inclusive by actively promoting acceptance of all children into school, regardless of gender, race or religion.

- Effective through providing interactive and rights based teaching and learning experiences.
- Protective by ensuring the learners are free from harassment and abuse, and that learners have access to different forms of support,
- Safe environment by ensuring that learners have access to sanitary toilets and potable water, HIV/AIDS education and other evolving challenges such as global warming, economic crisis, etc; and
- Participatory by providing learners with opportunities to participate actively in their educational experience and involving the communities in school activities.

http://www.ungei.org/resources/files/age_pnecfs_finalreportx6provinces.pdf

CFSP has been implemented in several countries such as Uganda and has proved to bring about quality in education, hence the continued expansion to other countries including Botswana (MoESD, 2010:4). The government of Botswana has since 1977 pushed for universal access to primary education. When governments of different countries were quick to come up with legislation for making school compulsory, the government of Botswana rather wanted to make schools an appealing venture, where all in the school-age population could enrol and stay in the school system for an extended period of time (Republic of Botswana, 1994:23).

Schools in the Goodhope Area have also been given training on the implementation of the Child Friendly School Programme by attending workshops and were given manuals such as the Handbook for Mainstreaming Child Friendly Schools (CFS): Models and Approaches in Botswana and In-Service Teacher Education Programmes (MoESD, 2010:6) to guide Educators in the implementation of the programme.

It is against this background that the researcher wanted to investigate whether school principals are well vested with issues that relate to managing change in the Child Friendly Programme and with the challenges they encounter when dealing with the programme.

1.2 STATEMENT OF THE PROBLEM

Since the Independence of Botswana in 1966 the Education Department has adopted a practice of appointing school principals on the basis of their teaching experience in order to manage change and any innovation in schools (Republic of Botswana, 1994:12). This practice however, did not take into account that principals' roles have changed from instructional leader to encompass leadership and management task. The Commonwealth Secretariat Report as quoted by Pheko (2008:72) points out that literature on school leadership and management acknowledges that, as education expands, it presents new demands that school principals found difficult meeting without training. These problems, associated with lack of leadership skills in schools are evident in schools in Botswana. CFSP was specifically implemented in Botswana's education system to strengthen teachers' capacity to transform schools such that they are inclusive, protective, healthier and participatory in nature. School principals as pivotal agents in school reforms are expected to successfully implement educational change (Starr, 2009:1). In Botswana, research was conducted by the Ministry of Education and Skills Development (MoESD, 2010:56) through the Department of Teacher Training and Development. The research revealed that projects and innovation are failing because teachers appear to be wary of change and are suspicious of it.

Evidence from research conducted by Duigan 2006, Marzano, Waters and McNutty, 2005 in Starr (2009:1) suggests that schools are slow to change and that many teachers resist change. The approach to managing change in the Child Friendly School Programme remains a challenge to school principals despite the training given to them, particularly in Primary schools in the Goodhope Area. The uncritical participation by stakeholders as observed by Singh and Lokotsch (2005:280), lack of leadership preparation that is evident from the Commonwealth report 1996 in Pheko (2008:72), lack of flexibility and sound strategic planning among Principals. According to Fullan (2007:13) and Hardy (2008:1) failure of some projects and innovation because teachers appear to be wary of change (MoESD, 2010:56) has prompted the research. The researcher wants to investigate whether primary school principals in the Goodhope Area are actively participating in change management in their schools. The researcher also wants to establish issues encountered during the change process and how flexible school principals are adopting new ideas and strategies to ensure that objectives of the Child Friendly School Programme are achieved. In

summation the research problem can be identified as “What are the roles are of school principals in managing change in the Child Friendly School Programme?”

1.3 RESEARCH QUESTIONS

The following research questions were used to guide this study:

- What is the nature and scope of change management in Education?
- What is the role of principals in managing change?
- What guidelines/strategies can be used for effective change management in schools?
- What are the experiences of school principals in managing change in the Child Friendly School Programme in the Goodhope Area?
- What is the impact of changes brought by the Child Friendly School Programme to the management of schools in the Goodhope Area?
- What strategies can be employed in managing change in the Child Friendly School Programme in the Good hope Area?

1.4 RESEARCH OBJECTIVES

The primary objectives of this study are to find out how change is managed in schools in the Goodhope Area in relation to the Child Friendly Programme. To help achieve this, a literature study was conducted to investigate:

- The nature and scope of change management in Education.
- The role of principals in managing change.
- The guidelines/strategies that can be used for effective change management in schools.

In addition an empirical investigation was conducted to:

- To investigate the experiences of school principals in the Goodhope Area on managing change in the Child Friendly School Programme.
- To investigate the impact of changes brought by the Child Friendly School Programme to the management of schools in the Goodhope Area.

The final objective of the study was to:

- To come up with strategies that can be employed in managing change in Child Friendly School Programme in the Goodhope Area.

1.5 PURPOSE OF THE STUDY

As stated above the main purpose of the study was to investigate managing change in the Child Friendly School Programme. This was necessitated by the recognition that change was an on-going process that is accomplished by trial and error and requires a study of different perspectives as well as some critical reflection. Change occurs every day and though we tend to resist it, it is inevitable. The study attempted to establish the role of school principals in managing change and solicit their views in managing change in the Child Friendly School Programme. The study further developed strategies or guidelines that can be used for managing change in the programme effectively.

1.6 SIGNIFICANCE OF STUDY

The significance of the study lies on its focus to provide information on managing change in the Child Friendly Programme. The findings of the study could invariably maximise the potential of the school culture to contribute to a supportive learning environment in which healthy relationships and the participation of school principals in managing change are valued and strengthened.

The findings of the study could enable school principals and the teachers to collaborate in managing change to benefit schools. The findings can also enhance equity in education and professional competencies of all members of the school community. The findings should in addition reveal areas of weakness regarding managing change in the Child Friendly School Programme. Thus measures should be taken and policies could be developed providing viable guidelines on how to manage change in the programme.

Lastly the research findings might promote active participation in decision making processes in primary schools in Botswana to develop a range of lifelong change management skills, attitudes and knowledge.

1.7 RESEARCH DESIGN

The study was conducted in two parts, namely a literature study and empirical investigation.

1.7.1. Literature Study

Literature was reviewed to make a thorough study on primary and secondary sources, which include books, professional journals in education, specialists' reports and literature on Botswana.

The following databases, namely EBSCO-host, Sabinet Online and SAE-Publications were used to obtain the relevant sources. Those sources were studied to gather information on the key words such as: "managing change", "change management", "educational change" and "change management by principals"

1.7.2 Empirical Investigation

In the empirical investigation interviews, document analysis and reflective notes were used.

The interviews were conducted with 10 school principals of different primary schools in the Goodhope Area in Botswana.

1.7.2.1 Interviews

Interviews were used to provide the researcher with the opportunity to get first-hand information from the respondents in a face to face verbal interchange. Through interviews more insights about managing change on the Child Friendly School Programme were given.

1.7.2.2 Documents Analysis

The types of existing documents that the researcher used to investigate how school principals manage change in the Child Friendly School Programme were official documents like minutes, action plans and reports on the Child Friendly School Programme.

1.7.2.3 Observation and Field Notes

Field observation was used in an interactive data collection process such as a participant observation and in-depth interview. During the interview sessions the researcher kept a reflective journal in which he wrote reflective notes as he observed the reactions of those interviewed.

1.7.3 Population and Sampling

The population of this study was confined to 10 primary schools in the Goodhope Area in Botswana. For the purpose of this study a simple random sampling approach was used to select 10 out of 25 schools for the study and purposive sampling approach was used to get the target population (principals) in the selected schools from the general population.

1.8 DEFINITIONS OF TERMS

Change: The struggle between what is and what is desired. (Van der Westhuizen, 2007:183)

Change Management: modifying or transforming organisation in order to maintain or improve their effectiveness. (Hayes, 2007:30)

Manage: To control, organise and oversee the operations of an institution. (Mughehu, 2009:7)

Primary School: An institution of learning offering basic education during the first seven years in Botswana. (Primary School Management Manual, 2000:6)

School Principal: Educators who run schools. (Primary School Management Manual, 2000:6)

1.9 ORGANISATION OF CHAPTERS

There are five chapters in this study. The chapters include: Introduction, Literature review, Research Design and Methodology, Presentation, Analysis and Interpretation of Data and Conclusion and Recommendations. The chapters are organised as follows:

Chapter One: Introduction

The main purpose of the Introduction was to provide the necessary background or context for the research problem. This is the place where the statement of the problem is given and the reasons provided why the problem was to be investigated. It is in this section that the objectives of the study, the research questions and the significance of the study were outlined. This section also includes the background or the context for the research. The researcher also included a description of the structure of the proposal so that the reader knows what to expect within the report.

Chapter Two: Literature Review

A review of the appropriate literature was another component in this study. The aim of such a literature study was twofold: to create a proper theoretical framework for the study and to have a better understanding on managing change in an educational reform.

Chapter Three- Research Design and Methodology

The population, sample design, methods of data collection and analysis are specified in this section. Justification on methods chosen is also critical at this point.

Chapter Four-Data Analysis and Presentation

The purpose of this chapter was to present and discuss the results of the study. It consisted of responses received during the interview in which each respondent was able to express his/her opinions openly without pressure.

Chapter Five-Summary of the findings, Recommendations and Conclusions

The purpose of this chapter was to come up with the summary and make recommendations of the findings and make a conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Brink (2000:76) states that “a literature review is a process involving finding, reading, understanding and forming conclusions about published research theory on a particular topic”. This implies that literature review refers to those sources that are important in providing the in-depth knowledge needed for studying a selected research topic.

A case study on managing change in the Child Friendly School Programme in Botswana begins with the nature and scope of change in education. The intention was to lay a foundation for understanding what change entails. The next point of discussion was to explore the role of the principal in change management. The last point of discussion was to come up with the strategies or guidelines that can be used to manage change.

2.2 NATURE AND SCOPE OF CHANGE IN EDUCATION

In the subtopic of nature and scope of change in education the following explanations on change were discussed to give a more understanding on change;

- Change in education
- Principles of managing change in education
- Forms of change in education
- Phases of change in education
- Factors influencing change in education.

2.2.1 Change in Education

Change can be viewed from different perspectives. Credora (2001:1) sees change as the adoption of innovation where the ultimate goal is to improve the outcomes through alteration of practice. Galloway (2007:12) maintains that change is a process of shifting from one permanent state to another, through a sequence of steps which represent the struggle between what is and what is desired. Taylor in Van der Westhuizen (2007:183) agrees that “change is the struggle between what is and what is desired. Fullan (2002:237) maintains that change is an emotion-laden process

which can bring feeling of tension, and uncertainty into school environment. Change can also be seen as a pervasive influence. Everyone is subject to continual change of one form or another. Hardy (2008:14) adds that any change involves loss, anxiety and struggle in achieving the proposed change. It is an unavoidable feature of human experience''. Nieuwenhuis and Mokoena (2001:98) add that "change is not a homogenous concept it differs from time to time and situation to situation".

