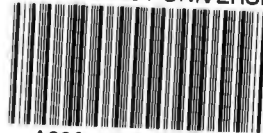


NORTH WEST UNIVERSITY



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**EDUCATORS' PERCEPTIONS ON THE ROLE OF THE PRINCIPAL ON
THE EFFECTIVE MANAGEMENT OF CHANGE:IN DISTRICT OF
MABOPANE, BOJANA EAST REGION OF THE NORTH WEST PROVINCE**

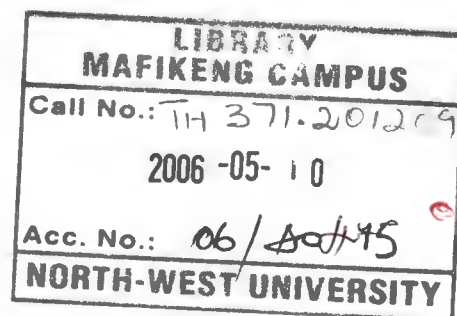
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**SUBMITTED IN THE FULFILMENT OF THE REQUIREMENTS FOR THE
M.ED. IN THE DEPARTMENT OF PLANNING AND ADMINISTRATION
AT THE UNIVERSITY OF NORTH WEST, MAFIKENG CAMPUS.**

**SUPERVISORS : PROF.W.M. LEGOTLO
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DATE SUBMITTED :08 JANUARY 2006



DECLARATION

I, Tsietsi Obed Lebepe declare that this is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

Signed. 

ACKNOWLEDGEMENT

On completion of this study, I would like to thank all the people who made this a dream come true by their various contributions.

My supervisors Prof. M.W. Legotlo and Mrs Morake for thier guidance and support throughout this work. You gave all courage I needed, thank you for being a source of inspiration.

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ABSTRACT

The purpose of this study was to determine educators' perception on the role of the principal on the effective management of change in schools, in the district of Mabopane, Bojanala East Region of the North West Province.

Virtually, little has been documented about the educators' perception on the role of the principal on the effective management of change. Similarly, little attention is paid to supporting the principals on the effective management of change in schools.

The study was confined to educators of 25 primary schools, in Mabopane District, Bojanala East Region. The random sampling technique was used to select n=25 primary schools, out of 178 primary schools. In each school, 14 staff members were given questionnaires to respond to in a given time, giving a total of 350 respondents. The study revealed that there are rapid changes that are brought about by the government, which makes it difficult for managers to manage change and implement it effectively. And also the principal on managing change should not avoid the demands of the society for increasing efficiency and effectiveness. The principal should encourage the stakeholders to participate and to be actively involved so that they could own change. Principals experienced challenges to exercise authority and dealing with stakeholders who resisted change.

On the basis of challenges experienced by the principals on the effective management of change, professional development programmes for school principals in the form of workshop and well-structured orientation are recommended before imposing changes.

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CHAPTER 1

ORIENTATION

1.1. INTRODUCTION

Change is a fact of life in all organizations and it simply describes the totality of effective manager's job, which is the management of change (Van der Westhuizen, 2002). Practically everything effective managers do, in some way, is concerned with the implementation of change. There are different levels of change, which range from minor changes in a work procedure, to a major revamping of the organization structure (Steyn, 2000). According to Van der Westhuizen (2002) managing change effectively in school subject that utilize concepts like knowledge about motivation, leadership, group dynamics, organization politics, conflicts, determining behaviour and communication, assist the principal to have more understanding about the change process.

Change in any organization generally takes place to respond to a problem or performance gap or to the perception of an individual or a group who believe, that such problem exists (Mullins, 1996). It may be that the school is not performing as well in a particular area as it might reasonably be expected to do or that approaches that were once readily acceptable are now no longer justifiable. Therefore, managing change is a complex and messy process, because it is a process of intensive interaction even within the smallest staff team (Kathryn, Bartol and David, 1998).

Ineffective school managers may contribute to the resistance of change by failing to involve other members of the team in the change process and by not demonstrating to their colleagues precisely why the change is needed and what it will involve. The decision to plan any change can be seen as an attempt to

impose anticipated future events. Steyn (2000) emphasized that, with careful planning, resistance to change can be minimized but not eliminated: by involvement, by awareness, and by the nature of the process itself. Resistance to change also assumes that the most effective way of bringing about change in the school is to begin by worrying about attitudes.

Within the context of this chapter, the statement of the problem is provided to facilitate an understanding of the problem under investigation. Thereafter, the research design is given and terms relevant to the study are defined.

1.2. STATEMENT OF THE PROBLEM

Major changes are currently taking place in the education system in South Africa. Furthermore the fact that the democratic government is improving education in all spheres to suit the needs of the generation, poses great demands on the know-how and skills of school managers and educators. There is a need for principals and teachers to be abreast of the changes that are brought about in education in order for them to be able to manage these changes and innovations effectively. All this results in a need for orientation programmes for the principals so that they can deal effectively with the new challenges, such as involving and allowing all stakeholders to participate and implement change.

School principals in the twenty first century are expected to be managers of the business of running a school, as well as instructional leaders who envisage change and facilitate capacity building within the teaching community (Albert, 2000). The school principals are also ultimately accountable for the school's reputation through the results of standardized tests. The history of the role of the principal changes from an autocratic leader to a bureaucratic manager. Neither of these forms of leadership is truly effective in this age of increased accountability within the school community and added responsibilities from

central authorities. Steyn (2000) argued that a manager should manage change to democratic, collaborative style of leadership that may assist the school principals to effectively deal with growing demands of time, personal, and professional recourses.

Principals are expected to be agents of change, responsible for administering educational reform or change. The traditional role of the principal as an administrator who "worked with and through others to accomplish school goals efficiently", so that change could be maintained (Sergiovanni, 1997). Managers managing change at school, on the other hand, suggests an "emphasis on newness and change" (Griffith, 1999). Historically the role of the manager changed from being an instructional leader to a manager (Griffith, 1999), and the role has been expected over a period of time to include accountability for everything that goes on in the broad school community.

The principals as managers of change have greater challenge to create partnerships that are "morally defensible and educationally 'worthwhile'" (Hargreaves, 1994). Changes in social realities of employment are partnered with business requirements, which have to change. Schools are expected to provide the skills training required to assist students in different needs of the society. Underlying this discussion of changes on management, "not only schools have been profoundly influenced by business, but the prevailing belief is that the two should be linked more closely" (Holt, 1993). According to Hargreaves (1994), "some principals want schools to wash their hands of business connection because they think that running schools as business corrupts the curriculum".

