

**ISSUES AND CHALLENGES IN THE MANAGEMENT OF CHANGE IN
SECONDARY SCHOOLS OF MAFIKENG DISTRICT OF THE NORTH
WEST PROVINCE.**

BY

MPHO ELIZABETH MOKGOSI

**A MINI DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION IN THE DEPARTMENT OF EDUCATIONAL PLANNING
AND ADMINISTRATION IN THE FACULTY OF EDUCATION AT THE
UNIVERSITY OF NORTH WEST.**

**SUPERVISOR: DR M. W. LEGOTLO
MRS C.M. TEU**

EXTERNAL EXAMINER: PROFESSOR R.V GABELA

DATE SUBMITTED: 30 JANUARY 1999

I, **MPHO ELIZABETH MOKGOSI** declare that the dissertation for the degree of **Masters in Education** at the University of North West hereby submitted, has not previously been submitted by me for a degree at this or any other university, that it is my own work in design and execution and all material contained herein has been duly acknowledged.


.....

(i)

ACKNOWLEDGEMENT

No one ever conducted a study “all by oneself”, and in my case this is particularly true.

Very special appreciation goes to Dr M.W Legotlo and C.M. Teu, my supervisors for their time, everlasting patience, motivation, encouragement and for guiding my path along the way towards the final goal.

I am gratefully indebted to Judith Motabogi who typed and retyped so many of the papers, sometimes after hours, weekends and during holidays. This arduous task cannot be undervalued.

A special debt is owed to Maureen Ledibane, an English for Academic Skills Lecturer at the University of North West, for reading my work and offering editorial and helpful critical evaluations.

I especially wish to thank Mr Gopane, the Mafikeng District Manager for granting me permission to access the schools. I also thank the principals and teachers of schools in Mafikeng district who participated in the study.



And last but certainly not least to: Messrs E. T. Matshidiso, E.M.Moshia, I.B.B.Shole, Mesdames M.V.K. Sentsomedi, D.R. Mokgoamme and P. N. Mphahlele for their support and team work. A special thanks to my colleague, classmate and friend, Julia Molefe for her enthusiasm and sustained interest in the study. To Mr and Mrs Rasego, my family friend for the transport they offered me and to Barbie Setuke for letting me use her audio-tape.

Without insistence from my parents, Papa Keresiane, Mama Matshidiso, my sisters Neo and Nkele, my younger brother Legakoa, I could never have completed my study. A special debt is owed to my son, Orapetswe for his patience and tolerance throughout the writing of this report.

Finally, and above all, thanks to the Almighty God who gave me the strength and wisdom to complete this study.

ABSTRACT

ISSUES AND CHALLENGES IN THE MANAGEMENT OF CHANGE IN SECONDARY SCHOOLS OF MAFIKENG DISTRICT OF THE NORTH WEST PROVINCE.

The purpose of this study is to determine from literature the nature and scope of managing change in schools, to determine and investigate empirically issues and challenges of managing change in schools.

The survey method was used to gather data. A 8 item interview schedule was used to examine and describe changes that took place in schools since 1994, to specify who initiated each change in school, to describe issues and challenges in the management of change and to suggest ways in which change could be managed in schools.

The subjects of the study were 50 teachers in the Mafikeng district. The sample was selected from the junior secondary, senior secondary and combined or comprehensive schools. The interview schedule conducted revealed that factors that influence the process of change, the use of models of change and guidelines of managing change have contributed to the effective management of change. Furthermore, the study revealed that all stakeholders involved should understand the need for change and they should all participate in the implementation of change.

The conclusions drawn from the study show that there are issues and challenges in managing change in secondary schools in the Mafikeng district regarding staff, learners, parents, physical as well as financial resources. It is important that the findings of the research be implemented to manage change effectively.

TABLE OF CONTENTS

No.	Contents	Page
	Acknowledgements	
	Abstract	
	Abbreviation	
1.	ORIENTATION	1
1.1	Introduction	1
1.2	Statement of problem	2
1.3	Aims of study	4
1.4	Method of research	4
1.4.1	Literature study	4
1.4.2	Empirical investigation	5
1.4.2.1	<i>Interview schedule</i>	5
1.4.2.2	<i>Conducting the interview schedule</i>	5
1.4.2.3	<i>Population</i>	5
1.5	Analysing interview schedule	5
1.6	Definition of terms	6
1.7	Chapter heading	8
1.8	Summary	8
2.	NATURE AND SCOPE IN THE MANAGEMENT OF CHANGE	9
2.1	Introduction	9
2.2	Further definition of terms	10
2.2.1	What is change?	10

2.2.2	What is educational change?	11
2.2.3	What is resistance to change?	11
2.3	Conceptual framework	12
2.3.1	Goal of change in education	12
2.3.2	Factors that influence the process of change	12
2.3.2.1	<i>Characteristics of change</i>	14
2.3.2.2	<i>Local factors/characteristics</i>	16
2.3.2.3	<i>External factors</i>	18
2.3.3	Factors that affect change	18
2.3.3.1	<i>The community and local environment</i>	19
2.3.3.2	<i>The unit of change</i>	19
2.3.3.3	<i>Support by those involved in the process of change</i>	19
2.4	Models of change in schools	21
2.4.1	Basic model of change	21
2.4.2	Lewin's three stage model	21
2.4.2.1	Stage I: Unfreezing stage	22
2.4.2.2	Stage II: Changing/movement stage	22
2.4.2.3	Stage III: Refreezing stage	23
2.4.3	Harvelock's model of change	23
2.4.3.1	<i>The social interaction model</i>	23
2.4.3.2	<i>The research, Development and Diffusion (RD & D) Model</i>	24
2.4.3.3	<i>The problem-solving model</i>	25
2.5	Issues and challenges in the management of change	26
2.5.1	Addressing the imbalances of teaching staff	26
2.5.2	Teacher Associations (Unions)	27
2.5.3	Unanticipated problems	28
2.5.4	Introduction of Outcome Based Education (OBE)	29

2.5.5	Assessment	29
2.5.5.1	<i>Learners' Assessment</i>	30
2.5.5.2	<i>Teachers' Assessment</i>	30
2.5.6	School ownership and governance	33
2.5.7	Empowerment of stakeholders	33
2.5.8	Multiple Interpretation of Policies	34
2.6	Guidelines for managing change in schools	35
2.7	Skills needed by school principals as change agent	36
2.8	Research findings in the management of change	37
2.8.1	Managing change in developed countries	37
2.8.1.1	<i>Managing change in United Kingdom</i>	37
2.8.1.2	<i>Managing change in Canada</i>	39
2.8.2	Managing change in developing countries	41
2.8.2.1	<i>Managing change in Lesotho</i>	41
2.8.2.2	<i>Managing change in Zimbabwe</i>	42
2.8.2.3	<i>Managing change in South Africa</i>	43
2.9	Summary	44
3.	RESEARCH METHODOLOGY	46
3.1	Introduction	46
3.2	Research instrument	46
3.2.1	Interview as research instrument	46
3.2.1.1	<i>Advantage of interview</i>	47
3.2.1.2	<i>Disadvantage of interview</i>	48
3.2.2	Types of interview	49
3.2.2.1	<i>The structured interview</i>	49
3.2.3	Conducting the interview	50
3.2.4	Recording the interview data	50

3.2.5	Format and content of the interview	51
3.2.6	Pre-testing the interview schedule	52
3.2.7	Final structured interview	52
3.3	Population and sampling	53
3.4	Administrative procedures	54
3.5	Covering letter	54
3.6	Analysing an interview schedule	55
3.7	Summary	56
4.	DATA ANALYSIS AND INTERPRETATION	57
4.1	Introduction	57
4.2	Review of the respondents	57
4.3	Demographical data of respondents	57
4.3.1	School type	58
4.3.2	School enrolment	59
4.3.3	Socio-economic background of learners	59
4.3.4	School location	60
4.4	Changes in schools and school system	60
4.4.1	Changes that took place in schools since 1994	61
4.4.2	Initiators of change	64
4.4.3	Major role players and areas in which they were actively involved.	64
4.5	Issues and challenges in introduction of change	65
4.6	Reasons/factors for resistance to change	71
4.7	Suggestions/ways in which change could be managed	75
4.8	Summary	77
5.	SUMMARY, RECOMMENDATION AND CONCLUSION	79
5.1	Introduction	79
5.2	Summary	79

NWU
LIBRARY

5.3	Research findings	80
5.3.1	Findings on Aim 1	80
5.3.2	Findings on Aim 2	81
5.4	Recommendations	82
5.5	Conclusion	83

LIST OF REFERENCES

Appendices

Appendix A: Interview schedule

Appendix B: Letter of consent

Appendix C: Permission letter

LIST OF TABLES

3.1	Distribution of the sample population and response rate	53
4.1	Description of demographic data of respondents	58
4.2	Respondents' view on issues and challenges pertaining to parents	67
4.3	Response rate on factors or reasons why there was resistance to change	71
4.4	Response rate on factors or reasons why there was no resistance to change	74
4.5	Suggestion on how change could be managed	75

LIST OF FIGURES

2.1	Factors influencing the process of change	13
2.2	The basic model of change	20
2.3	Lewin's three-stage model	22
4.1	Respondents' view on issues and challenges of managing change	61

ABBREVIATIONS

OBE - Outcome Based Education

SGB - School Governing Body

SRC - Student Representative Council

VSP - Voluntary Severance Package

BTA - Bophuthatswana Teacher's Association

RSA - Republic of South Africa

DANIDA - Danish International Development Agency

TBE - Toronto Board of Education

NCPC - National Curriculum Development Centre

RD & D - Research, Development and Diffusion (RD & D)

CHAPTER 1

ORIENTATION

1.1 Introduction

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

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

The statement of the problem is provided within the context of this chapter to facilitate an understanding of the problem under investigation, and to define terms which are relevant to the study.

1.2 Statement of the problem

Smit and de J. Cronje (1992) argue that most, if not all organisations (schools) inevitably face the need for change. This could reflect the impact of environmental circumstances or the advent to innovate technology. In order to survive the schools need to be proactive, that is, they have to prepare themselves for possible change. Understanding when and how to implement educational change in order to survive in this society is a vital part of management.

According to Conley (1996) most schools have not been designed to change, let alone change rapidly. Most principals, teachers and parents have neither the extensive experience nor high motivation needed to engage in educational redesign. Thus change in this society is a challenge.

Change has been a major characteristic of education for the past few years as wide-ranging new legislation has been implemented. However, schools have not been able to keep pace with these changing needs, for example, in America, the education system have gone through a 20 year period of shock and adaptation mostly because of the fact that they had not been adapting gradually to changes in the world around them (Rudduk, 1991). There should therefore be an agreement about specific ways in which schools should change. By so doing, schools will be transformed eventually into new, more effective places. Somehow this change would be achieved without disruption or resistance (Robbins, 1990).

Researchers on educational change like Barlett & Kayser (1973); Fullan

(1991, Rudduck (1991) and Conley (1996) highlighted some of the important factors that educational change can be attained and implemented peacefully if educators and community members begin by agreeing upon three things which are:

- * the need and rationale for change;
- * the general direction or vision that will guide their journey; and
- * the overall process to be followed.

Newton & Tarrant (1992) also view change as a process which must be managed. They agree that the school principal as the key figure around which much of the school activities revolve, determines to a great extent the school's successes and failures when change is implemented. This implies that school principals should strive to design their schools according to the needs which students will use in future.

Currently, change is taking place in the education system of South Africa, for example, the National Department of Education (RSA, 1997) felt a need to adopt an integrated approach based on the ideal of lifelong learning for all South Africans. This new curriculum (Curriculum 2005) aims at equipping all learners with the knowledge, competencies and orientations needed for success after they have completed their training. Its guiding vision is that of a thinking, competent future citizen. This implies that the Department of Education felt a need to change the education system of the country because during the past apartheid era the school curriculum did not clearly meet the needs of different cultural groups (Van der Westhuizen, 1996).