Van der Westhuizen (2007:183) outlines that "in the context of Educational Management, change means, for instance, that school principals are exposed to new controls and regulations, growth, increasing competition, technological development and changes in the workforce''. It is true that many changes originate from external forces but each educator and school principal is a change agent. The business of education is change. Education means, *interalia* guiding and assisting a learner to change in the direction of what he/she should become. This implies that as an educator one can never be satisfied with the *status quo*. All stakeholders in the school should be involved in management of change. Burnes (2000:22) further maintains that change management perceives transformation as a process of realigning an organisation to its changing environment. It is, therefore, important that all staff members in a school should be informed about the goals of the proposed change. Lombard (2003:28) goes one step further by outlining a useful analysis of the main themes on educational change and its management. He identified the following main themes concerning the nature of change as a process;

- Change is structural and systematic. Any real change will often affect the whole system in that change in one part of an institution has a ripple effect in other parts.
- Change is multi-dimensional. Change encompasses a number of different dimensions including resources, contents, process, evaluation, emotions, beliefs, values and principles.
- Change is viewed differently by various participants and, therefore, evokes a range of responses. All those involved in the change process will have their own perception about it.

- Change management requires investment in technological resources, human resources, and management of the process. The effective management of change requires creativity and the ability to identify and solve problems.

Despite the different perceptions on change, it can be stated that change is usually regarded as a process. It is composed of a series of interconnected events that may lead to alteration of values, beliefs or approaches over a period of time (Sello, 2009:18). During the process of change, the success of each stage of development is determined by the success of the previous stage (Lombard, 2003:208). Change is, therefore, not a linear process which follows clear cut stages. Complex educational changes may in fact necessitate a number of stages to be sustained (Sello, 2009:18). Hence change depends on the extent of its complexity and other contextual factors. It affects people and their perceptions differently on a continuum from positive to negative.

2.2.1.1 Perceptions about Change in Education

Schools consist of different people who will always perceive change differently. Some may hold a positive view about change while others will view it negatively. According to Lombard (2003:6), when institutions such as schools are restructured, some of the members of the staff may worry about adjusting or losing their status or jobs. The implementation of educational changes like the Child Friendly School Programme in Botswana could have led to the reshaping of roles and the disruption of stability in schools. Feelings of uncertainty and discomfort have been stirred among some of the school personnel. The sense of purpose of the majority of school managers and educators are often threatened by the changes (Lombard, 2003:6). McClean (2005:20) points out that this is so because change may be perceived negatively as a force that upsets individuals' comfort zone and constantly challenges them to think outside their boxes and behave in new ways that may be alien to them. For educators who hold a negative view, the changes that occur in schools often stir fear in them. It can challenge their competence, power and authority and they become reluctant to manage changes and they may in particular experience confusion and conflict.

On the basis of the above exposition the researcher is of the impression that educational changes that are accompanied by organisational restructuring often makes school principals feel a loss of

power and control. They often feel that their zones of power are being invaded by others who are now involved in a process of co-management of the school.

2.2.2 Principles of managing Change in Education.

A principle is a point of departure from which people act. Principles that guide change management functions are determined and influenced by one's philosophy of life and attitude to aspects which are formed and established by the world in which you live, your education, background and many other factors. Hall and Hord (2001:1) assert that these principles can provide school principals and other change facilitators with a number of important insights as they plan and manage the adoption of change in their schools. Kotter (1996) in Van der Westhuizen (2007:132) emphasized the fact that principles need to be honoured and if they are not followed, change will fail. Different researches and authors like Hall and Hord (2001:1), Van der Westhuizen (2007:132), Jones, *et al* (2004:1), Barnett (2011:132) and Stanley (2006:2) have written about principles of change but the exposition of Stanley (2006:2) will be followed in the rest of this section. Frequent referencing will be made to the explanation from other authors mentioned. The seven principles outlined by Stanley (2006:2) in managing an educational change are as follows:

2.2.2.1 Plan for change from a solid base

Planning for educational change is always easier than implementing it. It is important to be clear about how to change as well as what to change (Fuller, Griffin & Ludema 2000:54). Giesler (2001:20) argues that forces for change need to be identified clearly as they are vital for change to take place. Barnett (2011:132) mentions in this regard that it is important to identify the gap for a desired state and the current state. This implies that the school principal must justify the need for change by indicating what the current state of affairs and the expected state are.

Analysing data is a good base for planning change. At the early stage school principals should find out the relevant data that can support the proposed educational change. Fed by real data from the field and supported by information and solid decision making processes, school principals can then make the adjustment necessary to maintain momentum and drive the results.

(Jones, *et al* 2004:5). This requires the school principal to have enough information showing that the school can no longer meet customer expectations, hence the need for change.

If the school manager does not obtain the data about the educational change it will be difficult to defend the change. The above statement is endorsed by Matoti (2010:571) who argues that even if the recipients of change are aware of the need for change, and are also keen to participate, there will be problems if they lack the information or knowledge about how to change, do not have the ability to implement new skills and if there are no mechanisms in place to sustain change. The data-driven emphasis of the evidence-based practice makes opposition difficult. When the data are relevant and convincing it is a powerful aid to the change agenda. (Stanley, 2006:3)

2.2.2.2. Identify discrepancies between formal and informal practice in the organisation.

Schools have formal rules and informal practices. Gaining an understanding by school managers of any discrepancy between the two can provide very useful data to assist the planning process and could be signals for some of the directions for change (Stanley, 2006:3). Diagnosing the culture of the organisation can help it assess its readiness for change. The diagnostic assessment identifies the core values, beliefs, behaviours and perceptions that must be taken into account for successful change to occur (Jones, *et al* 2004:4). This implies that school principals need to devise and anticipate ways of facilitating change. For example school managers should find out how teachers can articulate and implement a compelling shared vision of educational change.

Stanley (2006:3) maintains that consideration of the reasons for discrepancy may provide some useful ideas about how the organisation responds to formal processes. If the changes proposed are to be communicated primarily through new rules and procedures, then how they are to be expressed may benefit from understanding why the previous rules and procedures were considered unworkable. Jones, *et al* (2004:3) adds that the best change programme should reinforce core messages through regular, timely advice that is both inspirational and practicable.

It is necessary that school principals should create an opportunity to develop life-changing activities that allow the development of every individual as schools are richly blessed with

people with high work aspiration. They need room for development to be involved in the effective management of the educational reform. This is supported by Hall and Hord (2001:2) who argue that within the organisational context of schools, teachers and school managers have been identified as the two critical groups necessary for the successful adoption of an innovation.

2.2.2.3 Control expectations about the proposed changes.

Many proposals for change come unstuck because there is a mismatch between expectations and deliverable change. In education we are constantly confronted by unachievable expectations. Working out what can be done is affected by the extent to which expectations about proposed changes can be handled and controlled (Stanley, 2006:4).

While it is desirable to have high standards in education, they need to be achievable to avoid disappointment with the results. Palmer, & Dunford (2002:59); Palmer & Hardy (2000:79) assert that the best alternative solution is to choose from the set of available solutions to minimise the risk of rejection by staff. Reality checking is an important element in controlling expectations about change (Stanley, 2006:4). This spares school managers from any embarrassment through having chosen an effective method (Mughevu, 2009:24). Today one of the most common requirements for a school principal is to manage educational reform. Every school manager confronted with the task of change management has to start with a clear sense of what it is they are trying to do and then consider how they are going to transmit the change agenda to those who will be affected by the change. This is when control and management of expectation about the outcomes of change becomes very important.

School managers understand that the first issues that need to be confronted when proposing change is that there are people who are satisfied with the *status quo*. They have learned to cope with the present system and recognize that change may challenge them out of their comfort zone (Stanley, 2006:5).

2.2.2.4 Select change agent carefully.

There are educators who know every engaging rhetoric about how to manage change. However more than rhetoric is needed for the successful change to occur. It is important for school

principals to check on the track record of any change agent, especially if the programme they are running is new. Change agents are different from agitators, their role is to assist in the management of the change process and assist in the management of the change process and assist in the overall execution of the change agenda (Stanley, 2006:6). The school principal should choose agents of change from educators carefully. Those who volunteer or are chosen for a role may not be those with the leadership characteristics to make the change work. Those who are eventually chosen to implement the changes should have a clear focus on data-driven decision making.

2.2.2.5 Build support among like-minded people

Eadie (2008:47) advocates for teamwork to guide and support the process which stimulates change. For the process to be implemented successfully, cooperating staff members are needed to drive it. It is essential to build social consensus among those affected by the change. This means paying careful attention to getting those who are most agreeable to the direction of the change. There is a need to have a clear communication of the objectives of the change and agreement to resolve issues identified in the consensus building process. This view is supported by Burnes (2000:140) who states that openness of communication in schools stimulates a widespread desire for collaborative work.

Stanley (2006:7) maintains that every organisation has a history and it is important not to lose the insights of such history as that can complicate the understanding of the way change can be handled. School principals need to involve teachers in the educational change as this will bring a sense of ownership. A formal approach for managing change should begin with the school principals engaging teachers as early as possible and adapt to change as it moves through the school as an organisation.

2.2.2.6 Identify those opposed to change and try to neutralise them

According to Swanepoel (2009:465), resistance to change is viewed by many as a natural human phenomenon due to a 'concern for an expected loss' experienced by those affected by the change. However, Carl (2005:175) outlined in this regard that the apparent negativity of teachers towards change is not necessarily that they resist change but rather that they are uncertain about

what is expected from them. In addition to that Chikoko (2007:175) argued that people desire involvement in the making of decisions on matters that affect them, even when they sometimes have no capacity to make such decisions effectively. Those opposed to change should be involved so that they can be part of the change process. School principals should remember that the old hands can claim history and tradition on their side. Jick and Peiperl (2003:85) stress that restricting factors need to be noted in writing and circulated amongst the staff members. It is important to engage those opposed to change in early discussion so that issues that will need to be addressed can be identified early. Weick (2000:91) as well as Struckman and Yammarinon (2003:51) point out that resistance can be overcome if needs are gradually identified by staff members.

Critics of the proposed change should not be isolated from the process. Hornstein (2001:94), Jack & Peiperl (2000:60) believe that to achieve transformation critics and obstacles must be identified and attended to as early as possible. If they are, then they can rightly claim privileged experience and can gain power to disrupt the change. It is wise to listen to critics carefully. There may be some important truth in their criticism that could have been overlooked in the initial enthusiasm for change. School principals should know this upfront to avoid unnecessary problems with the proposed change so that the advice can be incorporated to improve the process. If no effort is made to identify the critics and neutralise them they can grow in influence and have more success in sabotaging the pathway to change (Stanley, 2006:8). School principals involved in the educational change process must have the patience to work daily with teachers who are trying to integrate change into school. Jones, *et al* (2004:2) assert that change efforts must include plans for identifying leaders throughout the organisation and pushing responsibility for design and implementation so that change cascades through the organisation. Without this level of sustained involvement, change is unlikely. In other words different personality traits are needed for the development and implementation phases of the change process.

2.2.2.7 Avoid future shock.

According to Self (2007:12), it is the responsibility of change leaders to guide the organisational members to embrace change rather than to resist it. Thus, the process must target creating readiness for the change. By effectively managing readiness the school principal attempts to

shape attitudes towards the change. Successfully doing so may lead to adoption rather than resistance behaviours by teachers.

When change is planned there is an expectation that the disruption caused by the change has a time limit. Continuing uncertainty about the future is disabling to the efficient operation of an organisation. Kanter (2003:45) outlines that there is a need to identify alternatives for the development of a school to curb the unwanted circumstances which may inhibit the success of development. To avoid the collapse of changes, School Managers should strive for consensual decision making with staff. Setting time frames for change by school Managers is an important part of the planning process. Many plans for change are unrealistically future-oriented. There may be contexts in which such future orientation is intentional and purposeful. Perhaps the greatest value in longer time frames is a sense of direction that allows school principals and teachers to see what the future holds. Stanley (2006:8) asserts that the future shock effect comes where discontinuities occur because of some major change in policy and direction. If the horizon is too far into the future there are fewer objective criteria against which to measure alternative solutions. Moreover, longer time frame provides more opportunity for opponents to build support.