Deming's management theories put more pressure on principals on their management of change to impose changes, based around a quest for quality through acknowledging the worker (an educator) as an asset (Van der Westhuizen, 2002). Total quality management is about changing people's

internal attitude towards the work that they do, through collaboration, continuous improvement and consensus for all decisions (Van der Westhuizen, 2002). Change in educational management structure should mirror changes in the business community, and so the pressure on principal to enact this change began.

The introduction of any change will involve stress, anxiety and conflict. It will be muddled and will require carefully formulated plans to be modified and even abandoned (Hunt, 1991). Heller (1985) says some people would support the change while others will oppose it. The supporters of change may be evolutionary in their approach to the extent that they are prepared to spend much of their time building the foundation on which the change may rest. Fullan (1992) suggested that successful management of change depends fully on the understanding of problems of change at the level of practice and the development of corresponding strategies for bringing about change. Change is difficult because it may require a rethinking of the values and attitude that the teachers hold about the work they do. Colleagues must be made aware of the need for change, of the reasons for it even before the process itself begins. People must be encouraged and not driven.

Accordingly Steyn (2000) points out that if change is seen as a denial of a person's professional past, then his or her investment in a programme will be at the most slender. Change can threaten the basis of one's identity. The way some politicians have dealt with the need for change in schools, is undoubtedly threatening to teachers, and is an example of how not to persuade people of the need for change. Teachers are resilient and it is much to their credit that they have dealt with the many changes in recent years in a highly professional way (Morrison, 1998).

When change affects the work of the team, it is the duty of the school leader to

manage change to minimize resistance, conflict and hostility that will, almost inevitably, be generated. The extent to which the resistance to change extent, depends on what the change is. Ruddock (1991) suggests that teachers need to be clear about their values and discuss this context of change. Some of problems schools have faced, arise from the differences in values between politicians and teachers. Schools should be prepared to tackle issues of values collaboratively. Hopkins (1993) makes the point that successful schools are those which recognize the social aspects of change as important and put more emphases on prioritization and strategic planning. It is through such an approach to school development that recognizes the social complexity of change that some schools are managing to achieve quality in time of change.

On the other hand resistance can be increased by the nature of the change techniques by the team leaders (Kathryn, Bartol and David, 1998). Where the reasons for the change are not made clear or are presented in such way as to be unacceptable to these people most likely to be affected by change, resistance is more likely to be encountered. It is far much better to ensure that the team members participate fully in exploring the needs for change before any decision about the nature and the need for change is taken. Agreeing on the need for change is the first stage in minimizing conflict and resistance and it has to be done independently of the management of the specific change. According to Stoll and Fink (1996) change is a process rather than an event. School improvement and the changes involved are long-term processes, which need to be carefully planned and implemented over a period of years. The improvement never comes to an end, so that schools need to recognize that change of some kind will be continual.

The staff members may worry about how a structural change will influence their promotion prospects or about whether they have the necessary skills to cope with it. These concerns are often made worse by a lack of understanding about

the present and the future situations and by a feeling on the part of an individual member, that he or she has no ownership of the change which is taking place and cannot, therefore, exert any influence over it. When people feel overworked, having to cope with introduction of change is the last thing that they will want, especially if they already feel that their status, security, or position is likely to be adversely affected. Covey (1992) suggested that change very often involves changing the culture of the school in some respect and it may challenge deeply held beliefs of teachers who will need considerable help and support to cope with new demands. Fullan (1992) noted that schools should accept that there is always room for change for improvement. Demands for change will continue and even escalate, and school must learn to deal with such demands by clarifying their thinking about particular change. Most people do not discover new understanding until they have delved into something. In many cases changes in behavior precede rather than follow changes in belief.

With careful planning, then resistance to change can be minimized but never eliminated by involvement, communication, awareness and the nature of the process itself. To involve all the people who are going to be affected by change provides them with a basis for understanding what is going on and provides an opportunity for them to influence the change that, in turn, can generate ownership. Involving all the people, leads to understanding and appropriate action. According to Covey (1992) ownership is in the sense of clarity, skills, and commitment a progressive process. Where leaders do not take into account the existing work pattern and the ways affecting different members at different time, they can increase the problem caused by pressure of work during the change, thus making the change process more difficult than it may otherwise be. Such problems emerge when those responsible for the change fail to emerge and consider how that change might be planned.

Since planning is both future and goal oriented it cannot ignore ways of

minimizing the uncertainty, which the future holds, (Rossow, 1990). To manage change effectively, leaders have to recognize that the process of change management demands their ability to predict what the likely outcomes of the change are namely; to prepare for the change as the team leader and also to prepare others; to identify potential problem areas and the action required to deal with them; to implement change itself; and to recognize and exploit the opportunities which the change process may produce. These abilities must be seen in the light of two most basic questions. Firstly, is the change really needed? Secondly, are the likely outcomes worth all the effort and uphill, which the change will produce? Where there is considerable pressure to change rapidly in the face of severe problem with a minimum of resources available, then leader-based change may be appropriate. Involvement also enables team members to have access to information about the change. Once people are informed then rumour and misunderstanding can be confronted and overcome.

Russell and Evans (1992) argued that it would be foolish of schools in change to avoid the demands of the society for increasing efficiency and effectiveness in the public arena of education. The demands put more pressure on principals that they should know that the best strategy to quality is to change and improve learning outcomes for learners. To improve effectiveness, the managers at school should be open to change and learning why some of our outcomes are not what they aspire to achieve. The managers should use organization improvement model which involves dynamic change in both the curriculum and teacher competence simultaneously (Chung). The role of the leader or principal is not to be an expert in any one area but to facilitate the kind of change that impacts on the curriculum and teachers' performance. The challenge that leaders really face is to provide relevant leadership for learning and management of the process, planning and strategies that lead to effectiveness in an education sense for each child and staff members. Larson (1989) supports the notion by affirming that change as part of the principal's life and culture need nurturing and

mentoring in deep reflective practice.

Wissler and Ortiz (1988) support the suggestion that change for improved pre-service training may be the strongest impetus for changing teaching strategies. Oliver (1999) suggests that government need to decide a balance between pre-service and in-service.

In this study, my argument on the statement of the problem is based on educators' perception on the role of the principal on the effective management of change in school.

It is within the context of the above views that this researcher has realized that there is a need for educators perceptions on the role of the principal on the effective management of change to help transformation of educational system to align itself with the challenge in new South African constitution. It was very important that empirical survey and investigation to be carried out base on the aim of the study.

1.3 AIMS OF THE STUDY

From the argument presented, the aims of this study can be operationalised as follows:

Aim1: To determine from the literature the nature and scope of management of change.

Aim 2: To determine empirically the perception of educators in the management of change by the principals.