With the current degree of criticism of our South African education system, it should be borne in mind that it is not always what is done but how it is done that finally determines the acceptance or rejection of the proposed change.

The study is guided by the following questions:

- * What are the issues and challenges of managing change?;
- * Which changes took place in schools since 1994?; and
- * Why people resist change in the workplace?

1.3 Aim of study

The aim of this study can be operationalized as follows:

Aim1: To determine from literature the nature and scope of managing change in schools.

Aim 2: To determine empirically issues and challenges in the management of change in schools.

1.4 Method of Research

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

1.4.1 Literature study

In the review of literature, a thorough study of both primary and secondary sources was made with the view of gathering information on the nature and scope of managing change in schools.

1.4.2 Empirical Investigation

In the empirical investigation, the researcher used the interview schedule. The interview schedule is discussed as follows:

1.4.2.1 *Interviews schedule*

An interview schedule was pretested. The purpose of pre-testing is to acquaint the researcher with the flaws and problems that need attention before the major study.

1.4.2.2 *Conducting the interview schedule*

Semi-structured interviews were conducted with ($n = 50$), 14 school principals, 4 Deputy Principals, 10 Head of Department and 22 teachers selected to participate in the study. The main aim of these interview was to gather respondents' views on issues and challenges in the management of change in schools.

1.4.2.3 *Population*



Out of the total number of secondary schools in Mafikeng District ($N = 56$), a random sampling of 14 schools was selected. In each school the principal, one (1) deputy principal or Head of Department and three (3) teachers were selected to participate in the study.

1.5 **Analysing interview schedules**

In analysing the interview schedule, the researcher used the following ways:

- Listening to the interviewed tape recorder;
- delineating units of meaning relevant to the research question;
- clustering units for relevant meaning; and
- by writing a composite summary.

1.6 Definition of Terms

Change:

Change can be defined as a planned, systematic process. It takes time to come to fruition. It is effected by individuals therefore has a highly personal experience (Van der Westhuizen, 1996).

According to Fullan (1991) change is a phenomenon that affects all aspects of a person's life, bringing about alterations in both personal and employment spheres.

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

Educational Change:

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

In this study educational change is a change in syllabus, school curriculum and teaching methods used in schools.

Managing change:

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

Resistance to Change:

According to Kreitner & Kinicki (1995) resistance to change is an emotional or behavioural response to real and imagined threats to an established work routine.

Van der Westhuizen (1996) argues that resistance to change is a struggle or rebellion against the existing customs and practice.

In this study resistance to change refers to the rejection or partial refusal to accept change.

Secondary School:

In this study secondary school is divided into:-

- Junior secondary which is a public school admitting students from grade 7 up to grade 9 (std 5 - 7).
- Senior secondary which is a public school admitting students from grade 10 up to grade 12 (std 8 - 10).
- Comprehensive is a combination of both junior and senior

secondary which admit students from grade 7 up to grade 12.

District

District refers to an educational area comprising of a number of circuits under the supervision of a District Manager. The district ensures co-ordination and management of education.

1.7 Chapter Headings

1. Orientation
2. Nature and scope in management of change
3. Research methodology
4. Data analysis and interpretation
5. Summary, recommendations and conclusion.

1.8 Summary

In this introductory chapter, a brief orientation to the study outlining the problem to be investigated and formulating the aims of the study is provided. The major focus of the study is to determine the factors that influence the process of change, models, strategies and guidelines for managing change in secondary schools in the Mafikeng District of North West Province.

CHAPTER 2

NATURE AND SCOPE IN MANAGEMENT OF CHANGE

2.1 Introduction

Most of the organizations like schools face a dynamic and changing environment that in turn requires these organizations to adapt. The only prediction which can be made about education is that change is inevitable. Therefore, teachers in all sectors of education are to respond to the changing economic, political and social systems. These changes are providing challenges for school principals as well as those who deliver the curriculum (Oliver, 1996).

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

Attention will be paid firstly to the definition of the terms change, educational change and resistance to change in schools. The latter part will concentrate on the factors that influence the process of change, issues and challenges of managing change, models of change and research finding on managing change.

2.2 Further definition of terms

Within this section the term change, educational change and resistance to change are defined.

2.2.1 What is change?

There are several ways in which change may be defined. According to Van der Westhuizen (1996) change is a planned, systematic process. Change is an unavoidable feature of human experience that need to be managed. Thus the school principal as the key figure around which much of the school activities revolve, determines to a great extent the school's successes and failures when change is implemented.

Robbins (1990) sees change as a complicated process that requires thorough strategic planning in order to reach the prescribed goals. Change has a technical and human aspect; it begins and ends with individuals acting in unison to make a school effective.

Van der Westhuizen (1996) argues that change represent the struggle between what is and what is desired, hence it is a phenomena that affect all aspects of a person and employment spheres.

According to Fullan (1991) all real change involves loss, anxiety and struggle. Therefore, if we fail to recognise that change is natural and inevitable, then we will be ignoring the important aspects of change.

In this study change refers to:

- making things different;
- the process which needs strategic planning in order to reach set goals;
and
- bringing about alterations in both personal and employment spheres.

2.2.2 What is educational change?

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

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

2.2.3 What is resistance to change?

According to Kreitner & Kinicki (1995) resistance to change is an emotional or behavioural response to real or imagined threats to an established work routine. Gerber et al. (1996) argue that although change is universal and inevitable, it seldom takes place without problems therefore, resistance is a general response to proposed change.

Robbins (1990) argues that resistance to change is a big stumbling block in

a way of successful innovation in organizations. Teachers have a reputation of resistance to accept change, and the intensity of their resistance usually depends on what is being changed and whether the stability of the school is being threatened (Van der Westhuizen, 1996).

Van der Westhuizen (1996) further argues that sometimes resistance is necessary, logical, fundamental, honest and even functional. That it can serve to clarify motives, convictions and loyalties.

2.3. Conceptual framework

In the conceptual framework, goals of change in education, factors that influence the process of change, the factors that affect change in schools, and the models of change are discussed.

2.3.1 Goals of change in education

According to Van der Westhuizen (1996) the goals of change in education (school) are to improve the quality of work, the process of learning and other related matters with the sole purpose of attaining educational goals.

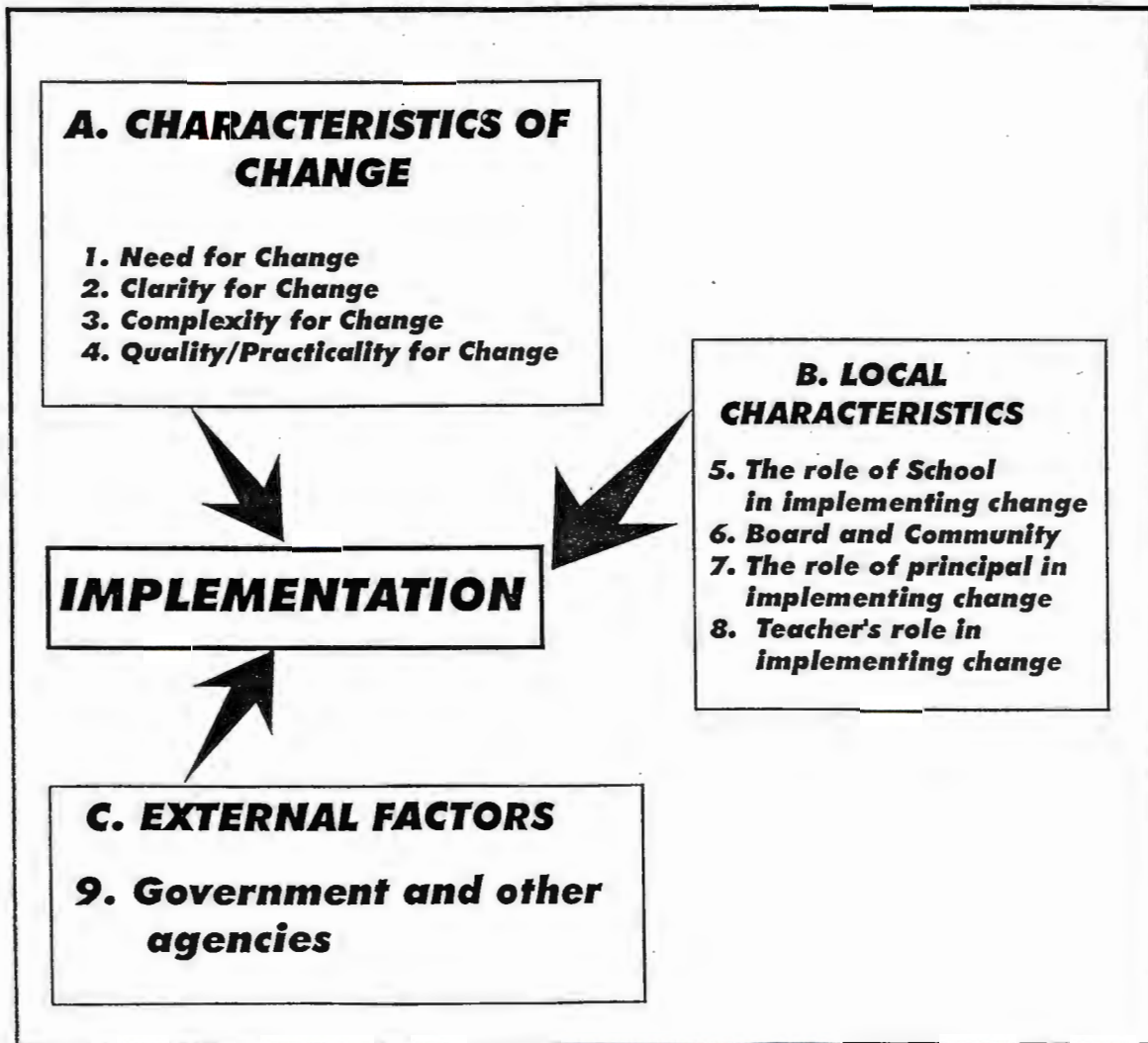
2.3.2 Factors that influence the process of change.

Figure 2.1 lists nine critical factors organised into three main categories relating to:

- characteristics of change;

local characteristics; and
external factors.

Figure 2.1. Factors Influencing the Process of Change



SOURCE (Adapted) Fullan, 1991: 68

2.3.2.1 *Characteristics of change*

According to Figure 2.1 the characteristics of change include need, clarity, complexity and quality for change. These characteristics are briefly summarized in the following paragraphs.

- Need for change

According to Fullan (1991) many changes are attempted without careful examination of whether or not they address what are perceived to be priority needs. Teachers, for example frequently do not see a need for an advocated change, they often become clearer about the need when they start doing things.

The school principal should inform and educate his staff members at an early stage with regard to the necessity for and logic of the change. The school principal may understand and listen to their views therefore the school Principal and staff may know whether change is or is not necessary (Judson, 1991).

- Clarity for change

Clarity is a perennial problem in the change process. There may be an agreement that some kind of change is needed, for example, teachers' may wish to improve some area of the curriculum. The said improvement before being adopted should be clarified to all stakeholders. If this is not done it will represent major problems at the implementation stage (Fullan, 1991).

The implication is that it should be clear to all participants what is

expected from them when implementing change. If not, the parties concerned could end up rejecting the proposed change irrespective of how technically or administratively perfect it may be (Robbins, 1990; Judson, 1991, Kreitner & Kinicki, 1995).

- Complexity for change

Complexity refers to the difficulties and extent of change required of an individual responsible for implementation. The actual amount depends on the starting point for any given individual or group, but change can be examined with regard to difficulty, skills required and extent of alterations in beliefs (Fullan, 1991).

Fullan (1991) found out that often schools attempt to implement innovations that are beyond their abilities, therefore all the responsibilities will be shifted to the school principal. The school principal should follow guidelines of managing effective change so that the proposed change may not be complex.