The above mentioned principles of change can only be effective if school managers allow other stakeholder to participate. The school managers should enrich themselves with enough information and engage other stakeholders so that they can move together in implementing change. In addition to the above statement Jones, *et al* (2004:1) state that a formal approach for managing change, beginning with the leadership team and then engaging key stakeholders and leaders should be developed early and adapted often as change moves through the organisation. This would bolster the confidence of organisational members in reinforcing change in the school. The school principal should enlist all in support of the educational change. The values and culture of working together should be promoted and all efforts must be made to avoid resistance to change.

2.2.3 Forms of Change in Education

Authors like Du Toit and Molaudi (2006:83), Van der Westhuizen (2007:132) and Nchunu (2010:27) argue that whether change is planned or unplanned, it bears the following forms in educational institutions: technocratic change, social change, interactive change, competitive change, optional change incremental and transformational change.

2.2.3.1 Technocratic change

This type of change occurs as a result of changes and improvements in technology. Educational adaptations have to occur to accommodate these changes. This includes the use of technology such as computers in schools. For example, computers were introduced in schools to equip learners with computer literacy. Computers are also used in schools for administrative purposes including running educational projects (Nchunu, 2010:27).

2.2.3.2 Social change

This type of change is generated by a variety of aspects such as changes in the relationships between parents and children and between teachers and learners (Smith & Cronje in Lebepe 2006:24). A change in role example is the re-formulation of teacher's tasks. For instance, current educational reforms that emphasise good relationships between the parents and teachers for the benefit of their children.

2.2.3.3 Interactive change

Interactive change occurs when a group of people in the school community decides on change to improve matters concerning effective running of the school. This includes changes in the classroom, the programme and structures of a school and in the educational system. For instance, all the school stakeholders are involved in the formulation of intended outcomes of the organisation and how they can be achieved. This, therefore, requires collective planning where each and every individual participates and makes positive contribution (Nchunu, 2010:27).

2.2.3.4 Competitive change

Malan (1997) in Lebepe (2006:25) argued that the competitive change brings the change in behaviour, aims at channelling the knowledge and skills of the staff into new directions and also

improves their ability. Competitive change is brought about by competition and the desire to be better than other schools, for instance, an introduction of extra tuition after classes after school hours and over the weekends with the aim to improve results. In this regard schools in the same cluster compete among themselves for good quality education.

2.2.3.5 Optional change

This type of change is initiated by the school itself, not by the Department of Education. This is the form of change which occurs when key groups of employees initiate the change, rather than having the change mandated by the Education Department or school principal. This means that the principals, on management of change should recognise views and initiatives brought by their subordinates (Lebepe, 2006:26).

2.2.3.6 Incremental Change

This is a form of change that is common when the school is operating well (DoE, 2000:6). The principal as the agent of change should clarify that incremental change is a change of relatively small scope, such as making a small modification in a work procedure; it is a change involving minor improvements. Burnes (2005:74) points out that incremental change is when individual parts of an organisation deal increasingly and separately with one problem and one objective at a time. Advocates of this view argue that change is best implemented through successive, limited, and negotiated shifts. Steyn (2000:56) adds that school principals should democratically manage incremental change with collaboration of management style to deal with emerging challenges of change. For example, the school Development Plan is regarded by the DoE (2000:6) as a tool for incremental change as it is designed to allow the school to organize its programmes of development, improvement and change. Hughes (2008:105) views incremental change as a routine activity which is characterized by continuity and is likely to be unbroken.

2.2.3.7 Transformational Change

Transformational change is the only rational change to be made when external forces insist on radical changes in instruction or support services. With this change, the organisation moves to a radically different situation and, at times, an unknown future state. In this change, the organisation's mission, culture, goals, structure and leadership may all change dramatically.

Transformational change is directed at the change of people's attitudes towards innovation and views of the organization's mission, culture and habits. Botha (2011:47) points out that the school principal as a transformational leader is positioned at the fore front of the spiralling wave of school development. For transformational change to be more effective and efficient there is a need for training staff and stakeholders on areas such as human resource management and appraisal. Davies (2011:118) adds that transformational thinking is an ongoing process. Leaders need to be able to challenge and inspire staff. Schools have traditionally been expected to adopt the same structures, follow the same rules and achieve the same goals at large, which uphold the progress of the school particularly in transformational change.

Different forms of change have been discussed. The school principals are at the core of educational change. Change requires a strategic leader who could pull others to transform the institution. It is about moving to a future state which has been defined generally in terms of strategic vision and scope (Nchunu, 2010:21). School principals should be influential, and have enough information for decision making as different forms of change happen. Incremental change might occur in a subtle manner but it requires a collaborative approach for it to be successful. The schools transformational strategy needs school principals who can handle and apply skills to advance the goals of change.



2.2.4. Phases in Managing Change

Kanter (2003:48), Kilpatrick (2001:85) and Martin (2001:93) maintain that the need for change exists when any group of staff members in the educational process loses faith in current practices, activities and the outcomes of actions. This implies that there is a gap that needs to be filled to satisfy the needs of staff members by modifying or transforming an organisation to maintain or improve its effectiveness (Hayes, 2007:30). Change management is a means of attending to organisational transition process at a group and individual level (Hughes, 2008:2). Researchers like Van der Walt and du Toit (2005:256) and Van der Westhuizen (2003: 194-197) outlined the following five stages/phases of change, which are diagnosing, planning, implementation, stabilisation and evaluation. These are discussed below,

2.2.4.1 Diagnosing

Diagnosis of the problem is a systematic approach to understanding and describing the present state of the organisation. (Lumadi & Mampuru, 2010:724). Its purpose is to gather information for determining the exact nature of the problem that needs a solution, to identify casual forces in the situation and to provide a basis for selecting effective change strategies and techniques. Diagnosing the problem reveals the extent and reality of the situation. It is possible to establish whether it has raised needs to be taken seriously and whether it actually has an influence on the person or persons who have reported it. If there is no distinction between the existing situation and the desired situation, then the principal has nothing to unfreeze (Van der Westhuizen, 2003:195). The change situation should be thoroughly examined and understood because a clearer understanding of the change process will determine what the future should be like. The school principal should establish a pattern of open communication and involve the relevant stakeholders in order to build a relationship of trust and an atmosphere of shared responsibility.

2.2.4.2 Planning

Planning the management of change refers to finding creative alternatives to the problems that have been diagnosed, analyzing these alternatives and finally making a choice between possible solutions. According to Amos, Ristow, Ristow and Pearse, (2008:269) successful change does not simply happen. It has to be carefully thought about conceptualized and planned in detail. In doing this, it is necessary to determine why change is required, what needs to be change and what the desired state is. The desired state is often formulated into attractive vision with which people can identify and to which they can commit and aspire. Rune (2007:373) point out that literature on the types of change is dominated by planned change and unplanned (emergent) change. This implies that school principals should recognize these types of change which are found in an organisation like a school. The types of change are discussed below in detail.

2.2.4.2.1 Planned Change

Planned change occurs when there a deliberate decision to alter the organisation (Van der Westhuizen, 2007:132). It is designed and implemented in an orderly and timely fashion in anticipation of future events (Du Toit & Molaudi, 2006:83). The school as an organisation can move from one structure to another and, thus, engage in a carefully constructed or orchestrated

approach to alter the structure or functions of the organisation. Burnes (2005:374) stressed that planned change is a highly applicable model for most change situations. Planned change improves the ability of the organisation to adapt to change in its environment, and to adapt employee behaviour. If an organisation is to survive, it must respond to changes in its environment.

Efforts by school principals to introduce work teams, decentralized decision making and new organisational cultures are examples of planned change activities directed at responding to changes in the environment. This implies that planned change prepares all stakeholders to get involved and take part in the change process. Since an organisation's success or failure is due to things that employees do or fail to do, planned change is also concerned with changing individual or group behaviour.

2.2.4.2.2 Unplanned Change

The Principal as a change agent should acknowledge that unplanned change is alterations, which may occur as a result of imposed conditions. Du Toit and Molaudi (2006:84) refer to unplanned change as superficial change. According to them, superficial changes play an essential role in an organisation and must never be regarded as secondary changes or changes of lesser importance. These changes must be accommodated by the school principals as they are essential for the survival of the school. A researcher like Rune (2007:373) refers to unplanned change as emergent approach to change. This approach to change emphasises that change should not be perceived as a series of linear events within a given period of time, but as a continuous, open-ended process of adaptation to changing circumstances and conditions. The emergent approach stresses the unpredictable nature of change, and views it as a process that develops through the relationship of a multitude of variables within the organisation. According to the advocates of the emergent approach to change, it is the uncertainty of both the external and internal environment that makes this approach more pertinent than the planned approach (Bamford & Forrester, 2003) in Rune (2007:374). For school principals to cope with the complexity and uncertainty of the environment it is suggested that organisations need to become open learning systems where strategy development and change emerges from the way an organisation as a whole acquires, interprets and processes information about the environment.

It is crucial for school managers as agents of change to consider how people are going to be affected by change and to involve them in planning of the change process (Amos *et al*, 2008:272). School managers need to create an awareness of the need for change, the nature of change required, the methods planned to achieve proposed change and the ways in which progress will be monitored. This awareness can be created through educating people about change and the need for change through a clear communication.

2.2.4.3 Implementation.

Implementation is the most difficult phase of the change process. Implementation means that new structures are created, rules and regulations changed, objectives set and training provided. It is the phase where new ideas are made or put into practice to achieve the desired change. The implementation of a proposed change has two dimensions; namely timing and scope. Timing relates to 'knowing when to make the change' while scope entails 'knowing how much of a change to make (Gibson, Ivancevich, Donnelly & Konopaske, 2003:483). The change strategy determines the scope of the change. Change may be implemented and become established quickly throughout the organisation, or it may be phased into the organisation one level after another. Lewis and Seibod (1998) in Lumadi and Mampuru (2010:724) argue that communication is central in the implementation phase of change. It is, therefore, important to ensure that the details of the implementation plan are communicated to all stakeholders involved in the implementation process. School principals should clarify implementation issues when necessary, while effective and efficient communication should remain an essential tool used for successful implementation of change.

2.2.4.4 Stabilisation

New norms come into existence during the stabilization phase. Loyalty is achieved by increasing people's involvement. People need to be encouraged and rewarded during the stabilization phase to ensure that support for changes is maintained and to prevent regression to old ways. (Van der Westhuizen, 2003:197).

2.2.4.5 Evaluation

The final phase requires an evaluation of the entire change process. This stage deals with the assessment of the effectiveness of change strategies in attaining stated objectives. The implementation of an action programme must be followed by evaluating the results and stabilizing the desired changes (Lumadi & Mampuru, 2010:726). Through communication and participation, stakeholders in the change process should know the results of the change initiative in order to determine whether they ought to modify, continue or discontinue the activities (Brown & Harvey, 2006:16). Evaluation should indicate the degree of the change process and the change itself as this will enable the principal to ascertain the success of change. School principals need to understand the meaning of these phases and apply them in order to accomplish the goals successfully.