❖ HYPOTHESES

The hypothesis to be tested include:

- The perceptions of educators on management of change are the same irrespective of experience, age and school type; and
- The perceptions of educators on management of change are the same in terms of gender.

1.4 RESEARCH METHODOLOGY

The research method was based on the literature review and empirical investigation through questionnaires on the selected population.

1.4.1 LITERATURE STUDY

Literature was reviewed to make a thorough study on primary and secondary sources with a view to gather information about the educators' perception on management of change. Computer aided search was conducted with these key words: management of change, change and innovation.

1.4.2 EMPIRICAL STUDY

The empirical study was done through structured questionnaires and interviews on the selected population.

1.4.2.1 QUESTIONNAIRE

A structured questionnaire with open and closed questions was developed and pre-tested. The aim of the questionnaire was to gather information on the educators' views and opinions on the role of the principal on effective management of change in schools.

1.4.2.2 INTERVIEW

An interview was conducted with 20 deputy principals of different primary schools. The empirical investigation was conducted to determine the educators' perception on the role of the principal on the effective management of change.

1.4.2.3 POPULATION AND SAMPLING

The population in this study was confined to educators of twenty five (25) primary schools in Mabopane district, Bojanala East region consisting of 178 existing primary schools. The simple random sampling technique was used to select the population. In each school from the sample, fourteen (14) staff members were given questionnaires to respond to in a given time, giving a total of three hundred and fifty (350) respondents.

1.5 DATA ANALYSIS

With the help of the statistical consultants of the North West University, computer aided statistical analysis was employed. The t-test and X^2 -test were applied to check whether there is any significant difference between (H0) Null Hypothesis and (H1) Hypothesis. The statistical test employed include:

- X^2 - test
- t-test

1.6 DEFINITION OF TERMS

The following terms are defined in detail: change, management of change, perception and educator.

➤ **DEFINING CHANGE**

Change is the struggle between what is and what is desired. It is unmeasured human experience (Taylor, 1987). Change is a phenomenon that affects all aspects of a person's life, bringing about alterations in employment spheres. In the context of educational management, change means, that school principals are exposed to new controls and regulations, growth, increasing competition, technological developments and changes in the workforce (Kotter and Schlesinger, 1979). Further changes in legislation, the availability of resources, market demands and social priorities often force principals to redesign the organization's structure and procedures, redefine priorities and redeploy resources (Beckhard & Harris, 1987).

According to Kimbrough and Burkett (1990), change is a deliberate effort to alter the status quo by influencing or modifying the functions, structure, technology and/or purpose of an organization. It is a complicated process that requires thorough strategic planning in order to reach prescribed goals (Virgilio and Virgilio 1984). Hall and Hord (1987) see change as a process pursued for people. It has a technical and human aspect; it begins and ends with individuals acting in unison to make schools effective. The aim of change is always improvement (Wissler and Ortiz, 1988).

➤ **MANAGEMENT OF CHANGE**

In this study, management of change refers to a planned, systematic process that takes time to come to fruition. Effective management of change refers to improvement as a systematic, sustained effort aimed at altering the process of learning and related matters with the sole purpose of attaining educational goals.

➤ **PERCEPTION**

Perception is the process of acquiring, interpreting, selecting and organizing information by educators on the role of principals on the effective management of change. In other words, perception can be defined as a cognitive process in which information processing is used to transfer information from the world into the brain and mind where it is further processed and related to the other information.

➤ **EDUCATOR**

Is any person who teaches or educates learners at any public school who is permanently or temporarily appointed at post-level one, two and three. Furthermore, a teacher or educator is a person whose employment is regulated by the Educator's Employment Act of 1994. An educator involves Head of Departments (HOD's), deputy principals and principal falling on post level 2 and 3.

1.7 SUMMARY

The purpose of this chapter is to outline briefly the educators' perception on the role of the principal on effective management of change. It also states how these educators' perceptions on the effective management of change are investigated to formulate the events of the study. The important concepts of the study are explained.

1.8 CHAPTER READINGS

This study is organized in the following sequence:

Chapter 1: Orientation

Chapter 2: Literature review

Chapter 3: Research methodology

Chapter 4: Data analysis and interpretation

Chapter 5: Summary, Findings, Recommendations and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

It is useful, to view this literature review as the integration and application of the statement of the problem and literature. Our study of effective management of change begins with the role of the principal on the analysis of the levels of change (individual, group and organizational), and the degrees of change that can occur within these levels. The context explores why people resist change and conclude with models for analyzing change strategies and applications of the strategies.

The principal, should understand five central interacting factors in management of change which are listed and explained below:

- Coherence and environmental assessment strategies emerges from the way an institution at all levels processes information about its environment (Pettigrew and Whipp, 1993),
- Leading change which involves linking action by people at all levels of organization and laying out new direction prior to precise action being taken,
- Human resource and assets and liabilities, which are related to the total set of knowledge, skills and attitudes that organizations need to facilitate comprehensive mobilization of human resources.
- Linking strategies and operational change (has both international and emergent character) Pettigrew and Whipp (1993).

According to Taylor (1987), there are identifiable factors of effective

management of change by principals that determine the process and success of organizational change in education. The most important factors are:

- The community and local environment,
- The unit of change, the content of change,
- Support for the process of change by those involved.

According to Kimbrough and Burkett (1990), the principals in their role of managing change can distinguish between two kinds of organizational change, namely unplanned and planned change. Planned change implies a deliberate alteration in the status quo. In some cases change is unplanned, but according to Harris (1985), planned change is preferable to unplanned change because it occurs according to specified goals and objectives. Kimbrough and Burkett (1990) point out that change (whether planned or Unplanned) tends to take five forms. From a comparison of these five forms of change with those of Lipham and Hoeh (1974) as the founders and Taylor (1987), the following forms of change in education can be identified:

- Technocratic change,
- Social change,
- Interactive change,
- Competitive change,
- Optional change.

Herman and Herman (1994) added two forms, namely

- Incremental change;
- Transformational change.

Any situation of management of change contains driving forces that tend to alter existing circumstance, and forces of resistance. Lewin (1947) identified three

steps that have to be followed for change to take place. These are

- Unfreezing,
- Movement;
- Refreezing.

Change is a process that needs to be managed. The school principal, as the key figure around which much of the school's activities revolve, to a great extent, determines the school's successes and failures when change is implemented (Hall, 1988). Herman and Herman (1994) express the view that "an educational leader must lead the change- not merely be subject to it."

There are five phases in the management of change process that must be managed, which are

- Diagnosis;
- Planning;
- Implementation;
- Stabilization;
- Evaluation.