- Quality/Practicality for change

Inadequate quality and even the simple unavailability of materials and other resources can result when adoption decisions are made on groups about the perceived need without time for development. As a result the time line between the initiation decision, and startup may be short to attend matters of quality. Therefore changes in school must pass the test of the "Practicality ethic" of teachers, those that include how-to-do-it possibilities (Fullan, 1991). Change should be both theoretical and practical if not it will never be implemented.

2.3.2.2 *Local factors/characteristics*

The local factors is characterised by the four factors namely: district, the board and community, the role of principal in implementing change and lastly teacher's role in implementing change. The local factors are discussed as follows.

- The role of School District in implementing change

The importance of the district's history of innovation is that introducing innovations is a way of life in most school systems thus school district should build up tract records in managing change. If teachers, for instance had a negative experience with previous implementation attempted in the district, they will be apathetic about the next change presented, regardless of the merit of the new idea or program. School district could develop an incapacity for change as well as a capacity for it (Fullan, 1991).

According to Purkey & Smith (1983) the role of the district office is best conceived as guiding and helping. Fundamental change, building level management and staff stability depend on support from the district office.

- Board and Community



It is difficult to generalize about the role of communities and school boards vis-a-vis implementation. In some schools, community support would be positive whilst others negative because of fear of the unknown. They also fear that they would lose their status (Kreitner & Kincki, 1995).

-The role of the Principal in implementing change

The main agents of change are the principals and teachers. The principal plays a key role in determining the orientation of the school culture, including which activities will be given priority. All major research on innovation and school effectiveness show that the principal strongly influences the likelihood of change (Robbins, 1990). With the help of the Department of Education, the principal should support teachers, both psychologically and with resources. The principal should attend workshop training sessions for the proposed change, so as to gain the understanding of change dimensions such as teaching materials, curriculum material and policies (Fullan, 1991).

Carr (1997) argues that it is important for principals to be able to communicate to various functions in a school, for example , staff, parents, learners and other interested parties. The principal should give a consistent and effective message of the necessity for change in the school. Furthermore, principals must be committed to involve various people to come up with creative solutions and try by all means to eradicate barriers for change.

According to Lagana (1989) principals must know and understand the diverse human dimensions involved in bringing about school change. They should know the staff needs, beliefs, fears and how willing and able is each staff member to contribute to the proposed school improvement initiatives.

-Teacher's role in implementing change

Like principals, teachers play an important role in determining the implementation of change. The quality of working relationships among teachers is strongly related to implementation. The principal should communicate support and help teachers with resources (Fullan, 1991).

Teachers are human beings and professionals. They need to be provided with time. As a facilitator of change a principal must develop a shared vision and plan with the staff. Staff members must be allowed to work individually and in pairs (group) to study students (Lagana, 1989).

2.3.2.3 External factors

According to figure 2.1 the external factors consist of one factor namely, government and other agencies. This factor is summarized as follows.

- Government and other agencies

In most countries government agencies and local school system have not learned how to establish a procedural relationship with each other (Carr, 1997). Government agencies have been pre-occupied with policy and program initiation, and underestimated the problems and processes of implementation. Hence, one may find that a proposed change is just theoretical and not practical (Fullan, 1991).

2.3.3 Factors that affect change in schools

Van der Westhuizen (1996) identifies factors that determines the process and success of change in schools as follows:

2.3.3.1 The community and local environment

Education is located in the area of social contestation and as such is always political. Therefore, the political ethos has an influence on education which in turn forms part of the overall socio-economic policy of the nation (Van der Westhuizen, 1996).

2.3.3.2 The unit of change

Educational change is affected by, among other factors, the system of educational provision, the organisation of schools and teachers. Educational provision includes physical elements such as the syllabus and content of courses. Lastly, the school as an organisation sees change affecting the structure, culture and climate of the school (Van der Westhuizen, 1996).

2.3.3.3 Support by those involved for the process of change

According to Van der Westhuizen (1996) the most important indicators of successful change is the nature and intensity of support given by those involved in the change to those implementing it. Perreault & Isaacsons (1996) argue that the influence of opinion leaders, both inside and outside the school, is an important variable in gathering the energy and support needed to sustain a major significant formal and informal power. Such knowledge enables leaders (principals) to identify and work with enough key players to bring about change.

FIGURE 2.2 BASIC MODEL OF CHANGE

TARGETS OF CHANGE

PRESSURES TO CHANGE	Individual	Group	Organization
Create motivation to change	.Training need analysis .Performance feedback	.Modelling .Group Survey research	.Action research .Pilot study analysis
Use appropriate change method	.Training of individuals .Individual counselling	.Group training .Team building	.Change task forces .System audits
Reinforcement of change	.Positive reactions .Supervisory praise .Performance success	.Group praise .Improved functioning .Performance success	.Improved functioning .Praise by other organizations .Performance success

Source: Tosi et al. (1995: 541.)

2.4 Models of Change

In the models of change the following are discussed: Tosi's, Lewin's and Harvelock's.

2.4.1 Basic model of change

The basic model of change according to Tosi et al. (1995) has the pressure for change as well as targets of change. Figure 2.2 explains how pressure for change may influence an individual group or organisation.

The change may be planned and systematic or more informal and reactive. Systematic change efforts are often designed and implemented by consultants whereas informal and reactive efforts occur on an everyday basis as managers carry out their job responsibilities. Figure (2.2) also shows that some change methods are more appropriate for individuals, others for groups and entire organisations (Tosi, et al. 1995).

2.4.2 Lewin's three stages model of change

Kurt Lewin developed a three-stage model of planned change which explains how to initiate, manage and stabilise the change process (Robbins, 1991; Gibson et al. 1994; Schermehorn et al., 1994). The stages are indicated in figure 2.3 below:

Figure 2.3 Lewins three stage model of change.

Stage I	Stage II	Stage III
Unfreezing	Changing/movement	Refreezing
Creating a felt need for change	Changing people (individual and groups).	Reinforcing outcomes and evaluating results.

Source (Adopted) Schermerhorn et al. 1994: 640.

2.4.2.1 *Stage I: Unfreezing stage*

Unfreezing is the first stage of managerial responsibility in which a situation is prepared for change. It involves disconfirming existing attitudes and behaviours to create a felt need for something new (Schermerhort et al.; (1994). According to Robbins (1990) unfreezing is facilitated by environmental pressures, declining performance, the recognition of a problem and awareness that someone has found a better way.

2.4.2.2 *Stage II: Changing/movement stage*

According to Gibson et al. (1994) the changing/movement stage involves a managerial responsibility actual to modify a situation, that is, to change people, tasks, structure and technology. Lewin feels that many change agents enter this stage prematurely to change things. As a result, they all too often end up creating resistance to change in a situation that is not adequately unfrozen (Robbins, 1990).

Schermerhorn et al. (1994) argue that changing/moving something is hard enough, let alone having to do it without the proper foundations. Successful change requires sustained energy and clear goals to maintain the process.

2.4.2.3 *Stage III: Refreezing stage*

Refreezing is the final stage of managerial responsibility in the planned process. Refreezing positively reinforces desired outcomes and provides extra support when difficulties are encountered (Schermerhorn et al., 1994). Robbins (1990) argues that evaluation is a key element in this final step of the change process.

Refreezing provides data on the costs and benefits of change, and offers opportunities to make constructive modifications in the change over time. Improper refreezing results in changes that are abandoned or incompletely implemented (Schermerhorn et al., 1994).

2.4.3 Harvelock's model of change



Harvelock describes three different perspectives (models) for understanding change (Van der Westhuizen: 1996) as follows:

2.4.3.1 *The social Interaction Model*

In Social interaction the emphasis is on understanding the change process in terms of a series of decision phases that, the individual change moves through a social system.

The process of social interaction model is characterised by the following four phases:

- developing an awareness of the innovation;
- interest in and search for more information about the innovation;
- evaluation; and
- trial and adoption.

In this perspective the role of the school principal as the change agent is more significant. With the help of teachers and community he seeks more information about the change, and once the adoption decision is made, he could use strategies and guidelines for managing that change (Van der Westhuizen, 1996)..

2.4.3.2 *The Research, Development and Diffusion (RD&D) Model*

The RD&D Model conceives change as an orderly planned sequence which begin with problem identification, followed by finding or producing a solution and finally diffusing the solution (Van der Westhuizen, 1996). The model is guided by the following assumptions

- a rationale sequence;
- research;
- development;
- packaging; and
- dissemination for evolving and applying a new practice.

In this perspective nearly all efforts are concentrated in the area of research,

development and diffusion. Little attention is given to those (people) who will implement the change once it has been delivered (Van der Westhuizen, 1996). The school principal should therefore communicate with all stakeholders and involve them at an early stage.

2.4.3.3 *The Problem-solving Model*

According to Van der Westhuizen (1996) the problem-solving model is advocated by adherents of the group dynamics or human relations. Harvelock outlines five positions advocated by the problem solving perspective as follows:

- the consideration of the user need about which the leader should be concerned primarily;
- an integral part of the change process is diagnosing need;
- the leader should be non-directive and should not be seen or perceived as an expert of a particular solution (change);
- internal sources should be fully utilized; and
- commitment coming from the self-initiated and self-applied innovation.

This model emphasizes the point that people should be involved in problem solving. The school principal should therefore involve the people with whom he work , so that all could take part in solving any problem. By doing that, he will be minimizing chances of resisting change.

From the above mentioned two models (Lewin's and Harvelock), it is clear that the school principal as the change agent must communicate with all stakeholders. They could carefully scrutinize whether the proposed need is a priority. He should motivate all the people to be involved up to the

end for all to be responsible for that change.

In Harvelock's model, the school principal, with the help of all stakeholders, should seek further more information about the change. He should encourage/motivate all stakeholders to participate in decision making and problem solving.

2.5 ISSUES AND CHALLENGES IN THE MANAGEMENT OF CHANGE

According to Legotlo & Setsetse (1995) shifting the gears across the contours of change is not always an easy task. It is common for people to resist change.

There are changes which took place in schools after 1994. These changes caused problems in educational institutions. Issues and challenges of managing change are discussed below:

2.5.1 Addressing the imbalances of teaching staff.

According to National Teacher Education Audit (RSA, 1995) there were imbalances of educators across racial groups in South African schools. This meant that in some schools educators were under-supplied whilst in others avoid repetition over-supplied. Therefore, the challenge which the government faced was to transform the legacy of the past (The First White Paper on education and training, RSA, 1995).

The problem of staff imbalances was addressed by passing Resolution 3

of 1996 whereby right-sizing of teachers, redeployment of teachers and voluntary severance package (VSP) were introduced. According to Resolution 3 of 1996 each school had to form the school-sizing committee which was to follow certain criteria, such as:

- An educator will be redeployed/transferred to another school if his/her post was declared in excess or if he/she does not satisfy the curricular needs of the institution.
- A teacher will be redeployed if he/she was appointed last in the institution, that is LIFO (last in, first out); or
- If the staff member volunteers for severance package.

The challenge with Resolution 3 of 1996 was that staff members who were declared in excess resisted to go to needy schools as they felt that principals wanted to get rid off them. Therefore, teacher unions felt that the procedures of declaring a teacher in excess should be fair and transparent, and that disguised disciplinary actions be avoided.

2.5.2 Teacher Associations (Unions)

According to the Labour Relations Act 66 of 1995 the rights associated with freedom of association were protected in the past; only employees classified as White, Coloured and Asian were protected by the Act. However, from 1988 to 1991, the concept "unfair labour practice" was introduced providing a more effective remedy for challenging certain infringements on the freedom of association.

From 1993 to 1995 similar right (freedom of association) was extended to farm workers, public sector, workers, the police as well as the education

sector. By 1994, the interim constitution came into effect, providing that every person to have the right to freedom of association (Labour Relations Act 66 of 1995).