2.2.5 Factors that influence Change Management in Education.

Factors influencing change are discussed in this section in order to find out how principals deal with them in schools. These factors are:

2.2.5.1 Culture of the school

The culture of the school is one of the factors which may delay or speed up the desired change in the school. Boys (2000:9) defines culture as a form of identity permeating through the organisation, it must accommodate change and adapt to new changes if the organisation is to prosper. Boys believed that culture is viewed as a factor which influences change management in some situations. It is, therefore, important for the principal to understand the culture of the organisation he is leading. This will make him not to be irritated when he encounters unfamiliar behaviour. The principal should encourage the creation of the school culture and be responsible for preserving it. Because school principals are responsible for implementing change, the researcher suggests that a considerable amount of time be devoted to assessing the culture of the school in terms of its suitability to supporting change.

2.2.5.2 Teaching and in-service training

Christie (2008:550) believes that teaching and in-service training are factors which influence the management of change. Teaching and in-service training should be correctly regulated by the

school community, so that the desired change can be achieved. In the process of monitoring the work of the staff members, in-service training is provided, which can enhance their knowledge and necessary skills. Seed (2008:588) suggests that this kind of development needs to be monitored continuously to maintain the performance of staff members so that they can achieve their intended targets.

2.2.5.3 Staff members resisting to accept change

Wagner (2001:57) maintains that staff members tend to resist change for three reasons. The first is risk aversion. Many are attracted to teaching because of job security, thus by temperament they do not readily embrace change. The second is professional expertise. Teachers are proud of their knowledge and skill and resist any attempt at altering successful strategies they have developed in their classroom. The third reason is autonomy. Teachers are largely isolated from each other and tend to work alone

In the process of implementing change, staff motivation and commitment could be reduced or destroyed (Atkinson, 2006:173). Hornstein, (2001:38) claims that resistance to modification is very likely as participants need to move from a situation which is known to one which is unknown and which might not be better than the situation that has preceded it. Van Deventer and Kruger (2003:41) argue that managers initiating change must, therefore, take particular account of the various reasons that causes the resistance to change.

In conclusion, correct regulation and monitoring of teaching and in-service training are essential for the effective management of change. Where change is resisted, staff-members are often fearful of the unknown, of losing control or of failing, to name a few aspects. Reactions can vary as the implementation of change progresses. Finally, the overall culture of a school can either boost or hinder the modification process. It must be adaptable to new changes and well-understood by the managing leader.

2.3 THE ROLE OF THE SCHOOL PRINCIPALS IN MANAGING CHANGE

Anderson and Anderson (2001:21) define management as working with and through individuals and groups to accomplish organisational goals. Everard, Morris and Wilson (2004:123) define management as setting direction, aims and objectives, planning how progress will be made, organising available resources so that the hoped for results are achieved whilst controlling the process and setting of improving organisational standards. Thus management of change is seen as a goal oriented activity that is practiced by people. The most recognisable roles are:

2.3.1 Monitoring and creating support

Effective change management needs the wholehearted support of school managers in schools (Frankl, 2005:77). Frankl claims that this active support should be visible and workable, as monitoring change management through support can ensure the consistency of practice across the school. The author considers support as one of the roles of school managers in managing change. Galloway (2007:12) argues that one of the tenets of change management is that without adequate resources, competent and hard-working staff, transformation cannot occur.

Harvey and Kamvounias (2008:31) outline support as one of the factors which can influence the success of a change management initiative. In addition, Biggs (as cited in Harvey & Kamvounias, 2008:32), considers change management as an issue which deals with constructive support. Garvin and Roberto (2005:34) add that effective support should set the stage for acceptance which creates an appropriate framework for interpreting the change. Coen and Nicol (2007:26) conclude that change management is about providing effective support during the process of reformation.

Palmer, Dunford and Akin (2006:69) understand the concept 'to support' as meaning to bring about, to accomplish, to take charge of, or to take responsibility for. Managers are people who create support. They create support by emphasizing stability and efficiency; by advising staff members to agree about what needs to be accomplished and by influencing staff to implement the desired change. These are the responsibilities of managers in facilitating change in a work environment such as a school.

2.3.2 Motivating staff and the community

Many researchers view school principals as creators of motivation and stimulation in a work environment. (Beer & Nohria, 2000:66; Palmer & Dunford, 2002:246). They claim that if the entire school community is monitored and stimulated the staff members can follow the operations more easily. Davis and Thomas (as cited in Kantema, 2001:65) regard the role of the principal as involving motivating staff, serving as spokesperson, disseminating information to the school staff and community and handling disturbances. This involves planning, consultation, coordinating the various activities in the school and providing feedback. Through motivation, principals set direction and support the work of others in accomplishing the objective of the educational change. Health (2007:321) adds that the role of the principals in managing change is to motivate staff members to write up effective plans which set out activities, and completion dates, as well as identifying who will perform each task.

According to Swanepoel (2009:463), school principals are responsible for creating a collegial environment, which offers educators opportunities to take on participatory leadership roles in a variety of portfolios, and this entails the devolution of power to educators. This implies school principals to motivate staff members by engaging them in a two-way conversation which ensures mutual understanding of their role, responsibilities and tasks. By understanding their responsibility and reasons for change, staff members begin to develop a clear culture of commitment. They feel at home in their new roles and are ready to accept the management of change.

2.3.3 Creating a clear culture of commitment

Creating a clear culture of commitment is one of the roles of the school principals in managing change effectively (Timmons & Holmes, 2002:52; Axley, 2000; 19 and Breen, 2001:170). A clear culture of commitment is created in schools by encouraging and supporting the development of a collaborative school culture, with clear educational missions and resources which allow educational change to flourish. In this way, culture is shaped through the actions, words and deeds of the staff members.

2.3.4 Managing resistance to change

School principals have the role of reducing resistance to change by teachers. According to Schermerhorn, Hunt and Osborn (2000:400), resistance to change is an attitude or behaviour that shows unwillingness to make or support a change. Lumadi and Mampuru (2010: 723) add that individuals may show low resistance to change programme, if they are allowed to share in the decision making process rather than being forced to accept the changes. It has been well established that people who participate in making a decision tend to be more committed to the outcomes of the decision than those who are not involved (Smit, Cronje, Brevis & Vrba, 2007:224). Proper management of change by school principals at every stage of the change process is likely to motivate educators to support change. Van der Westhuizen (2007:235) mentioned the following as the most important methods at the school principal's disposal for managing resistance to change.

2.3.4.1 Education and Communication.

The most common methods of reducing resistance to change are to educate and inform the educators involved as soon as possible about the necessity for and logic of the change. Aldag and Kuzuhara (2002:189) point out that communication is the transfer of information from one person to another, while Daft (2002:560) defines organisational communication as “the process by which information is exchanged and understood by two or more people, usually with the intent to motivate or influence behaviour”. Effective communication in an organisation is the common thread that ties people, plans and strategies together. It ensures employee trust, cooperation and commitment (Gibson *et al*, 2003:414). Communication motivates educators by indicating to them the level of their performance, what they are supposed to do and what measures need to be taken in order to improve their output (Robbins, 2001:284). It encourages commitment to organisational goals (Aldag & Kuzuhara, 2002:189) and informs educators about the need for change and the consequences of an envisaged change (Daft, 2002:590). Communication facilitates proper decision making by providing information that educators need to arrive at an informed decision. In this regard relevant information communicated to the stakeholders would empower them to generate fundamental decisions that enhance the prospects of a successful change process.

Education and communication are particularly suitable when resistance to change is due to insufficient or inactive actions to resistance, and when assistance of the teachers who offer resistance is needed for implementing the change. Discussing the reasons for change and listening so as to understand the needs and viewpoints of those involved, will enable both the school principal and the teachers to understand why the change is (or is not) necessary. This method is dependent on mutual trust between the school principal and the teachers who are resisting change. It demands time and effort, especially when many individuals are involved.

2.3.4.2 Participation and Involvement

Participation and Involvement are usually used when the school principal does not have all the information necessary to bring about the change, and staff members have sufficient power to disrupt the plan. According to Kinicki & Kreitner (2003:190), participative management is defined as the process whereby employees play a direct role in setting goals, making decisions, solving problems and making changes in the organisation. Nowicki and Summers (2008:118) maintain that participative managers make decisions after asking for input from employees affected by the decision. In order to solicit input, they use two-way communication and encourage employee involvement and participation in decision making.

School principals should take into account stakeholders' input before any major decision can be taken. However, Kinicki and Kreitner (2003:190) caution that participative management 'entails more than simply asking employees for their ideas and opinions'. It is about involving employees in the various forms of decision making. This implies educators being active and full members of the structures tasked with taking specific decisions. Educators should be involved in the change process at the earliest possible time so that they accept responsibility. It is unlikely that individuals will offer resistance to change when they have a share in the decision-making and they will take the responsibility. The good part of this method is that teachers will be motivated by their commitment to generate ideas and information, and will cooperate in applying change. Van der Westhuizen (2007:236) adds that people enjoy making their own decisions. This is further endorsed by Boxall and Purcell (2003:181) by arguing that when employees are more involved and actively participate in management, decisions taken become more important and

meaningful to them. Participation enhances creativity and personal control, which is likely to improve change success rate.

2.3.4.3 Facilitation and Support.

As an agent of change, the school principal can apply a series of support techniques to diminish resistance to change. This method is particularly suitable when the tension level of those involved is high, or when staff members experience adjustment problems and consequently offer resistance. However, researchers like Humphreys and Hogue (2007:1204) argue that if managers make decision without input from staff lower down the organisational hierarchy, they will fail to draw full repository of creativity and expertise within the organisation. Consequently there will be staff demoralization and lack of innovation. This requires a supportive management when change is implemented. It is essential for managers to be prepared to show concern for subordinates on important issues which can help facilitate the change, particularly when fear and anxiety are at the heart of resistance.

2.3.4.4 Negotiation and Agreement.

Another method that the school principal can employ to deal with potential resistance to change is to exchange something of value for reduced resistance. Van der Westhuizen (2007:236) asserts that this comprises of negotiation with a view to reaching a satisfactory agreement. Discussion and analysis can help school principals identify points of negotiation and agreement. Negotiated agreement involves giving something to another party to reduce resistance.

2.3.4.5 Persuasion and Influence

An organisation is an open system that can be influenced by forces of change which emanate from both outside and inside the organisation. Environmental and internal forces for change keep on impacting on the organisation, and push it to a state that needs improvement. The school principal has a great deal to influence change. After determining and influencing the need for change, people will be convinced to adopt new ways (Brown & Harvey, 2006:15). Persuasion and influence can be used constructively when the majority of teachers accept the envisaged change and only a few teachers can offer resistance (Van der Westhuizen, 2007:237). The advantage of this method is that speedy results can be obtained with far less resistance than in the

great deal of time to persuade and convince a group or groups of teachers that the change is necessary.

2.3.4.6 Manipulation and Cooperation

Manipulation comprises the isolation of the teacher or group of teachers who offer resistance to the change. Co-optation is a form of both manipulation and participation. Co-opting the leader of the group of teachers who offer resistance gives him/her (or them) a key role in the planning or implementation of the envisaged change (Van der Westhuizen, 2007:237). The leader's advice is not necessarily required in order to take better decisions but to employ his/her status, authority and power to involve the group in the implementation of the change. The ethical aspects of this method can be a stumbling block to the school principal who should have a high regard for values such as honesty, sincerity, genuineness and spontaneity. The method is used primarily as a last resort.

The subsection discussed the roles of school principal in managing change. The roles were outlined as monitoring and creating support to staff members during the change process, motivating the staff and the community. Creating a culture of commitment and managing resistance to change. The subsection went further to discuss some of the most important methods that school principals use for managing resistance to change. They were stated as follows: education and manipulation, facilitation and support, negotiation and agreement, persuasion and influence, manipulation and cooperation.