For each of these phases there are strategies and techniques to be implemented. The school principal as the change agent, who has to accept the entire responsibilities for managing change in the school, is expected to initiate change, to facilitate, and to implement it. Politicians, parents and business sectors all expect that the school will accept the responsibility of changing existing practices in the interest of progress (Kimbrough and Burkett, 1990) The expectations place pressure on the principals to manage change and to accept the following responsibilities:

- To determine the objective of proposed change;
- Procedure and methods of implementing change;

- Scrutinize the literature relevant to the proposed change; and
- The principal has already had an experience on the proposed change.

Other skills expected from him are:

- The circulation of the planned information among the members of the community and staff members;
- Having informal discussions about transformation; and
- Identify priorities of dealing with tasks (Kimbrough and Burkett, 1990).

The principals as key figures should have an extra skill which is the negotiation skill, for example they are in direct contact with teachers, parents, learners and educationally relevant structures to maintain sound labour relations and organizational change (Pienaar and Spoelstra, 1999). Any South African manager has to be a good negotiator.

The principal in the effective management of change should recognize the factors that cause the resistance to change, and know how to manage resistance to change on different levels of authority. There are two perspectives on resistance to change, namely the revolutionary perspective (change enforced from below) and the reactionary perspective (reaction to change enforced from above). Finally management of change becomes more meaningful when there is resistance to it (Kimbrough and Burkett, 1990). Sergiovanni (1987) maintains that there will always be resistance to change. Nevertheless there is a growing, worldwide realization that negotiation is one of the most effective and democratic ways of peacefully solving problems arising from change. The school as an organization and more specifically, the teachers in the school react to the change by generating energy (resistance) to maintain the internal or existing equilibrium of the status quo.

The changed landscape in South African education has introduced the new

approach in change management as brought about by the new constitution. The introduction of a new constitutional democracy for South Africa through the adoption of the Republic of South Africa Constitution Act of 1996 with its Bill of Rights means that South Africa has turned its back on the apartheid past and that change is both fundamental and irreversible. The road ahead is not going to be easy and will be full of challenges and pitfalls as we adapt to a new culture of reconciliation, tolerance of diversity, improvement of the equality of life of all citizens and freedom of the potential of each person. The protection of fundamental human rights is equally crucial in striving towards democratic, open and accountable government, there is no doubt that education can (and will) provide the key to this.

In addition to the constitution, there is an array of labour legislation dealing with different aspects of the law, which should be followed by the managers on the effective management of change in school management. Labour legislation includes the Labour Relation Act of 1995, Basic Conditions of Employment Act of 1997, the Employment Equity Act of 1998 and the Employment Of Educators Act of 1998.

Furthermore the research findings comparing South African management of change in schools with developing countries like Kenya, Zimbabwe, Botswana, Lesotho, and Swaziland and developed countries like New Zealand, USA, Australia, Canada, Britain and UK have been discussed critically.

In this context the management of change and change itself is going to be further defined, and the critical theoretical background of management of change is to be presented.

2.2 FURTHER DEFINITIONS

Change management is further defined below

2.2.1 CHANGE MANAGEMENT

Kotter (1996) argued that those who introduce or manage change are known as change agents. Managers or employees who oversee the change process are internal change agents. Change agents can also be external, for example outside consultants.

According to Wissler (1998) change management, simply put, is managing change. Once a school organization has made a decision to change, a careful management of change is imperative if the goals of the desired change are to be attained. Change management is, thus, a challenge because diverse individuals in the organization will invariably hold diverse views of change, and their energy will need to be harnessed in order to meet the goals of change (Nelson & Quick, 1997).

Change is its own challenge and is driven by many factors and forces. In turn, it unleashes many reactions among affected individuals. Change is a big challenge that faces many managers today (Herman and Herman, 1994). Organizations continually evolve and thus change, which in turn, makes managing change a complex issue. Change has to be managed so as to control it. Managing change, in effect, is also management of the reaction and resistance to change (Kimbrough and Burkett, 1990).

Change management is the process of developing a planned approach to change in an organization. Typically the objective is to minimize disruptions to the normal flow of activity.

Steyn (2000) argued that change management can either be reactive, in which case management is responding to changes in the macro-environment (that is, the source of the change is external), or proactive, in which case management is initiating the change in order to achieve a desired goal (that is, the source of the change is internal). Nieto (1999) supported the idea that change management can be conducted on a continuous basis, on a regular schedule (such as an annual review), or when deemed necessary on a programme-by-programme basis.

Change management can be approached from a number of angles and applied to numerous organizational processes (Attaran, 2000). It's most common uses are in organizational development, information technology management, strategic management and process management. According to Washington and Hacker, (2003) to be effective, change management should be multi-disciplinary, touching all aspects of the organization. However, at its core, change management is primarily a human resource management issue. This is because implementing new procedures; technologies and overcoming resistance to change are fundamentally "people issues".

2.2.2 BASIC FORMS OF CHANGE

It is quiet vital that the principal in his/her role on management of change should recognize that there are two basic forms of change, which are found in the organizations; namely, planned and unplanned change, discussed below in detail.

- **PLANNED CHANGE**

The principal as the effective manager of change should know that planned change occurs when change results from a deliberate decision to alter the organization (Van der Westhuisan, 2002). The school as the organization may wish to move from one structure to another and, thus, engage in a carefully constructed or orchestrated approach to alter the structure or functions of the organization, which will agree with the effectiveness and efficiency of the organization. Robinson (1997) stressed that planned change improves the ability of the organization to adapt to change in its environment, and to change employee behavior. If an organization is to survive, it must respond to changes in its environment. Efforts to introduce work teams, decentralized decision making and new organizational cultures are examples of planned change activities directed at responding to changes in the environment. Since an organization's success or failure is due to things that employees do or fail to do, planned change is also concerned with changing individual or group behaviour.

- **UNPLANNED CHANGE**

The principal as a change agent should acknowledge that unplanned change is alterations, which may occur as a result of imposed conditions. Such changes may be unforeseen. Unplanned changes may be environmental, e.g. natural disasters. Government regulations and economic conditions may lead to abrupt and unexpected changes for organizations (Weston, 2000).

Van der Westhuizen (2002) concluded that change, whether it is forced or planned, but especially in the latter instance, needs to be managed, because change can either be disruptive or constructive.

2.2.3 SCOPE OF CHANGE

The principal on the management of change in the school should recognize that planned change has three scopes, and these are incremental, strategic, and transformation change. According to Taylor (1987:177), these are identifiable factors that determine the process and success of organizational changes, they are discussed below.

- **INCREMENTAL CHANGE**

The principal as the change agent should clarify that incremental change is change of relatively small scope, such as making a small modification in a work procedure; it is change involving minor improvements. Kotter (1996) reminded principals on the importance of understanding the vision in regards to the transformation merging with times. Steyn (2000) said that managers should democratically manage incremental change with collaboration of management style to deal with emerging challenges of change.