Labour Relations Act 66 of 1995 also gave trade unions the right to negotiate with the employer (Government) regarding the wages, grievances, and to disclose information, that is why teacher unions agreed to pass Resolution 3 of 1996.

2.5.3 Unanticipated problems

The First White Paper on education and training (RSA, 1995) stated free education for all children irrespective of race and colour. All have the right to learn. This then led to overcrowding of learners in schools because parents and children honoured the call of the president.

The challenge with compulsory education is in most secondary schools, where some children who were over-age and very ill-disciplined were admitted. Teachers faced problems on how to discipline these children because corporal punishment was abolished.

Another problem with free, compulsory education is that parents and children were told that everything will be free, however, this was just theoretically because in practice schools need tuition fees. Therefore, the concept of “free education” brought confusion to parents and children as they thought that schools were cheating on them.

2.5.4 Introduction of Outcome Based Education (OBE)

After 1994 the National Department of Education felt a need to change the curriculum in South Africa. Curriculum 2005 (1997) aims at equipping all learners with knowledge and that all citizens of South Africa be competent.

According to Professional Committee of Naptosa (1998) the implementing of OBE and the new curriculum in South Africa has presented education leaders and educators in the classroom with challenges which could have been foreseen beforehand. Curriculum 2005 was introduced in 1997 whereby it was to be implemented in Grade 1 and Grade 8 as from 1998. The Professional Committees of Naptosa (1998) reported that schools had great difficulties during 1998 in obtaining the necessary information and teaching aids essential to their task.

The other problem is that teachers in Mafikeng district thought that OBE would decrease their workload, only to find that it is the same as Primary Education Upgrading Programme (PEUP) which was used in the former Bophuthatswana. To them OBE is not a challenge but rather a modification of terms.

2.5.5 Assessment

Learners assessment and teachers assessment are discussed within the coming paragraphs. Learners assessment aims at promoting them to the next standard (grade). Teacher assessment aims at developing and improving them in their work.

2.5.5.1 *Learners' assessment*

According to Curriculum 2005 (1997) learners were to be assessed continuously throughout the year by formal and by informal assessment. According to the Professional Committee of Naptosa (1998) assessment remains a problem because teachers stated that they needed further training, guidance and assistance in this respect. Teachers stated that there was no consistency regarding how assessment should be done.

Learners assessment allows learners to be promoted to the next grade even if their performance is below average; for example, learners are not allowed to stay in one standard (grade) for more than two years. Therefore this create bad results especially in standard 10 (Grade 12).

2.5.5.2 *Teachers' Assessment*

According to Van der Westhuizen (1995) class visits were conducted by principals and school inspectors with the aim of evaluating fellow teachers. The disadvantages of class visits is that principals/inspectors are not directly involved in classroom practice, thus, they might not know the latest development in educational methodology and subject approaches.

The Education Labour Relations Council (Resolution no.4 of 1998) developed the Appraisal system for educators so as to have balance between Developmental (formative) appraisal and judgemental (summative) appraisal. The appraisal system also intended to entrench educators (teachers) with strengths, develop their potential and overcome their weakness.

With the appraisal system, five stages discussed hereunder are: needs assessment, prioritisation, planning, implementation, evaluation and recommendations, may be followed (Developmental Appraisal System, 1998).

* Needs assessments

Needs are specific competence (skills, knowledge and attitudes) which an appraisee would like to learn more about, or on which he/she would like to improve. The needs identified through:

- self appraisal, and
- appraisal by a oppressors from the panel.

* Prioritisation

Self appraisal and appraisal by appraisers may identify several need, however, the important ones have to be prioritised. This will be done by the panel. The panel ratings in the 3rd column of the prioritisation form would be the basis for planning professional growth activities.

* Planning

Planning is based on manageable number of prioritised needs the professional growth plan (PGP) will be worked out. The plan will contain:

- . objectives;
- . activities;

- . resources;
- . performance indicators; and
- . time frames.

* Implementation

The appraisee has to engage in the activities of planning within time-frames. The support may be obtained through:

- . self study;
- . Peers; and
- . attending workshops.

* Evaluation

The achievement of objectives in the PGP (Performance Growth Plan) as reflected by the performance indicators will be analysed and evaluated. This will be done by working through the discussion paper. The evaluation will lead to recommendations to the appraisee for the next cycle. The recommendations will consist of:

- new needs;
- support programmes for development; and
- provides.

The recommendations will make up the final report which will be signed by the appraisee and other members of the panel as acceptance by everyone.

2.5.6 School ownership and governance

According to the First White Paper on education (1995) provincial governments have the responsibility to establish, run and regulate schools, but they will do so within the framework of the national policy.

The school governing bodies (SGB) and the student representative councils (SRC) were introduced in schools after 1994. They replaced the former school councils and school prefects. According to the First White Paper on education (1995) school governing bodies should be a representative of the main stakeholders in the school. In secondary schools the main stakeholders for the purpose of governance comprise parents, teachers and students. In primary schools the main stakeholders are parents and teachers.

The challenge with the selection of SGB members is in some rural areas, where parents did not volunteer to be SGB members, resulting in the former members of school councils continuing to serve in the SGB.

According to South African Act (RSA, 1996) students in secondary schools were to form their own body (SRC). These SRC should be elected democratically by students. They must draw their policy which is in line with the school policy.

2.5.7 Empowerment of stakeholders

Lagana (1989) defines empowerment as a process in which person or persons are given opportunity to take risks and to compete without

repercussion of failure. It provide people with the opportunity and necessary resources to enable them to believe and feel that they understand their world and have the power to change it.

According to Management of Schools training programme (1997), Danish International Development Agency (DANIDA) organised workshops for North West Department of Education Officials. The workshops aimed at exploring the concepts and process of whole school development, and to equip school districts and principals with knowledge and skills of managing change.

The School Governing Bodies (including parents, teachers and students) are also empowered with the knowledge of managing change through the workshops which are organised by the Department of Education.

2.5.8 Multiple Interpretation of Policies

Carr (1997) argues that generally principals are often wedged between two polarized forces. As the key figure they are charged with the implementation of formal policies, whereby at the end there may be great disagreement among those at the top (senior levels at the board) and those at the bottom (the classroom teachers). Therefore, according to Newton & Tony (1992) the principals should be given guidance of how to manage change in schools.

Principals (as educators) become members of the teacher unions, thus they become bias. According to Carr (1997) they must be removed from the same federation/union as the teachers and consequently placed in the

same human resources category as the superintendents. This realignment should involve greater principal participation in the development of policies so as to mesh appropriately and effectively with the implementation. When principals are in the same union federation, there might be difficulties in creating a conducive environment for pursuing equity initiatives (Carr, 1997).

2.6 Guidelines for Managing Change in Schools

Newton & Tony (1992) and Van der Westhuizen (1996) distinguish the following guidelines in managing change in education.

- change is a process that occurs over time. It consists of various steps involving and affecting individuals, organisation and sub-systems;
- interest groups and organisations are closely linked in the change process by formal and informal ties which are influenced by external ties. The strength of these ties decides whether the change will be successful or not;
- a variety of strategies and methods have to be used to bring about change. A strategy has to anticipate the unanticipated because new problems may appear in practice and they will necessitate their own solutions.
- change has mainly to do with people. Each school that plans for change will have to accommodate the relevant people and their unique needs.
- existing structures in a school have to be altered if it appears that the

intended changes will fail without such modifications.

- the implementation of change should rather be organic (flexible) than bureaucratic (rigid). Instead of insisting on firm rules and direct supervision a flexible plan, which allows for spontaneous modification of the stated programme in the face of unforeseen factors, is desirable.

2.7 Skills needed by school principals as change agents.

Sergiovanni (1987) Juarez (1992), Hoy & Miskel (1987), Van der Westhuizen (1996) regard the following skills, personal qualities and characteristics, as necessary for principals to initiate and implement change successfully.

- good interpersonal relationships and ease of manner;
- an understanding of how groups function;
- wide teaching experience, a sound knowledge of educational management and a good general knowledge of other disciplines;
- skills in enhancing communication, trust and self confidence;
- a sound understanding of how to handle conflict and stress;
- the ability to identify his own and others strength and weaknesses; and
- a flexible and adaptable management styles.

2.8 Research findings in the management of change

According to Rudduck (1991) since the late 1960's there have been a massive swing of mood and major changes in the directive of education. Calls for change have come from all sides, some plain and practical whilst others urgent and impassioned, thus schools experiences and responded to this change differently.

It is therefore important for the school principals to consider the importance of change in their schools, have skills on how to manage change because as change agents they should be capable of influencing the society to which they belong (Smit & de J. Cronje, 1992).

2.8.1 Managing change in developed countries.

Under the research findings in developed countries, United Kingdom and Canada will be discussed.

2.8.1.1 *Managing Change in United Kingdom*

During the past 20 years much has been written on the management of change within schools. Glover et al. (1998) conducted research in some secondary schools in the Midlands area. They found that change in one element of school culture, has been achieved with varying degrees of success.

Change was the introduction of Anti-bullying Policies for pupils. The parents, teachers and students were told or invited to participate in this

change. Rudduck (1991) emphasises the point that schools responded to the particular change differently, for example, in some schools the anti-bullying policies were received without any problems as they became aware of fundamental elements such as respect for each other, working together and using lines of communication for all whereas in others it met problems. From these principles specific policies have grown such as creating a climate within the school where bullying behaviours are not accepted by any member of the school community and in which students, staff and parents are to work towards the elimination of any form of bullying.

Smith & Sharp (1994) suggested that policies should be related to the aims of the school and should give details of curricular practice role of personnel involved. In some schools the policy was not clear, because principles were not defined. Problems arose from some schools since they had difficulties in persuading pupils that did not understand the definition of bullying.

In other areas parents also had problems. Many parents of victims expected immediate and severe sanctions and were not ready to discuss the problem since they knew that their children were involved much in bullying. In terms of the management of change this indicated a lack of understanding by the parents. Foster et al. (1990) suggest that skills of environmental scanning may help secure success in establishing both policy and culture amongst parents. There was conflict between the school view and the way the community do things, as community (neighbourhood) saw bullying as a natural phenomenon and not something which can influence.

In some schools the pupils were invited to open discussion regarding the question or issue of bullying. It was found that pupils saw lack of intervention as weakness when problems resolve themselves in a short period (Smith & Sharp, 1994). Thus, sufficient time is needed for introducing change.

According to Mahony (1993) the staff members in most schools recognise that they can not be effective in fulfilling the aims of any policy because of insufficient time.

2.8.1.2 *Managing Change in Canada*

Carr (1997) analysed the ways in which principals manage equity-related change in Canadian schools. The Toronto Board of Education (TBE) introduced equity - based, anti-racist education. Carr (1997) found that principals played a critical role in ensuring that equity concern become more than written policies and historical statements. The time institutional culture must be reformed for equity policies to be achieved.

The study was conducted in secondary schools, in 1994 and the key findings were:

***Understanding equity**

According to Carr (1997) principals who have good understanding of the rationale and conceptualization of equity are more likely to achieve success with the understanding of equity. It is important for principals to be able to communicate to staff, students, parents and other interested parties -

giving consistent and effective messages of the necessity of equity in the school. Principals who were unwilling to discuss equity matters openly often created a feeling of ambivalence among staff.

***Unwilling to deal with anti-racist Education**

Many principals noted that they did not receive training in equity in the faculties of education, or as a teacher or during their supervisory preparation. The research found that due to the decentralized, somewhat autonomous, nature of the secondary system, principals were unwilling to deal with anti-racist education issues. They were not committed to anti-racist education.

***Barriers in the Secondary System**

The unique structure of secondary system poses a number of challenges for principals in implementing equity. The unique departmental structure in secondary schools have been criticised because many teachers complained that they felt ghettoised in their departments and moreover felt uncomfortable promoting anti-racist education within their departments; due to the fear of isolating colleagues (Carr, 1997).