2.4 STRATEGIES FOR EFFECTIVE CHANGE MANAGEMENT IN SCHOOLS.

A strategy can simply be described as a way of pursuing the vision and mission; it is informed by vision, mission and values. Strategic plans are 'road maps' of a changing terrain in which a compass (vision) is needed. According to Armstrong (1995) in Nchunu (2010:21), strategic change is concerned with broad, long-term and organisational wide issues. It is about moving to a future state which has been defined generally in terms of strategic vision and scope. Ndou (2008:46) points out that school managers are not only faced with the major task of providing guidance and facilitating the development of the staff, they are required to develop a comprehensive strategy to manage change. A key issue with the effectiveness of strategies is

where their ownership lies and commitment to them; effective strategy development taps the wisdom of people in the organisation. An effective strategy for change entails creating coalition, putting together a group of people with enough power to lead change and getting it to work as an effective team. This is an interactive based strategy. The strategy is based on vision building, establishing desirable culture and values, creation of structure for service delivery, motivation and inspiration and training and development. The strategies are discussed below:

2.4.1 Vision building in managing change

Barnett (2011:132) maintains that numerous organisational change strategies promote the creation and communication of one unified vision of the desired outcome of the change process. The foundation of effective leadership is defining and communicating an appealing vision of the future. According to Coleman (2003:157), the concept of vision is vital to both leadership and strategic management. Visioning is about creating new realities. A vision is a desired future state: this is the basis for directing the change effort. Botha (2011:48) points out that as vision builder; the school principal assumes a futuristic leadership which involves taking the initiative in developing a dream about the school and sharing that dream with teachers. This implies that a shared dream becomes a shared organisational vision. Leithwood and Reihl (2003:123) add that a shared vision depends heavily on the effective leadership of the principal. When there is a combination of common understanding and acceptance of the vision it would be easy for the school principals to drive change. Collective ownership generates a feeling of belonging and emotional attachment among educators.

Successful change begins by making the *status quo* seem more dangerous than launching into the unknown. This is the basis for developing a vision for change. For the school principal to effect a successful change, the vision needs to be communicated in an inspirational way to all stakeholders so that it infuses all school activities (Lewis, 2003:10). Vision clarifies the direction of change and ensures that everything that is done is in line with it. Vision should come as driving force for change. Van Niekerk and Van Niekerk (2006:93) point out that for good performance of the educational reform the school principal needs to be good at both visioning and a focused communication of the vision. Within such an environment the implementation of strategies aligned with the vision becomes much easier.

2.4.2 Establishing desirable values and culture in managing change

According to Gill (2010:313), the challenge of change has stimulated an emphasis on values-based leadership. There is a need to create strong shared values to unite people in an organisation. Van Niekerk and Van Niekerk (2006:93) add that this can only be the case if the value climate in the school supports the implementation of educational change aligned to the school's vision. Trust comes from leadership based on shared purpose, shared vision and especially shared values. Effective leadership entails identifying and promoting shared values. Shared values are key features of a strong organisational culture (that includes beliefs, attitudes and patterns of habitual behaviour) that supports a common purpose and engenders commitment to. Values that are not shared can be dysfunctional. Shared values create a sense of belonging and may contribute positively to competitive advantage.

2.4.3 Creating a structure for service delivery.

One usually finds that there is a need to have different structures in schools to assist school managers to manage educational change effectively. Bush, Joubert, Kiggundu and Van Rooyen (2010:162) assert that the principal is required to create conditions and structures to support effective change. This requires a supportive team to deliver change management processes. School principals also need consent of their colleagues if any educational reform is to be carried out. School principals should encourage cooperation between all structures in schools in order to increase opportunities for cooperation and collective action. Additionally, there should be a mutual interdependence in structures within the school and it is the management role to ensure that these structures do not develop into islands that compete for power (Mathibe, 2007:533).

2.4.4 Motivation and Inspiration.

Effective leadership motivates and inspires people to do what needs to be done. Nchunu (2010:17) asserts that school leaders should motivate members of the school community so that they want to participate in helping the school to achieve its vision and mission. Educators, therefore, need to be involved in making decisions so that they know why decisions are made and feel motivated to put them into practice. This means all the stakeholders will then be involved in the decision making process and in implementing decisions. This is a radical step for

educators who were used to being told what to do. With an increased involvement in decision-making, comes a higher level of responsibility and participation among all school stakeholders.

Different stakeholders in the change process need to have a clear sense of what is expected from them. Credibility comes from perceptions of honesty and competence in leaders and from their ability to inspire. Jones *et al* (2004:3) add that leaders of change programme must be willing to over-perform. Motivation and inspiration arise from alignment of organisational goals with individuals' needs, wants, values, interest and aspirations and from the use of positive and appealing language. Motivation also arises from short-term wins. Gaining short-term wins entails planning and creating visible improvements during the change process. It also entails visibly recognizing and rewarding people who made change possible (Kotter, in Gill, 2010:316)

2.4.5 Training, Development and Empowerment.

Training strategies can be developed to focus on managing change within the work environment. Mestry and Grobler (2002:22) assert that "the training and development can be considered as the most important process necessary to transform education successfully". For example, schools may develop a new training programme that better communicates the overall objectives of the educational change. Staff members can be trained to implement the programme efficiently and, therefore, aide the overall objective of the programme. Essentially, training teachers can assist the school in the management of change.

Henkin, Park and Singleton (2007:73) point out that empowerment is the teacher's opportunity for autonomy, choice, responsibility and participation. They further maintain that empowerment is the process by which teachers assume greater responsibility in their professional work through participatory decision making, professional development, job enrichment, professional autonomy and teacher efficacy. Training and empowerment can be done in the following ways:

2.4.5.1 School Based Workshops

A study by Hannagan (2006:333) maintained that in order to be successful, a school needs to develop strategies which enable staff to cope with the environment in which they operate or live. A school can raise staff awareness about the need for effective change by conducting a training

workshop (May, 2007:389). A research conducted by Tearle (2004:334) suggests that reforming culture and individual attitudes of staff in schools are important strategies that can change in an effective way. Boys (2000:29) defines culture as a form of identity permeating through the organisation, it must accommodate change and adapt to new changes if the organisation is to prosper. Teachers and principals need to commit themselves to ongoing improvement at all levels and in all areas of school life. This approach could be used during the induction process to newly appointed staff members of the school. They can influence change and may assist staff members when they are facing change (Kezar, 2008:412).

2.4.5.2 Cluster Based Workshops

The establishment of a cluster system in Botswana is viewed as one of the strategies employed by the Ministry of Education and Skill Development to manage change (Sebogodi, 2008:6). The cluster is used to discuss and disseminate information to schools within the cluster (Du Toit & Squazzin, 2000:182). Research by Stewart (as cited in Mughehu, 2009:28) found that principals are in harmony with their staff and other principals if they are grouped in their clusters. He pointed out that the aim of the cluster is to build and empower principals to take full responsibility for all activities at their schools. Through cluster, teachers and principals will be able to meet readily to share their ideas, problems, solutions and experiences. (Dittmar, Mendelsohn & Ward, 2002:38)

During cluster meetings there are interactions that help principals to discuss and seek clarity where it is needed from other participants. Information and assistance from other schools in their cluster are well applied as each school becomes aware of what other schools are doing and from this they can get assistance and advice.

Once school principals are trained and developed to a level of competence they are provided with an opportunity to make a contribution towards an educational change by implementing their new competencies to the advantage of the school (Van Nierkerk & Van Nierkerk, 2006:95). Empowerment literally means giving people power. It is about making them able to do what needs to be done in the change process. In practice, empowerment is giving people the knowledge, skills, opportunity, freedom, self-confidence and resources to manage themselves

and be accountable (Gill, 2010:315). Important aspects of empowerment are stimulating people's intellects and imagination, in particular their creativity in the change process, risk taking and trust. Empowering people for action in part implies breaking away from the culture of dependency in which strategic decision are expected to be taken outside the school, which in turn implies adopting a strategic management approach (Thurlow, 2003:36).

2.5 SUMMARY

This chapter focused on management of change in education. The nature and scope of change was discussed under the following different subtopics, change in education, perception of change, principles of change phases as well as forms of change. The role played by school principals in managing change have shown to be crucial in the whole management of educational reforms. It has come out clearly from the literature review discussed in this chapter that the roles of school managers range from monitoring and creating support to staff, motivating staff and community, creating a culture of commitment as well as managing resistance to change. Strategies deemed effective for managing change were outlined as vision building in managing change, establishing desirable values and culture, motivation, training and empowerment in managing an educational change.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION.

According to Wiersma and Jurs (2005:83), a research design is “a plan or strategy for conducting the research. As a plan, it deals with matters such as selecting participants for the research and preparing for data collection”. Methodology addresses issues of design of the proposed study and the justification for the choice of the selected design. McMillan & Schumacher (2006:22) and Maree (2007:58-60) add that a research design describes how the study will be conducted. This chapter presents the research methodology used in the study, and how the research process unfolded. The chapter also gives an account of the research methods adopted, including measures to ensure trustworthiness, ethical considerations, data collection and data processing, as well as sampling of the research participants.

3.2 RESEARCH DESIGN.

The study was qualitative in design and used a case study approach. Punch (2009:290) asserted that qualitative research is a method of inquiry appropriated in many different academic disciplines, traditionally in the social sciences, but also in market research and other contexts. Qualitative researchers aim to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. The qualitative research process is more holistic and emergent with the specific focus, design, measurements instruments. Qualitative research is typically used to answer questions about the complex nature and phenomenon, with the purpose of describing and understanding the phenomenon from the participant’s point of view. Burnes (2002:388) adds that only qualitative methods such as participant observation and unstructured interviews permit access to individual definitions and meaning of events in qualitative research. Neuman (2005:123) adds that qualitative research is an inquiry that must occur in a natural setting rather than an artificially constrained one such as an experiment. Maree (2007:54) points out that the purpose of this kind of research is two-fold in that it tries to find out what is in someone else’s mind to access perspectives of the person being interviewed, and to form a holistic understanding of managing change in schools.

3.3. POPULATION, SAMPLE AND SAMPLING PROCEDURE.

3.3.1 Population

According to Gay, Mills and Airasian (2006:600), “population is a general term for the larger group from which a study’s sample is selected or the group to which the researcher would like to generalise the results of the study”. McMillan and Schumacher (2006:129) assert that population is classified as a group of individuals conforming to specific criteria, and whose results would be generalised in the research.

Since this study focused on management of educational changes, school principals were regarded as the most appropriate respondents in this regard. The population of study constituted of all 25 primary school principals directly dealing with Child friendly School Programme within the Goodhope Area.

3.3.2 Sample and Sampling Procedures.

Maree (2008:147) defines a sample as a subset of the population in which each unit is awarded a unique number. A sample is a certain group on which information is obtained. (Fraenkel, Wallen & Hyun (2012:91). To this end Leedy and Ormrod (2010:4) assert that sampling can be defined as a procedure of selecting the correct representative element of population. It is a commonly used technique for collecting data from a small number within a population to estimate information regarding the whole population. (Penning & Brammer, 2010:37)

The reason for sampling is to get more in-depth information on the population. For qualitative research, sampling is generally based on non-probability and purposive sampling rather than probability and random sampling techniques. For the purpose of this study a simple random sampling approach was used to select schools for the study and a purposive sampling approach for the target population. Jankowicz (2005:203) states that purposive sampling involves choosing people whose views are relevant to an issue because they make judgement, and/or their views are particularly worth obtaining and typify important varieties of view point. Sampling decisions are, therefore, made for the purpose of obtaining the richest possible source of information to answer research questions (Maree, 2008:79).