- **STRATEGIC CHANGE**

The principal on the effective management of change should express the view of the strategic change as change on a larger scale, such as the restructuring of an organization. In strategic change, the organization moves from an old state to a known new state during a controlled period of time (Nelson & Quick, 1997). Strategic change usually involves a series of transitional steps. Glueck (1992) defines strategy as a unified, comprehensive and integrated plan designed to ensure that the basic objectives of the enterprise are achieved. Attaran (2000) argued that for the strategic change to be more effective managers need to have more understanding of why there is a need to change, and to ensure this detailed understanding, managers can conduct knowledge checks.

- **TRANSFORMATION CHANGE**

Transformational change is the most massive scope of change, which should be recognized by the principal. With this change, the organization moves to a radically different and, at times, unknown future state. In this change, the organization's mission, culture, goals, structure and leadership may all change dramatically (Jick in Nelson & Quick, 1997). According to Malan (1997) transformation change is directed at the change of people's attitudes towards innovation and views of the organization's mission, culture and habits. Aduda (2000) alluded that for transformational change to be more effective and efficient, there is a need for training staff and stakeholders on areas such as human resource management and appraisal. Casey Hurley (1999) has acknowledged that schools have traditionally expected to adopt the same structures, follow the same rules and achieve the same goals at large, which uphold the progress of the school particularly in transformational change.

2.2.4. OTHER FORMS OF CHANGE BY KIMBROUGH AND BURKETT (1990)

Kimbrough and Burkett (1990) point out that change (whether planned or unplanned) tends to take five forms. By comparing these five forms of change which are discussed above on 2.2.3 with those of Lipham and Hoeh (1974) and Taylor (1987) discussed below, the following forms of change in education can be identified.

- **SOCIAL CHANGE**

This type of change is generated by a variety of aspects, discussed below

- Change in the relationships between the parents and children and between teachers and children;
- Change in roles such as the reformation of the teacher's tasks; and
- Change in role philosophy, such as a new perception or belief which informs a program or policy

Smith and Cronje (1992) argued that social change is one which brings transitional stage directed at replacement of absolute systems with newer system and the application of modern technology. Robinson (1997) reinforced this argument by saying that the social trends during the 1970s and 1980s, as well as the 1990s suggested changes in the organisations to adjust for. For instance, there has been a clear trend in marriage and divorce during the past decades. Young people delay in getting married, and half of all married couples end their marriage in divorce. And this kind of situation is there in school organisation because social trends affect it.

○ **TECHNOCRATIC CHANGE**

Changes and improvements in technology make educational adaptations necessary to accommodate changes. Smith and Cronje (1992) argued that technological change is change aiming at finding new ways in which products or services could be delivered, and searching for new aids with which this could be done. Furthermore Mullins (1999) says that technological change includes the application of new ways of transforming resources into products or services. Technological change invariably refers to change in the area of equipment, computers and robotics, which is implemented by a growing number of manufacturers and service organizations. Kenya (1999) argued that technological change can alter working conditions, the social relations among workers, career patterns and promotion procedures to name but few. This change has brought

lot of competition in the working fraternity. Chung (1998) supported the notion by affirming that managers and staff need nurturing and mentoring in deep reflective practice. Wissler (1988) supports such notion that technological change for improved pre-service training may be the strongest impetus for transformed strategies.

○ **COMPETITIVE CHANGE**

This kind of change is brought about by competition and the desire to be better than other schools. The common example is the introduction of improved training and coaching techniques Steyn (2000). Malan (1997) argued that the competitive change bring the change in behaviour, aims at channelling the knowledge and skills of the staff into new directions and also at improving their ability. This could be brought about through sensitivity training, transactional analysis training and team building. Robison (1997) added that in the global economy, competitors are likely to come across the ocean as from across town. Heightened competition also makes it necessary for established organisations to defend themselves against both traditional competitors who develop new products and services and small, entrepreneurial firms with new offerings. Stoll (1996) agreed that ultimately competition amongst the staff members will bring about successful change and inculcates a lot of options to change and different approaches. The improvement never comes to an end through competitive change, so schools need to recognize that competitive change of some kind will be continual.

○ **OPTIONAL CHANGE**

This is the preferred type when the key groups of employees initiate the change, rather than having the change mandated by the school principal. This simply

means that the principals, on management of change should recognize views and initiatives brought about by subordinates (Van der Westhuzen, 2002). Herman and Herman (1994) supported optimal change as it includes work simplification, job adjustment aimed at job satisfaction and performance of staff. Even though we have different scopes of change, there should be principles to be followed by the principals on the management of change so that change could be properly implemented.

2.2.5. PRINCIPLES (or the how to) OF MANAGING CHANGE

The following principles of change should be highly recognized by the principals as managers on the effective management of change. Kotter (1996) emphasized the fact that principles need to be honoured, if not followed, change will fail. Stolls (1996) has also stressed a point that principles form the imperative part of initiating change as stated below:

- Managers should be able to identify the forces of change. These forces come from diverse sources, external and internal;
- A shared vision for change should be developed and should include participation by all employees in the planning process;
- Top management must be committed to change and should visibly demonstrate support;
- A comprehensive diagnosis and needs analysis should be conducted;
- There must be adequate resources for carrying out the change;
- Resistance to change must be planned for and managed; Communication, participation and empathy are ways of helping employees to adjust;
- Reward systems should reinforce new behaviours, not old ones;
- Participation in the change process should also be recognized and rewarded, and

- Change management efforts should be undertaken in an ethical manner and should preserve employees' privacy and freedom of choice.

All the above principles of change would be effective if the principals faces the members of staff and other stakeholders on board to get their views and allow them to participate. This would be successfully fulfilled by reviewing the stakeholder prerequisites.

2.2.6 PREREQUISITES FOR THE EFFECTIVE MANAGEMENT OF CHANGE

Prerequisites for effective management of change are stated and discussed in detail blow.

❑ FACTORS AFFECTING SCHOOL COMMUNITY FOR EFFECTIVE MANAGEMENT OF CHANGE.

According to Coetsee (1993), there are a number of factors that affect the school community and these have to be taken into consideration, as they are prerequisites for the effective management of change. They are as follows:

- The degree to which the total school community will be affected by the change, and the degree to which it is aware and supportive of the vision driving the change and its intended consequences;
- The degree to which the changes are in line with current practices and objectives;
- The existence of a climate of change in the school; and
- The previous experience the school community has had of change, and the degree of readiness for change in this community

❑ **REASONS WHICH ARE ADVANCED BY TEACHERS**

Teachers are of the opinion that school principals' efforts to bring about change fail due to the following reasons:

- ✓ They have inadequate knowledge and information about the proposed change;
- ✓ They have not all had identical professional training;
- ✓ They have not been exposed to in-service training relevant to the proposed changes;
- ✓ They do not grant staff the opportunity to participate in, and influence the planning of the changes; and
- ✓ They fail to recognize the autonomy of staff (Kotter, 1996).