A large number of teachers also complained that they do not have office space or even adequate departmental space for planning educational activities. This is because of the size and physical structure of TBE secondary schools which are mostly massive and unruly thus affecting the immediate geographical settings.

2.8.2 Managing Change in Developing Countries

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

2.8.2.1 *Managing Change in Lesotho*

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

When the NCPC conducts a research, they get views and the need regarding the particular innovation. The schools and community will discuss the importance of particular innovation, how it will help the students after completing their studies. If they feel comfortable with the proposed innovation, the NCPC then consults the experts so that they could advise them on steps that would be followed when implementing that innovation. Normally an innovation does not meet resistance because all

people concerned agreed to it and are clear about the innovation (International Guide, 1991).

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

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

2.8.2.2 *Managing Change in Zimbabwe*

According to the International Guide (1991) there were two separate systems of education which operated in Rhodesia. One was for Africans and the other for Europeans, coloureds and Asians. For Africans, schooling was not compulsory but for the rest of other racial groups it was compulsory. The Education Act of 1979 was passed by the transitional government and the Act classified schools into 3 groups namely: private, community and state government schools.

In 1980 after independence, the Ministry of Education and Culture changed the system by introducing free primary education for all children from

grade 1-7, and secondary education was extended.

Oliver (1994) argue that the type of education that is offered in schools should meet the needs of students and that of the community. For example, in Zimbabwe, after students have completed their secondary education system they may enter into Agricultural and Technical/Vocational Education where they are able to get employment because they have completed the courses that are relevant to the needs of their society.

2.8.2.3 *Managing Change in South Africa*

Gerber et al. (1992) argue that very little empirical research into managing change has been undertaken in South African schools. Unlike in other developing countries like Lesotho, Botswana, Swaziland and Zimbabwe, the education system of South Africa is strongly influenced by the politics of the country. Following the implementation of the new constitution in September 1984, education was divided according to different four racial groups that is, the House of Assembly for Whites, the House of Delegates for Indians and the House of Representatives for coloureds. Each had its own Education Department, all known as the Department of Education and Culture. Africans (Blacks) were under the Department of Education and Training (International Guide, 1991).

After 1994 elections, the different Departments of Education came together and formed one National Department of Education, free from discrimination. The curriculum was reviewed (Curriculum 2005, 1997) because the National Department felt a need to change from the old practices of the curriculum which have been content-based to one which is

people-centred and based on outcomes. This new approach is known as outcome-based education (OBE).

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

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

- Involvement of all stakeholders;
- communicating with all involved; and
- negotiations and decision making by all.

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

2.9 Summary

This chapter examined the issues and challenges in the management of change. From the literature reviewed, factors that influence the process of change, the models of change and guidelines for managing change are listed by researchers.

Particular attention in developed countries was paid to the managing change in the United Kingdom and Canada. In developing countries

attention was paid to managing change in Lesotho Botswana , Swaziland and Zimbabwe. It appears that managing change in South Africa is still in the developing stage.

The research done on this chapter indicated that for change to be effectively managed, it needs the participation and involvement of all stakeholders. Major findings from the literature are as follows:

- * National Teacher Education Audit revealed that there was imbalance of teachers across the country;
- * Teachers were declared in excess through Resolution 3 of 1996;
- * Teachers joined unions of their choice;
- * Compulsory, free education was introduced, however it confused parents and children;
- * Learners are continuously assessed;
- * Teachers are assessed through appraisal system, and
- * Stakeholders need to be empowered with knowledge of managing change.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Chapter 3 outlines the method of study. It explains the rationale behind the methodology employed, how the research was conducted and the steps taken to ensure the validity and reliability of the study. The aim of the study as stated in Chapter 1, was to explore the issues and challenges in the management of change in secondary schools. In addition to the factors that influence the process of change and models of change discussed in chapter 2, this study aims at exploring whether change is managed in secondary schools of Mafikeng district.

3.2 Research instruments

According to Legotlo (1996 b) the questionnaire and individual interview are the most common instruments for data collection in survey research. In the empirical investigation of this study, the semi-structured interview was employed as a tool for collecting data. The structured interview is briefly discussed as follows:

3.2.1 Interview as a research instrument

The interview is a direct method of obtaining information in a face - to - face situation (Van Dalen, 1979). The interview is used in research, personnel selection, counselling vocational guidance, medical and psychiatric diagnosis. Here, however, we are concerned only with the research interview (Behr, 1988).

According to Ary et al (1990) the research interview, though time consuming, expensive and often difficult to arrange, is sometimes preferred to the written questionnaire, particularly where complex topics are involved. The interviewer has the opportunity of giving a full and detailed explanation of the purpose of the study to the respondent, and to ensure that the latter fully understands what is required of him/her. If the respondent misunderstands a question, the interviewer can add a clarifying remark. If he/she appears to show lack of interest or becomes detached, the interviewer can stimulate and encourage him/her. The way the respondents behave in the interview situation can in certain circumstances be important for the purpose of the research (Behr, 1988).

The interview can be used in the initial stages of a project in an effort to obtain clarity as to the problems involved or as the main source of information (B.Tech study guide, 1988).

The interview has advantages and disadvantages.

3.2.1.1 *Advantages of interview*

The reason for employing this tool in this study is because of the following advantages (Borg & Gall, 1989; Ary et al., 1990; McMillian & Schumacher, 1993):

- It involves the collection of data through direct verbal interaction between individuals.
- It is flexible and adaptable: can be used in different problems and types of persons;
- Has control over environment: there is assurance that the researcher and respondents will be able to conduct this privately;

- Has greater completion rate: the interviewer is able to obtain an answer to all or most of the questions;
- The control that the interviewer has over the order with which questions are considered;
- The interview can record or take note of spontaneous answers;
- The questions can be repeated or their meaning explained in case they are not understood by the respondents;
- It helps build a positive relationship between the interviewer and respondent.

3.2.1.2 *Disadvantages of interview*

Like other strategies or techniques for data collection, an interview has some disadvantages (Van Dalen, 1979, Borg & Gall, 1989, Behr, 1988 and Ary et al. 1990) such as:

- Its potential for subjectivity and bias, the respondent may be eager to please the interviewer;
- No standard wording - each respondent is not exposed to exactly the same wording;
- Its higher cost and time-consuming nature;
- It is often difficult to be arranged;
- the respondent may be uncomfortable in the interview and unwilling to report true feelings; and
- It has lesser assurance of anonymity.

**NWU
LIBRARY**

3.2.2 Types of research interviews

According to Behr (1988) research interviews are classified according to their purpose and design. In terms of purpose interviews seek either objective information in the form of facts, or subjective information in the form of attitudes, beliefs and opinions. In terms of design, interviews can be either structured or unstructured.

3.2.2.1 *The structured interview*

The structured interview is the one in which the content and procedures are organised in advance. This means that an interview schedule is prepared whereby the pattern to be followed, the wording of questions, instructions and the method of coding are detailed (Behr, 1988; Gall, 1989).

The researcher chose the structured interview because:

- She/he is likely to get more responses from the sample selected;
- the structured interview is characterised by open-ended questions. This means that there are no restrictions on either the content or the manner of the interviewee's reply;
- The structured interview allows the researcher to probe so that she/he may go into more depth, or clear up any misunderstanding; and
- Co-operation and mutual understanding is encouraged between the researcher and the respondent (Cohen & Manion, 1989).

3.2.3 *Conducting the interview*

In conducting an interview, the first task of the interviewer is to establish rapport with the interviewee. This is done *inter alia* by putting the respondent at ease through gaining his/her confidence and conveying to him/her the impression that he/she is in possession of information or knowledge which is needed for the research and which no one else can give (Behr, 1988).

The interviewer must be pleasant, he/she must be a good listener and avoid interjections except if essential to clarify a point. Furthermore, he/she must not be distracted by irrelevancies, and he must avoid giving any hints by his/her facial expressions, tone of voice or use of implied questions which suggest the answer he would prefer to be given (McMillian & Schumacher, 1993).

According to Legotlo (1996) interviewing is a skill which requires training and practice. A researcher must observe a skilled interviewer before he uses the interview technique. Debate and argument are quite out of place in a research interview. Questions that are easily understood should be phrased and put one at a time. A letter of thanks should be directed to the test subject after an interview (Behr, 1988).

3.2.4 *Recording the interview data*

According to Behr (1988) and McMillian & Schumacher (1993) a record of the replies of interviewees must be kept. It is possible to do this by taking down full written notes during the interview, but this is time-consuming and can affect the relationship and free flow of conversation between interviewer and interviewee. Borg & Gall (1989) argue that note taking method after the interview is

unsatisfactory because it may disrupt the effectiveness of the communication between the interviewer and respondents.

It is estimated that only about two-fifths of the important points given in replies are recalled by even the most experienced interviews. The use of tape recorder is undoubtedly the most convenient method of recording the interview. The tape recording provides not only a complete and accurate record of the entire interview, but also preserves the emotional and vocal character of the responses. The tape recorded data can be replayed more than once and studied much more thoroughly (Behr, 1988; Borg & Gall, 1989).

3.2.5 Format and content of the interview

The interview schedule was divided into two sections (see Appendix A).

Section A (Question 1 - 4). The purpose of these questions was to gather demographical information about each respondent. The information is essential to gain a picture of the profile of the respondents.

Section B (Question 5 - 8). The purpose of these questions was to gather information about changes that took place in schools since 1994, the people who initiated those changes lastly the responses as to whether there was resistance to change or not. The open - ended questions were used. Open-ended questions permits a free response from the subject rather than restricting the response to choice as with closed-ended questions. The objectives of these questions were for the individual(s) to respond freely from his/her own frame of reference. The interviewer simply reads the question and records the respondents' answers verbatim (Ary, et al., 1990).

3.2.6 Pre-testing the interview schedule

According to Borg & Gall (1989) a careful pilot study is the best insurance which the researcher now has against bias and flaws in design. A pilot study offers the researcher to evaluate and improve the guide and the interview procedure before any research data for the main study are collected (Legotlo; 1996a).

The pilot study also gives the interviewer an opportunity to evaluate his/her methods of recording the interview data, to determine whether adequate information is being recorded, whether the recording method causes excessive breaks in the interview situation, and whether the mechanics of reporting can be improved (Borg & Gall, 1989).

In order to determine any ambiguity and flaws, the interview schedule was pre-tested using a sample of (N=7), one Deputy Principal, two Head of Department's and four teachers. The seven respondents were asked to comment on other points that might need to be considered to improve the instrument (Borg & Gall, 1989). The pre-test results were examined and the suggestions made by the respondents were taken into consideration to improve the interview. The population of the pre-test was not used in the final study. Final interview schedule was administered to 50 teachers.

3.2.7 Final structured interview

The final structured interview was conducted with 50 teachers; 14 Principals, 4 Deputy Principals; 10 Head of Departments (HOD's) and 22 Teachers.

3.3 Population and sampling

The survey population was drawn from the secondary schools of Mafikeng District. The list of both Junior Secondary (middle) and Senior Secondary (High) or comprehensive schools (combined) was obtained from the district office.

A sample of 50 subjects was selected to gather information on their perceptions on issues and challenges of managing change in their schools. Out of 56 schools ($n = 14$) schools were randomly selected. Initially in each school the principal, deputy principal or Head of Department and three teachers were to participate. Out of five urban schools, the researcher visited two (2) junior secondary schools, one (1) senior secondary school and one (1) comprehensive school. Out of nine (9) rural schools, two (2) were junior secondary schools, six (6) senior secondary schools and one (1) comprehensive school. Table 3.1 displays the distribution of the sample. Of the 50 subjects, 22 were teachers and the other 28 represented the management team. Management team refers to those teachers in senior positions, that is, the principal, deputy principals and Head of Departments.