Using a simple random sampling approach, a total number of ten primary schools from twenty-five primary schools in the Goodhope Area were selected. In using the purposive sampling approach school principals were selected from each school to form the sample population of the study. Therefore, the study used ten schools principals. Purposive sampling was regarded as the most relevant method for targeting ten school principals because the researcher regards the principals as the most “information rich” respondents. Principals are involved with more of the managerial activities than other members of the SMT in schools.

3.4 DATA COLLECTION TECHNIQUES.

According to McMillan and Schumacher (2006:180), data collection techniques are methods used to gather quantitative or qualitative information with the purpose to try and answer the research questions. This study utilised document analysis, observation and field notes and interviews to address the stated research questions.

3.4.1 Interviews

According to Gay, Mills and Airasian (2006:600), an interview is “an oral, in person question and answer session between a researcher and an individual respondent. It is a purposeful interaction in which one person is trying to obtain information from the others”. It is a direct method of collecting information in one-to-one situation as well as an interchange of views between two or more people on a topic of mutual interest. (Ary, Jacobs, Razaviech & Sorenson, 2006:480)

The interview comprised of open-ended questions closely linked to the research questions. (See Appendix A). These allowed in-depth probing and extended responses as the researcher was able to adjust language to give clarity. According to Berg (2007:93) this allows the researcher to adjust language to give clarity to the respondents. In addition, Creswell (2003:14) states that “interviews enable participants to discuss their interpretations of the world in which they live and discuss their interpretations of the world in which they live and express how they regard situations from their own point of view. Face to face interviews were regarded as the most suitable instrument on the basis of their ability to allow the interviewer to remain as close as

possible to the actual lived-experiences of the respondents. The interview allowed the researcher to enter the natural setting of the respondents.

The researcher read out questions and recorded the responses. The researcher had a direct contact with the respondents by clarifying questions to avoid different interpretations by various respondents.

3.4.2 Documents Analysis

Documents are records of past events that are written or printed; they may be anecdotal notes, letters, diaries and documents. Annual reports, work documents, job description and tasks and reports are example of documents to be analysed (Erasmus, Loedolff, Muda & Nel, and 2010:146). Documents are considered to be very important data for collection as they provide background information without wasting people's time. Secondly clues and examples found in documents can be used during the interviews. The type of existing documents that the researcher used to investigate how school principals manage change in the Child Friendly School Programme were official documents like; minutes, action plans and reports on the Child Friendly School Programme.

3.4.3 Observation and Field Notes

Field Observation is a technique fundamental to most qualitative research. Here direct eyewitness accounts of everyday social action and a setting taking the form of field notes. Qualitative field observations are detailed descriptions of events, people actions and objects in settings. Field observation was used in interactive data collection such as a participant observation and in-depth interview. During the interview sessions the researcher kept on writing notes as he observed the reactions of those interviewed (Gray, 2004:238; McMillan & Schumacher, 2006:350)

The researcher believed that the subjects under study were evident in both the meetings and classroom observations. During observation and note taking, the focus was specifically on the role of the principals during CFSP meetings as well as their roles in assisting educators and learners to make their schools child friendly. Further observation of the management role of the

school principals was made during staff development exercise. Finally, an observation of how teachers make their classroom child friendly was conducted.

During the period of observation, an overview of what was taking place was noted to facilitate data analysis. It was decided that the observation should be used for triangulation purposes.(See Appendix B)

3.5 DATA ANALYSIS AND INTERPRETATION

The focus of this section was on the analysis and interpretation of empirical data. The tape recorded research materials were used for analysis and interpretation together with the notes that the researcher made during interview sessions. Data from observation and those from document analysis were also interpreted to show the trend of educational change management in the Goodhope Area.

The researcher used open coding to analyse data. Open coding is a “process of breaking down, examining, comparing, conceptualizing and categorizing data” (Whites, 2002:82). Whites explains that data analysis in qualitative research is a systematic process of selecting, categorising, comparing, synthesizing and interpreting data to provide explanations of the single phenomenon of interest. Thus qualitative data analysis takes the form of written language. The data analysis is spelled out in detail in Chapter Four.

3.6 MEASURES TO ENSURE TRUSTWORTHINESS AND CREDIBILITY

In qualitative research, validity and reliability may be referred to as credible and trustworthiness. Maree (2010:80) maintain that it is accepted that engaging multiple methods of data collection such as interviews, review of reflective journals and literature review will lead to trustworthiness. Validity is the extent to which a measurement accurately taps the underlying concept that it purports to measure (Ary, Jacobs, Razaveich & Sorenson, 2006:167).

Reliability refers to the extent to which it measures whatever it is measuring in a consistent manner (Best & Khan, 2003:185). Leedy and Ormrod (2010:29) view reliability as the consistency with which a measuring instrument yields a certain result when the entity being

measured has not changed. This implies that the chosen method or rating system should produce consistent results when repeated under same conditions.

To ensure trustworthiness the participants were encouraged to seek clarity on the questions they could not understand. Where possible questions were re-worded and re-directed in order to overcome any biasness. Further, to ensure trustworthiness in this study the following measures were taken. More than one method was used to gather data such as interview, observation and document analysis. Furthermore, member checks would be performed by making the report available to the participants for comments. Interviews were recorded and transcribed verbatim. (See Appendix A)

3.7 ETHICAL CONSIDERATIONS

Neuman (2005:119) asserts that ethical considerations mean that an investigator has a moral obligation to protect the participants from harm, unnecessary invasion of their privacy and the promotion of their wellbeing. Johnson and Christensen (2008:599) point out that research ethics are a set of principles to guide and assist researchers in conducting ethical studies. In addition to that, Cooper and Schinlder (2011:33) maintain that ethics are norms and standards of behaviour guiding moral choices regarding behaviour and relationships with others. In this study ethical measures were taken into account. The researcher assured the respondents about anonymity and all information would be treated confidentially. Participants were told that no one known to them would have access to the information provided. The researcher wrote a letter to the Chief Education Officer requesting permission to carry out the research. (See Appendix C). The researcher respected individual's privacy and work commitment by making appointments to visit the respondents at schools.

3.8 SUMMARY

In this chapter the research design was described as well as the way of conducting it within an interpretive orientation. For any research conducted, a research design and approaches provide a picture of how the findings were captured. The use of a qualitative approach to research was highlighted and the method used to collect and analyse data were described. Interviews, document analysis and field observation were used to collect data. Simple random sampling was

used to select the population while purposeful sampling was deliberately employed to target relevant respondents. The validity of the research was addressed and measures used to ensure validity were clarified.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the data that were gathered through empirical research. The findings from the interviews with school principals in the Goodhope Area were given. A summary of the main empirical findings are given in this chapter.

The main purpose of this study was to investigate current management of change of educational change, with a specific reference to the Child Friendly School Programme in schools in the Goodhope Area. Empirical data were collected through the interviews, document analysis and observation. The collected data were analysed and interpreted and the research findings stated.

Collected data was categorized into five major themes that were based on the topic in the interview guide as stipulated in the Appendix A. The major themes upon which the interview questions were based were as below:

- Perceptions of school principals concerning the nature and scope of change.
- Experiences of school principals brought about by the implementation Child Friendly School Programme in schools in the Goodhope Area.
- The impact of changes brought by Child Friendly School Programme in the management of schools in the Goodhope Area.
- The role of school principals in managing change in the Child Friendly School Programme in the Goodhope Area.
- Strategies deemed effective for managing change in the Child Friendly School Programme in the Goodhope Area.

It should be realized that qualitative research focuses on the exploration of values, meaning, beliefs, thoughts, experiences and feelings characteristic of the phenomenon under investigation (Wong, 2008:1). In this regard, qualitative research and work with an emergent research design does not necessarily have to refer to the initial questions posed rigidly. The initial questions

stated in Chapter One (Section 1.3) were meant to guide the research questions asked in the interviews. The process of analyzing the qualitative data pre-dominantly involved categorizing the data. Basically it involved making sense of huge amounts of information from the participants followed by identifying significant patterns and finally drawing meaning from data and subsequently building a logical chain of evidence based on the research questions.

4.2 INTERVIEWS

An interview guide containing themes and subthemes as well as open-ended questions were used as a guide in all the interview sessions. (See Appendix A). The participants were given the freedom to choose suitable venues for the interviews. All the participants were interviewed at their respective schools. The interviews were recorded. The intention was to capture the responses fully. Short notes were also taken to note non-verbal messages.

The researcher presented brief responses given by the participants as they responded to some questions during the interview. This was done with the aim of giving the reader a clear picture of what transpired during the interview sessions. Letters of the alphabet were used instead of the actual names of the schools and the respondents. This was done to protect their confidentiality and anonymity. The interview questions were based on the following themes as stipulated in the interview guide in appendix A.

4.2.1 Perceptions of school principals on the nature of change.

The question on the perceptions of school principals on the nature of change was intended to find out how much they understand about change. The school principals interviewed had a clear understanding of what was meant by change. Change for of them meant a process that brings growth and aims at moving away from the old practices and bringing about new and improved practices. Principal A stated that: *Change in education is moving away from the old way or system of doing things to a new one as the old one is no longer useful. It involves moving away from what you have been used to and can no longer benefit the organisation. Change is perceived to bring good results.*

The other comments made about the change process convey an idea that change is an ongoing process, whether planned or unplanned it needs to be implemented, monitored and evaluated throughout the process and all relevant stakeholders need to be involved in all the phases of managing change. Principal E said *I generally regard change as the movement into a new and better direction. It is a shift from old practices to new practices. Whether planned or not planned it has to involve all stakeholders who are affected by change.*

The phases involved in managing change were also mentioned. In this regard the principals presented their views as follows Principal B stated that: *Change is changing from doing things in the old and moving into a new ways of doing things. It is moving from point X to Z where Z is better place. It involves the following phases, inception, communication, intervention and feedback.*

Principal G views change as a process and not an event because it involves a number of phases or steps. *It involves how the school principal comes up with new strategies that are meant to improve the education system. It involves the following phases of initiation, implementation, monitoring and evaluation.* The involvement of all relevant individuals affected by change is crucial in all phases, failing which some of the individuals may resist change.

4.2.2 School Principals experiences on the implementation of the Child Friendly School Programme

Participants gave different experiences on the implementation of the CFSP mainly because they lead different schools in terms of size and location. There was a general perception that Child Friendly School Programme is a good programme meant to develop schools and in general make them better places for learners. The main reasons for its apparent success lies in the fact that it focused on the well-being of learners and curriculum issues and was thus closely linked to the teaching and learning process. Principal A commented in this regard *CFSP is a good programme that was meant to develop schools and make them comfortable for learners and educators. It is a demanding programme that needs versatile skills from school principals. It needs someone who is time conscious and has perseverance. It requires school principals to be creative as it becomes hard to move around with other programmes in the school.*

The respondents also mentioned that the implementation of the programme was challenging. Little training before the programme was introduced was one of the main challenge that participants experienced. Principal C felt that: *The implementation of the programme came as a challenge to me because I was not given training. The programme raises challenges related to the children's protection, health, nutrition and as well as trying to make the school friendly to both the learners and educators. Most of the training that we received was based on curriculum issues and not necessarily on change management of CFSP.*

School principals further mentioned that the programme was initiated by their supervisors who are not necessarily experienced implementers of the CFSP which gives the impression that school principals were not involved from the onset of the change process. Principal E stated that *the intention of the programme is generally good but the problem is that the programme was initiated and benchmarked by our supervisors who are not necessarily implementers but supervisors. We were only given training but not involved in the conceptualisation and design stage of the programme.*

Some school principals showed an appreciation of the programme since it has improved teaching and learning in their schools. Principal D mentioned that *my experiences are good about the programme; it has improved teaching and learning processes in my school. The implementation of the programme is more challenging but at the same time its achievement is good. I need more training on the management of the programme.*

It can be summarised that the school principals in the Goodhope Area understand the Child Friendly School Programme and are appreciative of it. They indicated that its intention was to create a conducive teaching and learning environment in schools. Participants mentioned that though the programme is good they are faced with challenges that ranged from lack of training, lack of resources and failure to do the environmental scan by the Department of Education before implementation of the programme.