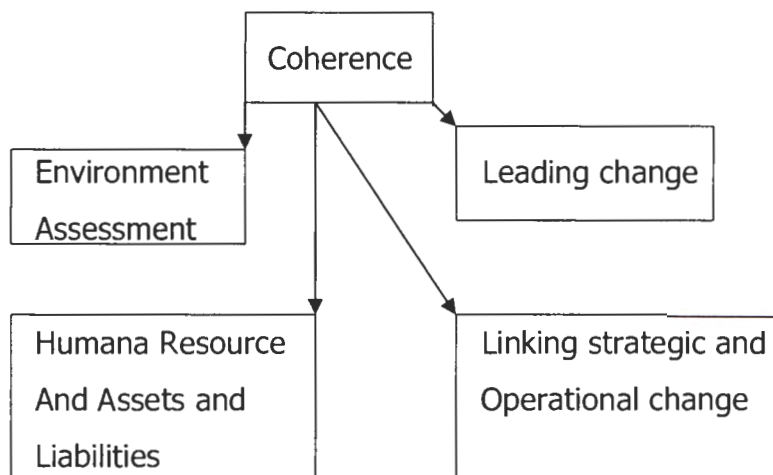
❑ **REASONS WHICH ARE ADVANCED BY SCHOOL PRINCIPALS**

Reasons advanced by school principals for their own lack of success in implementing change include the following (Leithwood & Montgomery, 1984)

- Uncertainty-unclear expectations and conflicts about areas of responsibility;
- Complexity-which personnel should be assigned to which tasks affecting the change process; and
- A limited or faulty notion of how the school system functions and what the principal's role in that system is.

2.2.7. FIVE CENTRAL FACTORS FOR MANAGING CHANGE

FIGURE 2.1 FIVE CENTRAL FACTORS FOR MANAGING CHANGE



Source: Pettigrew and Whipp (1993)

The following five factors interact the management of change as illustrated in figure 2.1

❑ **ENVIRONMENTAL ASSESSMENT**

It is not good for educational institutions to regard judgments of their external competitive world as only a technical procedure. The assessment of the environment cannot be the responsibility of specialist function conducted by external participants. Strategy emerges from the way an institution, at all levels, process information about its environment (Pettigrew and Whipp, 1993). Crossley (2002) argued that principals or managers must be aware of the values, beliefs and norms of the communities where they are assigned as they form part of the environment necessities, and that they acquire the necessary knowledge, and skills and they have a vision and share the Ministry of Education's aims and goals. Fullen (1999) added that to prosper, managers must be actively plugged into their environments. They must engage state policies, not necessarily implement them literally, if they are to protect themselves from eventual

imposition. One should know that expectation and tensions in the environment contain the seeds of future development. The environment involves nurturing the following several key factors for the success within the learning site; teamwork and collaboration among staff, responsiveness to student's concerns and aspirations, as well as those of their parents, and forward-looking planning and implementation of a host of administrative details; staff recruitment and/ or initiation and general organization of the school.

□ **LEADING CHANGE**

The critical leadership tasks in managing change are more incremental and often less spectacular than the prevailing press images. Leading change involves linking action by people at all levels of the organization, while at the same time laying out new directions prior to precise action being taken. With such enormous responsibilities on the shoulders of the school heads, it is argued by Esp (as cited in Mashinini and smith, 1995) that school leadership can no longer be exercised on the basis of experience and natural ability. The school leaders need training in the skills of team leadership.

Nieto (1999) on the discussion about the role of the school principals says there is no doubt that the principals are key persons in the effort to improve the quality of education. But the ways principals in developing countries, for instance, Kenya, are trained, selected, inducted and in-serviced are described as not suitable for the development of effective and efficient school managers (Bogonko).

□ **LINKING STRATEGIC AND OPERATIONAL CHANGE**

The process of linking strategic and operational change has both an international and emergent character. Intentions are implemented and transformed over time. The cumulative effect of separate acts of implementation may be significant.

Strategies are based on unpredictable sequence of successful operational acts. Strategic management's perception suggests that managers are central figures in organizational change (Chung, 2000). As decision-makers, they have a proactive role in anticipating and shaping the environment, and in charting the organization's course. According to Van der Westhuizen (2002), the strategist's primary task is to ensure a good strategic alignment between organizations and its environment. Therefore, there is overwhelming evidence that managers on management of change, and especially beginning managers, face serious challenges that hinder them from being effective educational managers. Evidence from most experienced managers revealed that they maintain their management problems through trial and error (Kitavi and Westhuizen in Van Der Westhuizen, 2002). Since implementation is a very difficult phase of the change process, it means that new structures are to be created, rules and regulations changed, objectives set and training provided to suit the operational change strategy (Craft, 1996).

❑ **HUMAN RESOURCE, ASSETS AND LIABILITIES**

Human resource management relates to the total set of knowledge, skills and attitudes that the organizations need to facilitate comprehensive mobilization of human resource. A human resource approach is not amendable to instant construction. A long-term process requiring the creation of successive spirals of development is required. According to Kotter, (1996) human resource components which bring about change in individuals in the working place are typically aimed at altering the knowledge, skills, perceptions and behaviours needed for the job. According to Nieto (1999) changing individuals generally relies on training and development activities, supplemented by performance appraisal and reward system that reinforce the adjusted needed behaviours. Recruitment and selection systems must be adjusted to reflect individuals with different skills.