TABLE 3.1 Distribution of the sample population and response rate

	Sample Population	%
Principals	14	28%
Deputy principals	4	8%
Head of Departments	10	20%
Teachers	22	44%
TOTAL	50	100%

3.4 Administrative procedure

Permission for access to schools was first secured from the District Manager of Mafikeng district (Appendix B). The school list was obtained from the district office. From the information provided, that is, on the geographical/physical location, the researcher went to the selected schools. The location to those schools were also obtained from the district office.

The researcher visited the schools and explained the objectives of the study and the nature of the data to be collected to the principals of the selected schools. Most of them expressed their full cooperation, though some voiced out the concern that teachers do not respond to questionnaires nor interviews. Initially, the researcher had to interview the principal, the Deputy Principal, Head of Department and two teachers in each school.

3.5 Covering letter

The covering letter was a tool employed to introduce the researcher to the respondents. The purpose of this covering letter was to (see Appendix C):

- Identify the person conducting the study,
- tell why the study is important and should be conducted,
- tell why it is important that the respondents answer the interview, and
- assure the respondents that there are no right or wrong answers, that he/she will be not identified and that his/her answers will be treated confidentially (Cohen & Manion, 1985).

3.6 Analysing an interview schedule

In analysing an interview, the researcher used the following ways (Cohen & Manion, 1989):

- * Listened to the interviewed tape recorder.

The researcher listened to the entire tape several times and read the transcription a number of times, in order to provide a context for the emergence of specific units of meaning and themes.

- * Delineated units of meaning relevant to the research question.

The researcher scrutinised both verbal and non-verbal gestures to elicit the participants meaning. The researcher crystallised and condensed what the respondent had said and used as much as possible the literal words of the participant.

The researcher also noted and reduced the units of meaning relevant to the question.

- * Clustered units of relevant meaning.

The researcher wrote to determine whether the units of relevant meaning cluster together and whether that are there common themes or essence unite several discrete units of relevant meaning.

- * Writing a composite summary.

The researcher wrote a composite summary of all the interviews which captured the essence of the phenomenon being investigated.

3.7 **Summary**

In summary, the structured interview was employed as the main instrument in the collection of data because of its advantages (cf 3.2.1.1).

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter reports on the result of the empirical investigation conducted to determine the issues and challenges of managing change in secondary schools. The qualitative data collected through the investigation is summarised and discussed.

4.2 Review of the respondents

Of the total number of cases, which was 50 (100%) all were interviewed.

4.3 Demographical data of respondents

**NWU
LIBRARY**

Table 4.1 was drawn to gain a picture of the demographic characteristics of the respondents. Such information helps us to know the different school types, the learners enrolment, the socio-economic background of learners and the location of the schools involved in this study. A brief summary of the information in table 4.1 is discussed.

Table 4.1 Description of demographic data of the respondent.

1. School Type	F	%
1.1 Junior Secondary	18	36%
1.2 Senior Secondary	29	58%
1.3 Comprehensive	3	6%
TOTAL	50	100%
2. School Enrolment		
2.1 Less than 400	10	20%
2.2 Between 400 - 800	20	40%
2.3 More than 800	20	40%
TOTAL	50	100%
3. Socio-Economic Background of learners		
3.1 Low	37	74%
3.2 Moderate	12	24%
3.3 High	1	2%
TOTAL	50	100%
4. School location	F	%
4.1 Urban	16	32%
4.2 Rural	34	68%
TOTAL	50	100%

4.3.1 School type

Respondents were asked to indicate the type of school in which they work. Table

4.1 shows that 18 (36%) of the respondents were teaching in junior secondary schools, 29 (58%) in senior secondary schools and 3 (6%) in the comprehensive schools. This finding suggests that a tiny proportion (6%) of respondents were teaching in the comprehensive schools. This was caused by the fact that schools were categorised into three phases namely: primary schools, junior secondary (middle) and senior secondary (high). Therefore, few schools are comprehensive, that is, a combination of both junior and senior secondary.

4.3.2 School enrolment

Respondents were asked to indicate students enrolment in their schools. Table 4.1 shows that of the total respondents 10 (20%) are attached to schools with less than 400 learners. During the field work it was observed that some of those small schools are in remote rural areas where there is lack of transport facilities. In addition some of those schools are new, they started operating during the past two years.

The majority (80%) of the respondents are attached to school enrolment ranging from 400-800. Most of these schools have operated for more than four years, therefore, student enrolment increases when a new standard (grade) is added in the school. Another reason for these increased enrolment is that some schools are in urban areas where there is enough transport facilities.

4.3.3 Socio-economic background of learners

Respondents were also asked to state the socio-economic background of the learners. Table 4.1 indicates that 37 (74%) of learners were from the low-socio economic background. 12 (24%) of learners were from the moderate socio-economic background, while only 1 (2%) was from the high socio-economic

background. This study suggest that a tiny proportion (2%) of learners are drawn from high socio-economic background.

The majority (74%) from the disadvantaged families, for example, parents are not working, others are uneducated, there is no source of income and other are from rural areas.

4.3.3 School location

Respondents were asked to indicate whether their schools were located in an urban or rural area. Table 4.1 shows that 16 (32%) of the respondents were teaching in urban areas while 34 (68%) in rural area schools. This indicates that nowadays teachers have no option, they are compelled to teach in rural areas because of high rate of unemployment, and the government is redeploying and rationalising teachers across the country. In the past teachers flocked to urban areas where they were attracted by modern facilities like electricity, transport and better accommodation.

4.4 Changes in schools and school system

The purpose of question items (5.1 - 5.2) was to gather views of respondents on the changes that took place since 1994. The respondents were asked to indicate/list a number of changes that took place in schools since 1994 and the people who initiated those changes. Furthermore, they were asked to indicate the time (when) teachers came on board, to list changes that they were expected to implement and manage and lastly to indicate the role players in those changes.

Data was analysed by listening to the tape recorder several times, delineating units of general meaning, clustering units for relevant meaning and by writing a composite summary of all the interviews which accurately captured the essence of the phenomenon being investigated (cf. 3.6).

4.4.1 *Changes that took place in schools since 1994*

Item 5.1. Respondents were asked to list changes that took place since 1994. The respondents indicated the following as the changes that took place in schools since 1994:

Figure 4.1. Respondents' view on issues and challenges in the management of change

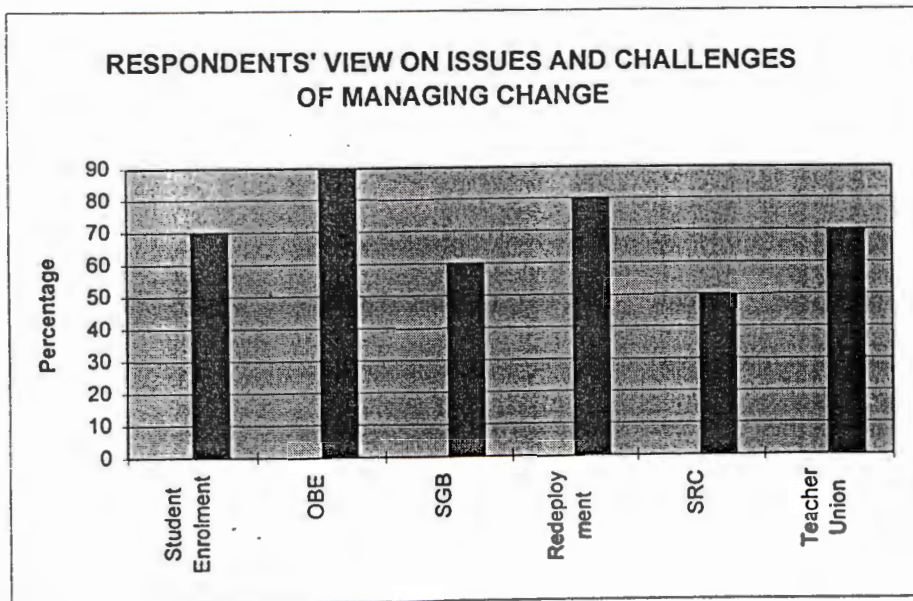


Figure 4.1 shows the percentages of each category. These categories are briefly summarised.

***Increase in Student Enrolment**

According to figure 4.1 increase in student enrolment is rated 70%. The

respondents indicated that there was an increase in the number of students' enrolment (cf.2.5.3). According to The First White Paper on education and training (RSA, 1995) every learner has the right to learn irrespective of age, sex, race, colour and religion or ability (cf.2.5.3). This right as guaranteed by the constitution has brought some impact in the management and control of students in school. With increased enrolment it also became difficult for teachers to assess the learners.

***Outcome Based Education (OBE)**

According to figure 4.1 OBE is rated 90%. Most of the respondents indicated that OBE was introduced in their schools though in some schools it is not yet implemented. According to Curriculum 2005 (RSA, 1997), OBE emphasis outcomes, that is, what the learner becomes and understands. It is also learner-centred and aims at equipping all learners with knowledge (cf.2.5.4).

***School Governing Bodies**

Figure 4.1 indicates that SGB is rated 60%. The respondents mentioned that SGB replaced the former school Councils which were formed by parents only (cf.2.5.6). According to The First White Paper on education and training (RSA, 1995) school governing bodies should be representative of the main stakeholders in the school. In secondary schools the main stakeholders for the purpose of governance comprise parents, teachers and students. In primary school the main stakeholders are parents and teachers. The introduction of SGB which comprises of students, parents and teachers brought changes to schools because in secondary schools, students are involved in decision-making.

***Redeployment of teachers**

Figure 4.1 shows that redeployment of teachers is rated 80%. According to National Teacher Education Audit (RSA, 1995) there was an imbalance of teachers across the country. Some schools were overstaffed whilst others were under-staffed. To solve this problem Resolution 3 (1996) was passed whereby some posts were declared in excess, that is, teachers were to be redeployed to schools which needed manpower. The resolution also introduced the voluntary severance package (VSP) whereby teachers who volunteered to resign, were given package (cf.2.5.1). The redeployment of teachers is another change that has brought insecurity to teachers because they thought they were going to lose their job.

***Student Representative Council (SRC)**

SRC is rated 50% according to figure 4.1. The respondents indicated that the SRC was introduced in their schools. According to South African School Act 84 of 1996 student body should be elected democratically by students. This helps in the smooth running of school, discipline and conveyance of messages to the students in an easy way because it comprised of class representatives. Communication helps the teachers to do their job easily. The introduction of SRC in schools also has a negative results because some members of SRC tend to forget that they are there to learn and not to manage the school. They regard themselves as part of school management and want to be included in all decision-making processes regarding school activities.

***Teacher Unions**

Teacher Unions is rated 70% according to figure 4.1. The respondents indicated

that after 1994 they joined unions of their choice. According to Labour Relations Act 66 of 1995 every employee has the right to freedom of association (cf. 2.5.1), whereas, in the former Bophuthatswana all teachers were members of the Bophuthatswana Teacher's Association (BTA).

4.4.2 *Initiators of change*

Item 5.1.1 and 5.1.2

Respondents were asked to specify who initiated the changes, and when did stakeholders come on board.

Respondents indicated that most changes like introduction of OBE, SGB, SRC and redeployment were initiated by the Department of Education with the support of government. The introduction of Teacher Unions and the increase in student enrolment was initiated by the Acts which were passed.

The respondent mentioned that stakeholders came on board or participated after attending some workshops regarding a particular change, for example, parents participated after attending SGB workshop. In the workshops stakeholders received and were given information to guide them on how to implement changes.

4.4.3 Major role players and areas in which they were actively involved

Item 5.1.3 Respondents were asked to list major role players in those changes.

Item 5.2 Respondents were asked to list areas in which they were actively involved in these changes.

The respondents indicated that the major role players in these changes were the school population at large, that is, management team, teachers, students, parents and other interested parties.

And they also listed the following as areas where they were actively involved.

*The principals said they attended the DANIDA workshops which intended to develop and equip them with knowledge during change.