4.2.3. Impact of changes brought by the Child Friendly School Programme to the management of the schools.

In this section the researcher was interested in finding out the impact of changes brought about by CFSP to the management of schools. It was evident from the responses made by principals that they have different views regarding these changes. It is quite evident from the empirical data that CFSP brought about many changes in the management of schools. One such change is increased supervision and collaboration among educators in schools. Principal A mentioned that *CFSP has increased supervision in my school. It requires me to supervise all educators to make sure that the programme is going well. As managers we continuously monitor what we have put in place. We evaluate change throughout the process, to see that it really works and where necessary, we make adjustment*, whereas Principal C said that *school results have improved. Consultation between school principals and educators has also improved. As a school principal I consult with those involved about the desired change because I am expected to give reports on the CFSP.*

Information sharing and communication have also improved among educators as they normally meet to communicate any intended modifications to manage change. Workload and conflicting priorities at work were mentioned as one of the changes brought by CFSP. This is supported by Principal G who mentioned that *CFSP has increased our workload in schools. We are expected to juggle between many activities in schools with few resources. Things may be done haphazardly, jumping from one activity to the other and hence not achieving any relevant CFSP objective. Improved managerial skills have also been mentioned as one of the changes brought by the management of CFSP.* Principal H is of the view that *CFSP has improved my managerial skills as the principal. I am able to handle stress that can arise from work situation. Stress is often high when the programme is in jeopardy of not meeting the objective. This requires the school principal to be able to cope with stress because even with the best laid plan, the educational reform can still experience some setback that causes turmoil.*

4.2.4 Roles of School principals in managing changes in the Child Friendly School Programme.

In this section, the researcher wanted to establish what the exact roles of school principals are in managing change in the CFSP. The comments made by the school principals with regard to their roles in managing CFSP indicated that school principals were aware of their duties. Most of the responses given by the school principals led the researcher to conclude that managing change was a core role of school principals in schools. Management of change can be achieved by creating school vision, motivating and supporting staff-members. This is supported by Principal B who is of the opinion that *The school principal creates school vision, develops a plan, and motivates staff to implement CFSP, creates a sense of support, ensures participation and evaluates the programme.* Principal D stated that *the principal monitors, creates support, motivates teachers, and informs staff members about staff development, and has action plans in place for managing CFSP.*

One school principal mentioned that he has various team members involved in the implementation of the programme and mentioned further that; *The principal should establish confidence among team members so that they experience less resistance. He should provide sufficient and timely information. The principal should provide reasons for starting CFSP, the time of implementation and its impact on the school and teachers.*

4.2.5 Strategies for effective management of change in the Child Friendly School Programme.

In this section the researcher was interested in finding out the strategies that could be used for effective management of change in the CFSP. On the strategies for effective management of change, the analysis and interpretation of data established that school managers gave diverse strategies. Some principals regard training and development of staff members as one of the strategies that can be used to manage CFSP. Principal A stated that *I regard training and development of staff as one of the effective strategies for managing change. In our school we had staff meetings and workshops to update and brief one another on the CFSP and how best we can implement it.*

With regard to the formation of committees in schools to manage CFSP it seems as if *the work of the school principal is overloaded. There is a need for schools to form committees and structures to help manage CFSP.* Principal G mentioned that *an effective strategy for managing CFSP would be to have a strong school vision. A vision which is inclusive and staff members take part in its creation.*

Some school principals mentioned that good communication and information sharing and good interpersonal skills are effective strategies for managing change in the CFSP. In this regard Principal J stated that *one effective strategy that can be used to manage change is to have a manager with good interpersonal skills, dynamic, responsible, committed and punctual at his work.*

From the interviews it is quite evident that certain strategies are required for the smooth running of the CFSP. Some of the suggested strategies include vision creation, creation of teams and structures, desirable values, training and development, stakeholder involvement and good interpersonal skills by the manager.

In this section it became clear that the main aim of this study was addressed. The analysis and interpretation of empirical findings has revealed that school managers understand what change is about. School Managers have a critical role to play in managing CFSP because successful management of the programme is mainly determined by the effectiveness of their managerial and administrative skills. The study also revealed the experiences of school managers and changes brought by CFSP. From the empirical data gathered during the interview it became evident that managers of school have experiences of the changes that characterize the CFSP. However, from the responses it was clear that school managers in the Goodhope Area perform their managerial roles regarding the implementation of the CFSP inadequately. This is attributed to the inadequate in-service professional training received from the Ministry of Education and Skills Development. On the strategies for managing CFSP it was evident that the workshops that are organised for professional development besides being insufficient, do not focus on managing change but instead deal mostly with curricular issues. From the analysis of the responses it is evident that

appropriate courses or workshops based on leadership and management of the current changes are very rare.

4.3 DATA OBTAINED FROM DOCUMENTS ANALYSIS

4.3.1 Analysis of Circular Books and the Minutes of Meetings.

The researcher gained access to the circular books and minutes of different meetings that were currently and previously held in different schools selected for the study. The reason behind getting access to these documents was to determine whether all the schools keep documents which play a significant role in the running of the CFSP. When analysing these documents, it became clear that all schools keep circular books to give notice of the forthcoming meetings and in making different announcements. They also keep minutes that emanate from different meetings. It also became clear from the analysis of the minutes of meetings that most of the meeting convened and conducted in different schools was directed to the Child Friendly School Programme. Schools D, G, H, I and J in particular kept almost all the relevant school documents and most of the meetings conducted are directly related to the Child Friendly School Programme.

The researcher was obviously interested in analysing how school managers handled this specific change and how they understand it. It was evident from their minute books that they have a good understanding of issues and that these changes were discussed at different meetings. (cf 4.2.1). Some interviewed school managers created team structures in their schools to help drive the programme. They incorporated teachers and learners in their committees. Principals used teams for consultation and served as a core group to drive changes. The documents scrutinised were, however, not always clear on how principals acted in motivating their colleagues for these important changes.

4.3.2 Analysis of School Development Plans

The researcher also reviewed the School Development Plans (SDP) of different schools selected for the study. The following data emerged from the examination of the documents. It was clear that some schools do not keep school Development Plans. For instance schools B, D and E did not have such a document. Even though school A and G keep SDP, it was never implemented and updated. It was clear from the analysis of the document that school C and F are the only

schools which keep the SDP and it was clear from the minutes of the meetings that this document is updated from time to time and that teachers and learners are afforded an input in developing this document.

CFSPs were included in some School Development Plans especially where issues of change in the programme were discussed. The role of school principals and those of the educators were also outlined in the plan. Schools communicated their change management strategy well as multiple channels, such as letters and written memorandums were continually utilised. The SDP showed a record of workshops in managing CFSP though it did not indicate how the outcomes of the workshops were used to run the programme.

4.4. OBSERVATION AND FIELD NOTES.

It was evident that school principals were working hard in managing the CFSP as information dealing with the programme was seen in the school offices. School principals moved around the school to ensure that the expectations of the programme were met. Some principals were seen moving around the school to ensure safety among learners in schools. Interaction between teachers and learners was seen to be cordial as learners could be seen interacting well with their teachers. Learners seem to be equipped with skills of keeping their school child-friendly by helping in creating ground rules, values and norms on how their learning will operate. Teachers helped learners to make responsible decisions and experience the impact of these decisions in their classroom community, and review them as needs be.

Information concerning CFSP was displayed in most schools to communicate the message. During classroom observation it was observed that teachers infused CFSP components like acceptance, interaction, safety and participation in the teaching and learning of the learners. In these democratic classrooms, learners were actively engaged in collaborative inquiry decision making. This has maintained a high retention of learners in schools. Teachers were caring and responsive to learners' needs. Learners' motivation to learn, and respect for one another was achieved. School principals and teachers were also responsive to diversity by meeting the differing circumstances and needs of children (e.g. based on gender, social class, ethnicity and ability level).

4.5 CONCLUSION

This chapter addressed the empirical research. Focus was mainly on presentation of data collected from the respondents. The main themes of the empirical research were on the perception of school principals on the nature and scope of change, the experiences of school principals on managing CFSP, the impact of changes brought by CFSP, the role of school principals in managing CFSP as well as coming up with the effective strategies for managing CFSP. It emerged that school principals have a clear understating of the nature and scope of change. They experience challenges in managing CFSP. The challenges include lack of training, poor resources and lack of involvement of stakeholders in the educational change process.

Workload, conflicting priorities, increased supervision and collaborative efforts were mentioned as the changes brought by CFSP. School managers regard creating a clear school vision, motivating and supporting staff members in their roles in managing CFSP. On the strategies for effective management of CFSP schools principals mentioned that school should have a clear vision, desirable values as well as structures in place for managing CFSP.

In the following chapter attention will be on the summary of the whole study, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.

5.1 INTRODUCTION

The chapter intended to reveal what the study has uncovered through the literature review and empirical research. Limitations to the study were outlined. A summary of the findings were provided and recommendations that come from the study were made.

5.2 SUMMARY OF THE STUDY.

The purpose of the study was to investigate the current school principals on managing change with specific reference to the Child Friendly School Programme (CFSP) as presented in Chapter One. The context of the study presented in Chapter One led to the formulation of research questions that were meant to guide the literature of study. The following questions guided the review of the literature:

- What is the nature and scope of change management in education?
- What is the role of school principals in managing change?
- What strategies can be used for the effective management of change in schools?

With respect to the above questions the literature review on change management in education was presented in Chapter Two. Section 2.1 of the literature review provided an understanding on the nature and scope of change. Change was defined as adoption of innovation where the ultimate goal is to improve the outcomes through alteration of practice. Change was also seen as a process of shifting from one permanent state to another, through a sequence of steps which represents the struggle between what is and what is desired (cf 2.2.1). This implies that change brings growth and aims at moving away from the old way of doing things to a better way of doing things. Principles of managing change were outlined to give a guide on managing change in education (cf 2.2.2). Different forms of change were discussed. It is argued (cf 2.2.3) that whether change is planned or unplanned, it bears the following forms in educational institutions, technocratic change, social change, interactive change, competitive change, optional change, incremental change and transformational change. Phases of change were discussed as

diagnosing, planning, implementation, stabilisation and evaluation (cf 2.2.4). Factors influencing change management in schools were given as culture of the school, teaching and in-service training and staff members resisting to accept change (cf 2.2.5). Section 2.3 presented the role of school principals in managing change. The roles included monitoring and creating support (cf 2.3.1), motivating staff and the community (cf 2.3.2), creating a clear culture of commitment (cf 2.3.3) and managing resistance to change (cf 2.3.4). Strategies for effective change management in schools were presented on section 2.4. The strategies included vision building in managing change (cf 2.4.1), establishing desirable values and culture in managing change (cf 2.4.2), creating a structure for service delivery (cf 2.4.3), motivation and inspiration (cf 2.4.4) and training and empowerment (cf 2.2.5).