❑ COHERENCE IN THE MANAGEMENT OF CHANGE

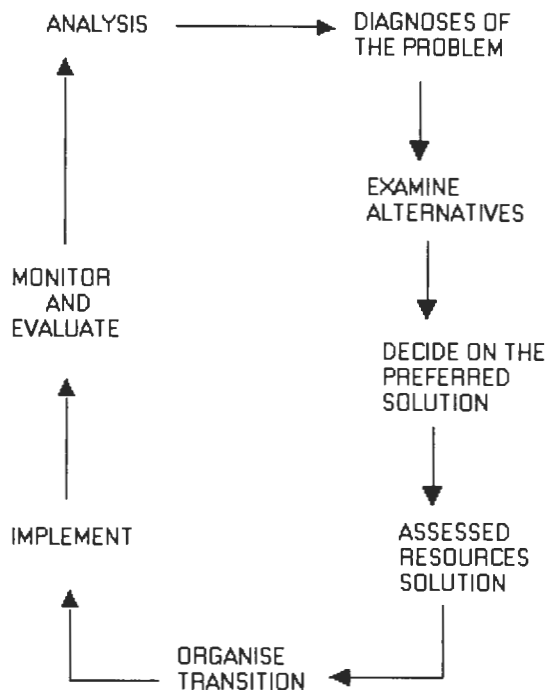
The need for coherence arises from the demand of four factors, which are on figure 2.1 above. There has to be coherence of purpose among management, although individual emphases may differ. Managing change activities must produce a knowledge base, which complements the strategic conditioning features (Herman and Herman, 1994). Similarly, there must be inter coherence amongst teachers, parents and students. According to Washington and Hacker (2003), if there is a proper coherence, those who participate and adopt new methods quickly, they become productive. Those who participate accept the changed environment more readily and positively. Kimbrough and Burkett (1990) emphasized that interaction of stakeholders helps them to become more involved in the change and to establish the feeling of ownership in the process. Nevertheless there is growing worldwide realization that negotiation is one of the most effective and democratic ways of peacefully solving problems arising from change.

2.2.8. PHASES OF MANAGING CHANGE

The introduction of any change will involve stress, anxiety and conflict according to figure 2.2 below. Introduction of change will be muddled and will require carefully formulated plans to be modified or even abandoned .The change process is often presented as a simple, cyclical model [see figure 2.2]. Such a model does help us to understand the stage in the process but only at the risk of a gross simplification of what actually happens .In reality it may be necessary to return to some stages several times and it may be necessary to deal with several stages simultaneously rather than sequentially. Change therefore, is a complex messy process, because it is a process of intensive interaction, even within the smallest group. Figure 2.2 below shows phases of managing change.



FIGURE 2.2 PHASE OF MANAGING CHANGE



Source: Burnes (1996)

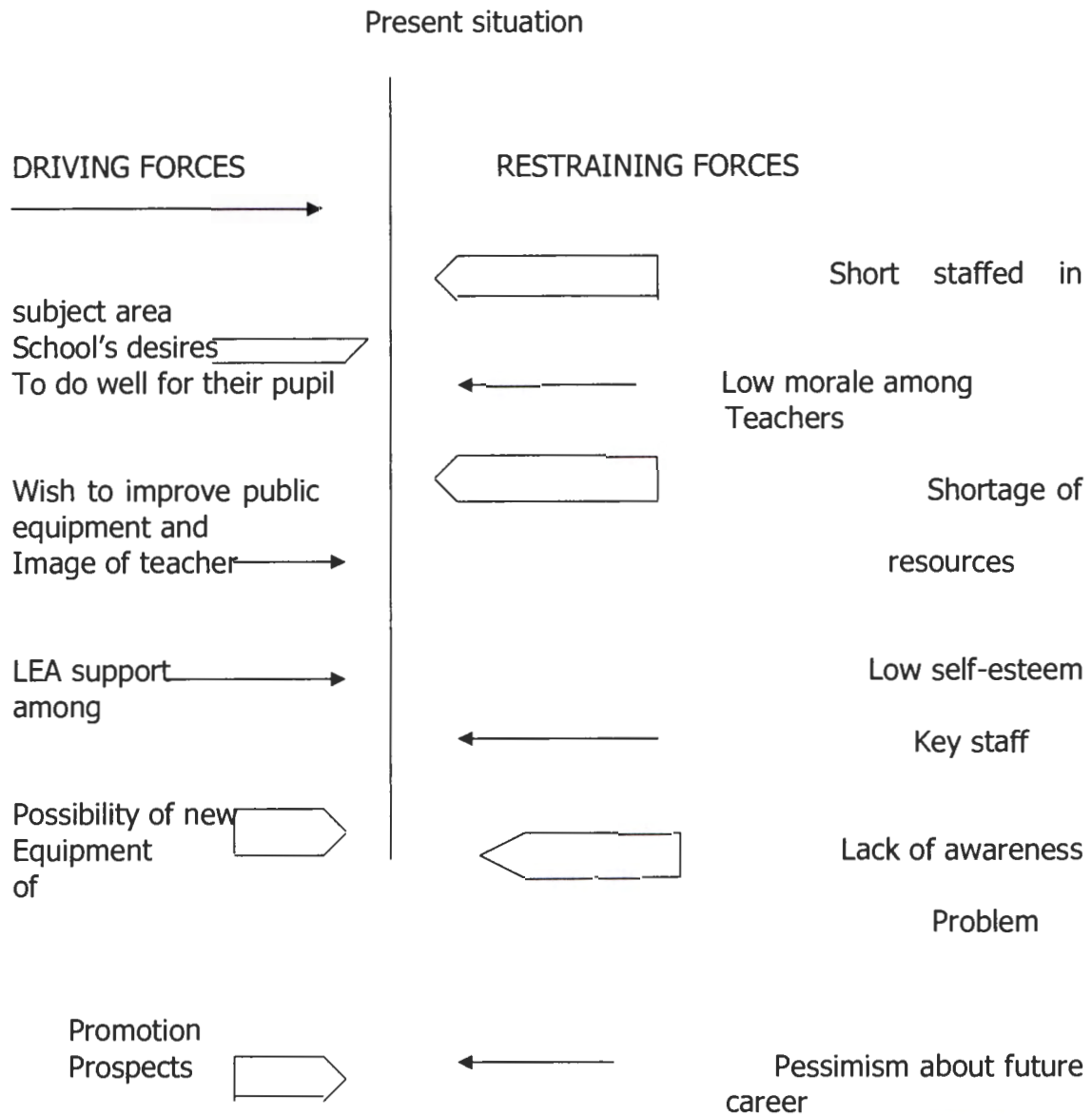
2.2.8.1 FIVE PHASES IN MANAGING CHANGE

Management of change has the following five stages/phases of change, which are diagnosing, planning, implementation, stabilization and evaluation. These are discussed below.

2.2.8.1.1 DIAGNOSING

Diagnosing the problem reveals the extent and reality of the situation as in figure 2.3. It is possible to establish whether it has raised needs to be taken seriously and whether it actually has an influence on the person or persons who have reported it. If there is no distinction between the existing situation and the desired situation, then the principals has nothing to unfreeze (Van der Westhuizen, 2002). Figure 2.3 shows the diagnoses of changes to be brought forward.