*Deputy Principals and Head of Departments indicated that they helped the principals in introducing and implementing new changes, for example, some of them attended the OBE workshops, thereafter they organised lessons whereby they guided their fellow colleagues on how to implement OBE.

*Teachers indicated that they helped in the election of SGB, SRC and made sure that change was implemented effectively.

*Teacher union, most teachers including management team joined unions of their choice.

4.5 Issues and challenges in introduction of change



Item 6. Respondents were further asked to describe issues and challenges of managing change. Item 6 intended to gather views of respondents on issues and challenges of managing change regarding staff, parents, physical resources and financial resources.

Item 6.1. Issues and challenges regarding staff

In 1995, the National Teacher Education Audit realised that there was an imbalance of teachers in schools, for example, some schools were overstaffed

whilst others were under staffed. To address this problem, Resolution 3 of 1996 was passed. This resulted in the redeployment of teachers and others opting for VSP (cf. 2.5).

Respondents indicated that most schools were affected by this Resolution 3, because some teachers were misplaced. Some teachers were placed in the primary phase instead of being placed in the secondary phase or vis-a-vis, others opted for VSP and left the system.

One respondent stated that:

“Redeployment of teachers in our school doubled our workload, because we had to combine classes and cut some streams (subject stream).

- Teacher Unions

After passing the Labour Relations Act of 1995, teachers joined unions of their choice (cf. 2.5.1). This was a major change on the side of teachers because before 1994 they all belonged to the Bophuthatswana Teachers' Association.

One respondent stated that:

“Joining new unions was good, but the issue is that some teachers started to misinterpret their rights. The Unions have code of conducts which teachers do not adhere to, for example, how they dress, how they conduct themselves in and outside classroom. Today teachers know more about their rights than their work”.

Item 6.2 Issues and challenges pertaining to parents/community

The respondents' view on issues and challenges regarding to parents as showed in table 4.2 are briefly discussed.

Table 4.2 Respondents' view on issues and challenges pertaining to parents.

	F	%
Formation of SGB	22	44%
Lack of co-operation	09	18%
Poor attendance of meetings	15	30%
Lack of knowledge	04	08%
TOTAL	50	100%

* School Governing Bodies (SGB)

According to figure 4.2 SGB is rated 44%. The respondents stated that immediately after 1994 the SGB were introduced in schools. These SGB replaced the former School Councils. The SGB were elected democratically whereby all stakeholders, that is, parents, teachers and learners were represented.

The challenge with the introduction of SGB is that parents especially those in rural areas, were not willing to participate in the school affairs (cf.2.8.1.1).

One respondent indicated that:

“We have called parent-meetings more than twice before the SGB could be elected because parents do not volunteer to be members of SGB.

Therefore, most of the former members of School Councils were elected in the SGB.

* Lack of co-operation

Studies on management of change (cf.2.8.1.1) suggest that parents should co-operate and support teachers so that both could help learners unfold their capabilities and abilities.

Some respondents indicated that:

“Parents are not co-operating well with them, they (parents) leave everything in the hand of the teachers and criticise them if a particular change was unsuccessful. Therefore they (teachers) become discouraged”.

*Lack of knowledge

Lack of knowledge hinders the smooth implementation of change in schools (cf.2.8.1.1). In most rural schools, learners live with their grandparents or by themselves.

One respondent stated that:

“Grandparents lack knowledge therefore it is difficult for them to supervise the work of the learners”.

*Poor attendance of parents meeting.

One respondents indicated that:

“The school experienced poor attendance during meetings because the student guardians are migrant workers, who come home during month ends. Thus if an emergency meeting is called the attendance is very poor. As such it is difficult to make resolutions”.

Item 6.3 Issues and challenges of change pertaining to physical resources

For change to be implemented and managed effectively, there should be enough human and physical resources in the school . Some of the respondents indicated that limited equipments and lack of water hinders the smooth implementation of change in their schools, for example, limited equipments:

One respondent said:

“Our school introduced science lessons, therefore the main problem is that the school has a laboratory but there are no apparatus relevant to teaching. As a result learners are taught theoretically”.

- Lack of water

One respondent said that:

“After 1994 their school introduced Home-Economics. The main problem is shortage of water so if the learners have to do practicals, they struggle as they are expected to bring water”.

Item 6.4 Issues and challenges regarding of finances

Change is/could be implemented well when there are enough finances. After 1994 the government announced free education to all learners (cf. 2.5.3). This statement caused confusion to both parents and learners because the schools needed tuition fees.

Due to the fact that schools encounters financial problems, they (schools) demanded school fees/fund as part of tuition and indemnity fee.

One respondent indicated that:

“Learners who are from low socio-economic background experience problems when they have to pay school fees or buy some prescribed books. They end up leaving school and search for employment and their studies are ultimately disturbed”.

Item 6.5. Other challenges in managing change

Respondents mentioned theft and student truancy as other challenges in managing change in schools. These challenges are discussed below:-

-Theft

Some respondent stated that:

“The schools are continually vandalised. School equipment is looted almost during every school holidays. This hinders the smooth process of teaching and learning.”

-Student truancy

Respondents stated that:

“The problem in most schools is that students are so truant. For some students this is caused by their socio-economic background and for others this is caused by peer group pressure”.

4.6 Reasons/factors for resistance to change

Item 7. was asked with the purpose of gathering information from the respondents on whether there was resistance to change or not. Respondents were asked (item 7.1) to give comment on why there was resistance to change .

Table 4.3 shows the response rate on factors or reasons why there was resistance to change

	F	%
Habit and loss of familiar	5	10%
Insecurity	10	20%
Fear of the unknown	4	08%
Loss of status and authority	7	14%
Pressure	4	08%
Non-reinforcing reward system	4	08%
Climate of mistrust	5	10%
TOTAL	39	78%

-Habit and loss of the familiar

Table 4.3 shows that 10% of respondents resisted change because of habit and loss of the familiar. Some respondents indicated that:

“Human beings are creatures of habit who rely on habit or programmed responses. Therefore, when confronted with change the tendency is to respond with resistance”.

***Insecurity**

According to table 4.3,(20%) of respondents resisted change because they felt insecure. They said:

“As soon as there is a shift/change in familiar situations, a feeling of insecurity is experienced that could give rise to resistance to change, for example, redeployment and retrenchments”.

***Fear of the unknown**

Table 4.3 indicate that 8% have fear of the unknown hence they rejected change. They said:

“When innovations are introduced without warning, people become fearful of the implication. It is advisable that change should be announced well in advance and all (teachers; parents and learners) be kept informed to avoid resistance”.

***Loss of status or authority**

Table 4.3 shows that 14% resisted change. They indicated that:

“Change can affect an individuals existing position of authority.

Unwillingness to surrender the status quo is usually the manifestation of the individual fear of losing his/he existing status and prestige”.

Pressure

Table 4.3 indicates that 8% resisted change because of pressure. They said:

“Too much pressure at work is usually associated with change because new documents and regulations must be compiled, for example, after teachers were redeployed at certain school (cf. 2.5.1)”.

-Non-reinforcing reward systems

Table 4.3 shows that 8% of respondents resisted change. They said:

“Individuals resist when they do not foresee positive rewards brought by change, for example, a person who is unlikely to support a change effort that is perceived as requiring him/her to work longer with pressure and without any incentive”.

-Climate of mistrust

Table 4.3 shows that 10% of respondents rejected change because of climate of mistrust. They said:

“Mutual mistrust can doom to failure an otherwise well conceived change. Mistrust encourages secrecy which begets deeper mistrust. Principals who trust their employees for instance, make the change process an open, honest and participative affair, their employees turn to trust them and are more willing to expand extra effort and take chance or risk with something different. However, if there is mistrust, the teachers will resist any form of change”.

Item 7.2 Factors or reasons why there was no/little resistance to change in some cases

Table 4.4 shows the response rate on factors or reasons why there was no/little resistance to change. It is discussed in the following paragraphs.

	F	%
Schools needed progress	7	14%
Parents participated	4	8%
TOTAL	11	22%

-Schools needed progress

Table 4.4. shows that 14% accepted change because

Some schools did not experience any problems when introducing changes amongst stakeholders. This is because all stakeholders saw change as a new phase and they needed progress; for example, when school fees were increased and new uniform introduced, parents realised the importance of change and therefore supported the school.

-Parents participated

Table 4.4 shows that 8% accepted change. The respondents said:

“Parents support is essential and it contributes positively to the successful management of change”.

4.7 Suggestions/ways in which change could be managed

Item 8. Respondents were asked to suggest ways of managing change. Table 4.5 suggest those ways, and is briefly discussed below.

Table 4.5 Respondents’ suggestions on how change could be managed

	F	%
People should accept change	18	36%
Educate people	14	28%
Workshop stakeholders	8	16%
Participation in involvement of people	10	20%
TOTAL	50	100%

*People should accept change.

According to Table 4.5, 36% of respondents suggested that people should accept change. They stated that:

“It is important that people should know that we are living in a changing world, therefore, we could not ignore the fact that change is inevitable and that is natural”.

*Educated the people.

According to Table 4.5 educating the people is rated 28%. Some respondents suggested that:

“It is important to inform and educate all people involved as early as possible with regard to the necessity for and logic of change. Discussing the reasons for change and listening so as to understand the needs and viewpoints of those involved will enable them (principal, teachers and parents) to understand why change is or is not necessary”.

-Stakeholders be workshopped

Table 4.5 shows that 16% of respondents suggested that stakeholders should be workshopped. Some respondents stated that:

“People should be workshopped and attend seminars so that they may be equipped with necessary skills and knowledge to be able to manage and implement change. Teachers should attend inservice training so that they could share their experiences. Parents too must be workshopped”.

***Participation and involvement**



Table 4.5 shows that 20% of respondents suggested that stakeholders should participate and be involved in implementing change. Some stated that:

“All stakeholders should be involved in the change as soon as possible so that they accept responsibility for it. It is unlikely that individuals will

offer resistance to change when they have shared in decision making. All participants will be motivated by their commitment (psychological ownership) to generate ideas and information”.

4.8 Summary

This chapter outlined the findings of the empirical investigation conducted to determine the issues and challenges of managing change in secondary schools of Mafikeng District in the North West Province.

Major findings of the empirical investigation are: After 1994 there were changes that took place in schools and most of these changes were initiated by the government. These changes are:

- The introduction of Outcome Based Education
- The introduction of School Governing Bodies and Student Representative Councils
- The introduction of Teacher Unions
- An increase in student enrolment.

Challenges to change included:

- Inadequate resources
- Formation of new structures.

Reasons for resistance to change include:

- Fear of the unknown

- Insecurity
- Loss of status and authority, and
- Climate of mistrust.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents a brief summary of the study. Furthermore, a reflection on the major findings of the study is provided as well as recommendations in the management of change in secondary schools.

5.2 Summary

In chapter 1 the aim of the study and a statement of the problem are outlined. In this chapter, a concern is expressed about issues and challenges in the management of change in secondary schools. Attention should be focussed on factors that influence the process of change, the models of change and guidelines on how to manage change.

Chapter 2 outlined the nature and scope in the management of change. From the literature consulted the factors that influence the process of change (cf. 2.3.2) were clearly stated. For change to be managed effectively, it needs the support of all stakeholders concerned (cf. 2.3.2.2). There are guidelines (cf. 2.6) that should be used to bring about change.

Furthermore, chapter 2 gives an overview of research on managing change in developed and developing countries. It is clear from the literature that research on managing change in schools received more attention in developed countries. In developing countries such as Lesotho, Botswana and Swaziland, the education system has not undergone new change (cf. 2.8.2.1). In Zimbabwe, which is also a

developing country, education system was changed after 1980 in order to produce citizens which were needed by the society (cf.2.8.2.2). It is also clear that South African education system (cf. 2.8.2.3) is strongly influenced by the politics of the country.

In chapter 3 and 4 an empirical investigation was conducted to determine issues and challenges of managing change in schools.