Chapter Three discussed the qualitative research approach, design and methodology (cf 3.2) Qualitative research was suitable for the study which was concerned with the experiences of school managers with regard to the management of CFSP in the Goodhope Area, which is a social phenomenon. This approach led school managers to explore their experiences and feelings about CFSP in the Goodhope Area. Random sampling was used to select the population and purposeful sampling method was used to select the participant in order to gather data as outlined in Chapter 3 (cf.3.3.). Three data collection techniques were employed namely interviews, document analysis and observation (cf 3.4). Measures to ensure trustworthiness and ethical consideration were discussed (cf 3.6 and 3.7).

It is clear from the responses of school managers (cf 4.2.1) that CFSP brought different experiences to them which are challenging. They find the challenges make it difficult to implement the programme effectively. School managers cited some challenges as lack of relevant skills and training, lack of environmental scan before implementation and lack of their involvement during the conceptualisation stage of the programme. Some participants outlined that though they were faced with challenges brought by CFSP, they have good experiences about the programme as it has improved the teaching and learning process in their schools (cf 4.2.2). Workloads and conflicting priorities at work were mentioned as some of the changes brought by CFSP. Improved managerial skills have also been mentioned as one of the changes brought by the management of CFSP (cf 4.2.3). On the roles of managing change in the CFSP, the responses

of some of the interviewed school managers revealed that creation of school vision and accountability are the key roles. Further, school managers outlined that they establish confidence among team members and encourage participation by the stakeholders in the implementation of CFSP (cf 4.2.4). With regard to the strategies for effective management of change, the analysis and interpretation of data established that school managers gave diverse strategies. These include, vision creation, creation of teams and structures, desirable values, training and development, stakeholder involvement and good interpersonal skills by the manager (cf 4.3.5).

5.3 FINDINGS OF THE STUDY

5.3.1 Perceptions of school Principals concern the nature and scope of change.

Change is regarded as a process that brings growth. With change the ultimate goal is to improve outcomes. The findings of the study revealed that whether change is planned or unplanned, its implementation should always be monitored and involve all stakeholders in the different phases.

5.3.2 Experiences of school principals on changes brought about by Child Friendly School Programme.

It is clear from the responses of school managers that CFSP brought different experiences to them which are challenging. Some school managers cited lack of relevant skills and training, lack of environmental scan before implementation and lack of their involvement during the conceptualisation stage. It was also revealed that school managers are appreciative of the programme and outlined that CFSP is a good programme meant to develop schools and in general make them place for learners.

5.3.3 Impact of changes brought by Child Friendly School Programme to the management of schools.

To always have sufficient knowledge about the change process and specific changes is very important. It is evident that CFSP has brought changes in the management of schools. These include increased supervision and collaboration among educators in schools. Information sharing and communication have also improved as they normally meet to communicate any intended modifications to manage change.

5.3.4 The role of school principals in managing change in the Child Friendly School Programme. It is clear that the CFSP is supported by efficient management and that motivation; visioning and accountability are achieved with the programme. The role of school principals in this regard is invaluable. They lead by example and are influential people in control and in managing the CFSP programme.

5.3.5 Strategies for effective management of change in the Child Friendly School Programme. A variety of strategies are available and being implemented in CFSP schools. These include The creation of teams and desirable values as well as the training and development of stakeholders in obtaining good personal skills.

5.3.6 Findings on main aim.

It is clear that the main aim of this study was addressed. The analysis and interpretation of empirical data has revealed that the participants understand what change is about. The study has revealed the experiences of school heads and changes brought by CFSP. They have a critical role to play in managing the CFSP because successful management of the programme is mainly determined by the effectiveness of their managerial and administrative skills. From the empirical data gathered during the interview it became evident that managers of schools have experiences of the changes that characterize the education system and schools today. However, from the responses it was clear that school managers in the Goodhope Area perform their managerial roles regarding the implementation of the CFSP inadequately. This is attributed to the inadequate in-service professional training they receive from the Ministry of Education and Skills Development.

5.4 LIMITATIONS.

As this study was a small scale case study, the findings are not necessarily applicable in a broader context of Botswana. The empirical findings and the comments in this study apply to primary school managers in the Goodhope Area only. As a result the experiences and challenges faced by school managers as outlined in this study are limited to them only and may not apply to others.

To date, there is not much literature available on the management of change in a Botswana context. Thus comparative data within the Botswana situation is scarce. The findings and recommendations must be viewed in the context of these limitations. However, this study identified limitations in training of school managers on managing change. However, it can be seen that school managers still find ways of managing change despite little or no formal training and inadequate guidance.

Based on the positive responses by the school managers in this study on the importance of change, the findings can be used to refine the readers understanding and perhaps modify old generalisations about change as some of their responses concurred with other researchers who wrote about change in schools.

5.5 RECOMMENDATIONS

The recommendations addressed the conclusions highlighted in this chapter in section 5.3 which is structured according to themes identified in Chapter 4. The recommendations were based on the strategies for managing change and recommendation for further research.

5.5.1 Recommendation on strategies for managing change.

In order to strengthen the management of change in the Child Friendly School Programme, the following strategies should be done:

- Improved communication in managing CFSP

Generally principals believed that change can be brought about by improved communication which creates a better learning and teaching atmosphere at school. Improved communication leads to the sharing of information and ideas amongst principals and their staff members. It is, therefore, important to communicate in running a programme like CFSP. Improved communication would expose a clear and desirable vision of how the school wants to be once the change is achieved.

- Creation of teams and structures for implementing CFSP.

Schools should have teams and structures in place to manage the Child Friendly School Programme. Structures can first be implemented by creating a team of staff members with desirable values and culture to guide other staff members on the envisaged change in the CFSP. The structures should also be made of staff members with good interpersonal skills to drive change in the CFSP.

- Monitoring and supporting staff members in managing change in CFSP.

It emerged during the research that principals are responsible for creating the vision of their schools and ensuring participation of all staff members in the change process. It is, therefore, important for school principal to monitor, support and provide motivation to staff members in managing CFSP. School principals should serve as an example by creating Action plans which are supported by well developed implementation plans.

- Training and Empowerment of staff members in managing CFSP

School managers should be encouraged to facilitate the management of change through in-service training. School based Workshops or cluster Based Workshops should be used as a strategy to train and empower staff-members in managing CFSP. The Ministry of Education and Skills Development (MoESD) should provide schools with access support staff such as Education Officers who would support the implementation of CFSP through workshops and training.

- Incorporation of change management aspects in Educational Programmes

Change management aspects should be incorporated in Educational Management courses at different universities such as the University of Botswana. This would equip school managers with the necessary knowledge about change management during their training. Further this would enhance the content knowledge of change management and training strategies that can be employed in schools.

5.5.2 Recommendation for future research.

Since there is little literature on change management in Botswana, it is hoped that this research will stimulate other researchers to carry further research on managing change. This study presented several research opportunities and the following recommendations are made:

- Similar studies should be conducted with Education Officers, Parents and teachers in the schools of Goodhope Area and other regions of Botswana.
- Lastly a national study is needed using a larger samples or different approaches to investigate change in the following areas; approaches to implementation of educational change, development and empowerment of school managers and the managerial strategies for educational changes.

5.6 CONCLUSIONS

The study was aimed at managing change in the CFSP in the Goodhope Area. From the study it emerged that rapid educational changes have manifested as indicated by numerous reforms that took place in Botswana including CFSP (cf 1.1). The nature and scope of change was explained as a process of growth with positive outcomes. School managers' experiences on changes brought by CFSP were discussed together with the impact of changes brought by CFSP. The main challenges brought by CFSP are rooted in the management process of the reforms being introduced to improve the quality of education. Educational reform like CFSP led to the demand for new managerial capabilities from the current school managers. It was established that though school managers in the Goodhope Area understand their roles in managing CFSP, they are facing challenges in playing their role with regard to managing and implementation of the educational change.

Managing change demands school managers to reshape their professional identity and develop new competencies that will enable them to play their expected roles. This implies that school managers need to be given opportunities to grasp the new competencies that are required for the successful management of educational reform. School managers need a more professional based training programme that focuses on empowering them to meet the challenges they face as they

execute their management roles. This would enable them to have a strong vision for their schools.

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APPENDIX A

INTERVIEW SCHEDULE

The interview schedule has interview questions which are based on the main themes. These themes are derived from the literature review and empirical research. The empirical research is focused on managing change in the Child Friendly School Programme. The following are the main themes that would be addressed by the interview questions.

- Perceptions of school principals concerning the nature of change.
- Experiences of school principals in managing the Child Friendly School Programme in schools in the Goodhope Area.
- The impact of changes brought by Child Friendly School Programme in schools in the Goodhope Area.
- The role of school principals in managing change in the Child Friendly School Programme in the Goodhope Area.
- Strategies deemed effective for managing change in Child Friendly School Programme in the Goodhope Area.

INTERVIEW QUESTIONS

1. What do you personally understand by nature and scope of change?

2. What are your experiences on the implementation of the Child Friendly School Programme?

3. What impact (changes) has the Child Friendly School Programme brought to the management of your school?

4. What are your roles as principals in managing changes brought by the Child Friendly School Programme?

5. Suggest strategies which you regard to be effective for the management of change brought by the Child Friendly School Programme?

APPENDIX B
OBSERVATION SCHEDULE FOR A DAY IN THE SCHOOL

1. Activities of the school principal from morning to end of the working day (In office and outside office).
2. Interaction with teachers and learners.
3. Information displayed on notice board of the school and offices concerning Child Friendly School.
4. Classroom Observation.

APPENDIX C

P O BOX 99
Goodhope

18th September 2013

The Chief Education Officer
Goodhope Sub Regional Office
P O Box 7
Goodhope

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS IN SCHOOLS
(GOODHOPE)**

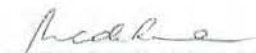
I am presently undertaking a study on managing change in the Child Friendly Programme in Primary schools in Goodhope area. This is in fulfilment of the Master of Education degree programme with the North-West University (Mafikeng-South Africa). My focus is in your educational area.

I therefore make a request from your office to give me permission to proceed with these interviews. This is a qualitative research that target ten school principals. Care will be taken to avoid disruption of the school programmes by arranging for the interview to take place after or at the convenient time.

The study is not necessarily crucial for my academic qualification but will also give an insight on how the Child Friendly School Programme is run in schools. It will also help add literature on managing change in Botswana.

Thanks for your usual cooperation

Yours faithfully



K.T Madikwe (Mr)
Student no: 21837635
Cell: (+267) 74759086





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16 September 2013

TO WHOM IT MAY CONCERN

This is to confirm that **Mr K.T. Madikwe No :(21837635)** is a MEd student studying Education Management at the North West University, Mafikeng Campus.

He is collecting data for his research. **TOPIC: A CASE STUDY ON THE MANAGING CHANGE IN THE CHILD FRIENDLY SCHOOL PROGRAMME IN THE GOODHOPE AREA**

Any assistance given to Him will be appreciated.

A handwritten signature in black ink, appearing to read 'J.R. Debeila', enclosed within a hand-drawn oval.

Prof J.R. Debeila
Director: School of Postgraduate Studies