From the empirical investigation it came out clearly that there were a number of changes that took place in schools after 1994, and that the changes were initiated by the government through passing some Acts. The detailed analysis of responses, and the frequency with which various aspects were rated are also provided in this chapter.

Furthermore, the interview schedule revealed that there are issues and challenges in the management of change with regard to staff, parents, physical resources and financial resources. The analysis also showed that some participants accepted change whilst other resisted it.

From this study, there are important findings that are necessary for the improvement of change in secondary schools.

5.3 Research findings

5.3.1 Findings of Aim 1

With regard to Aim 1, namely to determine from the literature the nature and scope of managing change in schools (cf. 1.3) the following findings were made:

*For change to be managed effectively, all stakeholders involved should understand the need for the particular change (cf. 2.3.2) and also help in implementing change effectively.

*Management team (particularly principals) need to know skills of how to manage change since they are change agents.

*Guidelines for managing change (cf.2.6) are:

- Change is a process that occurs over time,
- change has mainly to do with people,
- It consists of various steps involving and affecting individuals, groups or organisations, and
- variety of strategies and methods have to be used to bring about change.

5.3.2 Findings of Aim 2

Regarding Aim 2, namely to determine empirically the issues and challenges of managing change.

The interview schedule revealed that there were number of changes which took place since 1994 in schools (cf. 4.4) such as:

- An increase in student enrolment,
- Introduction of Outcome Based Education;
- Introduction of School Governing Bodies;
- Introduction of Student Representative Council; and
- Redeployment of teachers.

The study also revealed that there were issues and challenges in managing change with regard to staff, parents/community, physical and financial resources. Furthermore, the study revealed that no matter how technically a proposed change may be, people may resist it.

5.4 Recommendations

Recommendation 1

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

Motivation

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

Recommendation 2

Attention should be paid to the implementation process of change.

Motivation

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

Recommendation 3

Consultation and involvement of stakeholders should not be ignored.

Motivation

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

5.5 Conclusion

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

BIBLIOGRAPHY

ARY, D. JACOBS, L.C. & RAZAVIEH, A. 1990. Introduction to research in education. Forth Worth: Holt, Rinehart & Winston Inc.

BARTLETT, A.C. & KAYSER, T.A. 1973. Changing organisational behaviour. New Jersey: Prentice-Hall Inc.

BEHR, A.L. 1988. Emperical research methods for the human sciences. Durban: Butterworth Publishers Ltd.

BORG, W.R. & GALL, M.D. 1989. Educational research an introduction. New York: Longman.

B.TECH STUDY GUIDE. 1989. Research methods and techniques. Pretoria: Technikon Pretoria.

CARR, P.C. 1997. Stuck in the middle? A case study of how principals manage equity - related change in education. *Education Canada*: Vol. 42 - 49.

COHEN, L. & MANION, L. 1985. Research methods in education. London: Routledge.

CONLEY, D.T. 1996. Are you ready to restructure? California: Carvin Press Inc.

FOSTER, P. ARORA, T. & THOMPSON, D. 1990. A whole school approach to bullying. *Pastoral care in education*, 8(3): 13-17.

FOX, C.A.F. 1992. Guidelines for principal: the critical ingredients of making change happen. *NASSP Bulletin*: 71-77.

FULLAN, M.G. 1991. The new meaning of educational change. London: Cassell.

GERBER, P.N. NEL, P.S. & VAN DYK, P.S. 1994. Human Resources Management. Pretoria: Sigma Press.

GIBSON, J.L. IVANCEVICH, J.M. & DONNELLY, J.H. 1994. Organisation. New York: Richard Irwin Inc.

GLOVER, D. CARTWRIGHT, N. GOUCH, G. & JOHNSON, M. 1998. Introduction of anti-bullying policies: Do policies help in the management of change? *School leadership and management*. 18 (1): 89-105.

HOY, W.K., MISKEL C.G. 1987. Educational Administration. New York: Random House.

INTERNATIONAL GUIDE TO QUALIFICATIONS IN EDUCATION. 1991. The British Council: London.

JUAREZ, T. 1992. Toward effective teaching. *NASSP Bulletin*: 63-70.

JUDSON, A.S. 1991. Changing behaviour in organisations: minimising resistance to change. Cambridge: Basil Blackwell Inc.

KREINTER, R. & KINICKI, A. 1995. Organisational behaviour. New York: Irwin Inc.

KROON, J. 1990. General Management. Pretoria: Haum Tertiary.

LAGANA, J.F. 1989. Managing change and school improvement effectively. *NASSP Bulletin*, 53-55.

LEAVITT, H.J. 1978. Management psychology. Chicago: University of Chicago Press.

LEGOTLO, M.W. & SETSETSE, G.D. 1995. Governance: Some reflection on the transformation of the University of North West (paper read at Educational Law Conference held at Potchefstroom).

LEGOTLO, M.W. 1996 a. Research paper on educational planning and administration. Mmabatho: University of North West.

LEGOTLO, M.W. 1996 b. Some elements of research: Student handbook. Mmabatho: University of North West.

MAHONY, D. 1993. Teacher education in Australian University in a period of change. Predictions and preferences for the year 2000. *Higher Education*, 26(4): 147-165.

McMILLIAN, J.H. & SCHUMACHER, S. 1993. Research in education: a conceptual introduction. New York: Harper Collins Publisher.

NEWTON, C. & TONY, T. 1992. Managing change in schools: a practical handbook. New York: Routledge.

OLIVER, P. 1996. The management of educational change. Vermont: Ashgate Publishing Co.

PERREAULT, G. & ISAACSON, N. 1996. Learning from school with restructured schedules. *The clearing house*. 69 (5): 265-267.

THE PROFESSIONAL COMMITTEE OF NAPTOSA, 1988. A synoptic analysis of the initial implementation of Outcome Based Education in South Africa.

PURKEY, S.C. & SMITH, M.S 1983. Effective schools: a review. *Elementary journal*, 83(4): 427-457.

REPUBLIC OF SOUTH AFRICA. 1995. The first White Paper on Education. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1995. The Labour Relations Act. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1995. National Teacher Education Audit. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1996. South African School Act. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1996. Resolution 3. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1997. National Department of Education, Curriculum 2005: Lifelong learning for the 21st century. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1998. The Education Labour Relations Council. Resolution no. 4. Pretoria: Government Printers.

REPUBLIC OF SOUTH AFRICA. 1998. Departmental circular no. 84. Development Appraisal System. Mmabatho: Garona Building.

ROBBINS, S.P. 1990. Organisational change and development. New York: Harper & Row.

RUDDUCK, J. 1991. Innovation and change. Philadelphia: Open University Press.

SCHERMERHORN, J.R. HUNT, J.G. & OSBORN, R.N. 1994. Managing change behaviour. New York: John Wiley & Sons Inc.

SERGIOVANNI, T. 1991. The principalship: a reflection practice perspective. Boston: Allyn and Bacon.

SMIT, P.J & de J. CRONJE, G.J. 1992. Management principles. Cape Town: Juta & Co. Ltd.

SMITH, P.K & SHARP, S. 1994. School Bullying: Insights and perspective. London: Routledge.

TOSI, H.L. RIZZO, J.R. & CARROLL, S.J 1995. Managing organizational behaviour. New York: Pitman Publishing Inc.

VAN DALEN, D.B. 1979. Understanding educational research. Berkeley: McCraw-Hill Inc.

VAN der WESTHUIZEN, P.C. ed. 1991. Effective Educational Management. Pretoria: Haum Tertiary.

VAN der WESTHUIZEN, P.C. 1996. Schools as organisations. Pretoria: Van Schaik Publishers.

APPENDIX A.

STRUCTURED INTERVIEW

DEMOGRAPHICAL DATA

1 SCHOOL TYPE

- 1.1 Junior Secondary
- 1.2 Senior Secondary
- 1.3 Comprehensive

	1
	2
	3

2. SCHOOL ENROLMENT

- 2.1 Less than 400
- 2.2 Between 400 - 800
- 2.3 More than 800

	1
	2
	3

3. HOW WOULD YOU DESCRIBE THE ECONOMIC BACKGROUND OF LEARNERS IN YOUR SCHOOL.

- 3.1 Low socio-economic
- 3.2 Moderate
- 3.3 High

	1
	2
	3

4. SCHOOL LOCATION

- 4.1 Urban
- 4.2 Rural

	1
	2

5. THERE ARE A NUMBER OF CHANGES IN SCHOOLS AND SCHOOL SYSTEM.

5.1 List changes that took place since 1994.

.....

.....

.....

5.1.1 Who initiated the changes?

.....

.....

.....

5.1.2 When did stakeholders come on board.

.....

.....

.....

.....

.....

5.1.3 List major role players in these changes.

.....

.....

.....

5.2 List areas in which you were actively involved in these changes.

.....

.....

.....

.....

.....

6. DESCRIBE ISSUES AND CHALLENGES IN THE MANAGEMENT OF CHANGE REGARDING:

6.1 Staff

.....

.....

.....

6.2 Parents/Community

.....

.....

.....

6.3 Resources (Physical)

.....

.....

.....

6.4 Financial resources

.....

.....

.....

6.5 List other challenges in the management of change in schools.

.....

.....

7. WAS THERE ANY RESISTANCE TO CHANGE?

YES	NO
1	2

7.1 Comments on why there was resistance to change

.....

.....

.....

7.2 Comments on why there was no/little resistance to change

.....

.....

.....

8. SUGGEST WAYS IN WHICH CHANGE COULD BE MANAGED.

.....

.....

.....

University
of North-West

Department of Planning and
Administration

Private Bag X2046 MMABATHO 2735
Republic of South Africa
Telephone : (0140) 892111
Fax No. : (0140) 25775

Date 20 /08/98

Your reference

Our reference

TO: COLLEGE RECTORS
DISTRICT MANAGERS
CIRCUIT MANAGERS
PRINCIPALS
TEACHERS

RESEARCH PROJECT: FIELDWORK

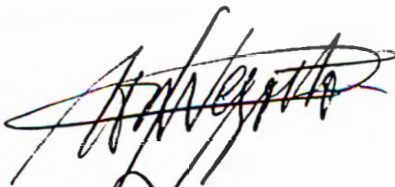
The Department of Educational Planning and Administration hereby request you to grant our B.Ed and M.Ed Postgraduate student(s) permission to conduct research in school(s)/College(s) under your jurisdiction.

TOPIC: ISSUES AND CHALLENGES IN THE
MANAGEMENT OF CHANGE IN SECONDARY SCHOOLS OF
MAFIKENG DISTRICT OF THE NORTH WEST PROVINCE.

STUDENT NAME: MOKGOSI, MPHO ELIZABETH.

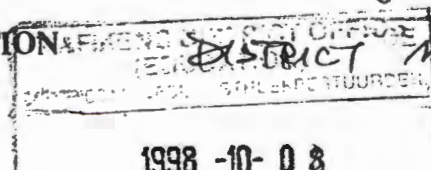
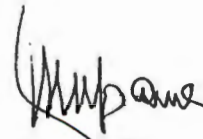
Thank you in anticipation

Sincerely



DR M.W. LEGOTLO

HEAD: PLANNING AND ADMINISTRATION



APPENDIX C

P O Box 6605
MMABATHO
2735

25 August 1998

The Principals

.....

.....

.....

Sir/Madam

CONDUCTING INTERVIEW SCHEDULES

I am conducting a research on **ISSUES AND CHALLENGES IN THE MANAGEMENT OF CHANGE IN SECONDARY SCHOOLS OF MAFIKENG DISTRICT OF THE NORTH WEST PROVINCE.**

I request to interview - yourself (principal)
- Deputy principal or
- Head of Department
- Teachers

Any information given will be strictly confidential and no identification of a specific school or name of a teacher will be given when the report is completed.

Written permission to conduct this study has been obtained from the District Office.

Yours faithfully

ME MOKGOSI