FIGURE 2.3: A FORCE FIELD MODEL



Source: (Van der Westhuizen, 2002:188)

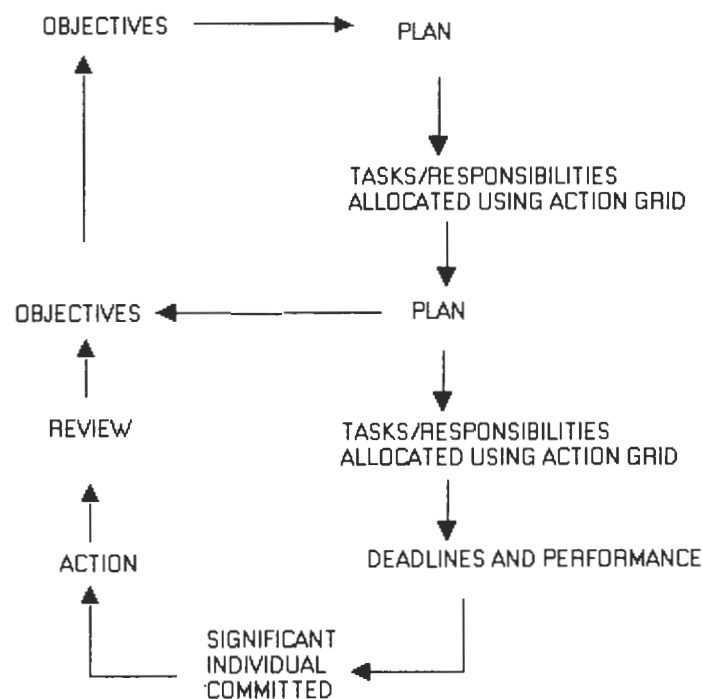
2.2.8.1.2 PLANNING

Planning the management of change refers to finding creative, alternatives to the problems that have been diagnosed, analyzing these alternatives and finally making a choice between possible solutions (Burner, 1992). Each planned solution should have power to minimize the dissatisfaction.

2.2.8.1.3 IMPLEMENTATION

Implementation is the most difficult phase of the change process as shown in figure 2.4 (Burner, 1992). Implementation means that new structures are created, rules and regulations changed, objectives set and training provided.

FIGURE 2.4 WAYS OF IMPLEMENTING CHANGE



Source: Burnes (1996:16)

2.2.8.1.4 STABILIZATION

New norms come into existence during the stabilization phase. Loyalty is achieved by increasing people's involvement (Van der Westhuizen, 2002).

2.2.8.1.5 EVALUATION

The final phase requires an evaluation of the entire change process. This evaluation should indicate the degree of the change process and the change itself. Evaluation will enable the principal to ascertain the success of the change.

2.2.9. THE ROLE OF THE SCHOOL PRINCIPALS IN MANAGING CHANGE

The role of school principals as expected place pressure on principals to manage change and to accept the following responsibilities, as stated below (DULL, 1981):

- Determining the objectives of the proposed change;
- Determining the procedures and methods for implementing change;
- Scrutinizing the literature relevant to the proposed change; and
- Contacting other principals who have already had experience of the proposed change.

Van der Westhuizen (2002) viewed management role of the principals on change as their first responsibility to detect trends in the macro-environment so as to be able to identify changes and initiate programmes. It is also important to estimate what impact a change will likely have on employee behaviour patterns, work processes, technological requirements and motivation. Management must assess what employee reactions will be and craft a change program that will provide support as workers go through the process of accepting change. The program must then be implemented, disseminated throughout the organization, monitored for effectiveness and adjusted where necessary.

In general terms, a change programme should be as follows;

- Describe the change process to all people involved and explain the reasons why the changes are occurring. The information should be

complete, unbiased, reliable, transparent and timely;

- Be designed to effectively implement the change while being aligned with organizational objectives, macro-environmental trends and employee perceptions and feelings; and
- Provide support to employees as they deal with the change, and wherever possible involve the employees directly in the change process itself.

According to Mullins (1999) managers and change agents should not therefore be disappointed if the magnitude of change accomplished, falls short of their expectations due to a reluctance to redress deficiencies in the areas of leadership style and organizational culture and, for that matter, rigidities in the existing formal organizational structure, all of which could militate against successful change.

2.2.10. SKILLS NEEDED BY THE SCHOOL PRINCIPAL AS AN AGENT OF CHANGE

Carnanall (1986) emphasizes that the principal needs certain skills in order to initiate and manage change successfully. He regards vision and creativity as prerequisites for the systematic planning required for solving new problems. Furthermore, the principal has to be able to respond intuitively when new decisions are to be made. Guinness (1990) sees intuitive decision-making as being based on wide experience and knowledgeable handling of brainstorming sessions where contributions, vision, involvement, dedication and visible support of the principal are the crucial factors in successful implementation of change.

2.2.11. THE MANAGEMENT TASK OF THE PRINCIPAL AS AN AGENT OF CHANGE

Change is managed according to its phases. Planning is one of the key factors in the success of the implementation and acceptance of change. This means that the principal has to give special attention to how he/she intends to do the following (Harris, 1985 and Kieve, 1987):

- Manage change as a process;
- Evaluate the effect of the changes and change strategy;
- Persuade the school community to accept the changes; and
- Communicate the aims of the changes to the school community.

In addition the principal also has to be able to do following (Vandenberghe, 1988):

- Record in writing the planning for the proposed changes for circulation among members of the school community;
- Share information with the staff during staff meetings, class visits and in informal discussions about the transformation the changes will bring;
- Identify priorities for dealing with tasks, and
- Devise time schedules for reporting results and identifying sources of aid in reaching the desired outcomes.

2.3. THEORETICAL BACKGROUND

The theoretical background presents the critical discussion of management of change and the supporting models.

2.3.1 FACTORS THAT AFFECT ORGANIZATIONAL CHANGE IN EDUCATION

According to Taylor (1987), there are identifiable factors that determine the process and success of organizational change in education. Lack of adequate training or preparation of organizational managers has been identified as a contributing factor to the under-performance of most organizations, notably unending student, staff and other stakeholders strikes and upheavals that take place within them (Kenya,1999). Muzvidziwa and Seotsanyana (2002) had a different view that there is a tendency to overload the curriculum especially with too many subjects. This leaves little room for the organization to acquire productive skills and education. A core curriculum needs to be developed with emphasis on development of the human factor content.

- **THE COMMUNITY AND LOCAL SETTING**

Education is located in the area of social contestation, and as such is always political. The dominant political ethos have an influence on education, which in turn forms part of the overall socio economic policy of the nation. This is also the case at the local level. According to Muzvidziwa and Seonyana (2002) by recognizing the community and the local setting, geared towards an education system that inculcated moral and cultural values and an awareness of one's origins amongst the youth. Washington and Hacker (2003) added that the greatest obstacle to revitalization is the idea that the change comes about through organization wide-change programmes. Formal organization structures and systems cannot lead a corporate renewal process. Shield (1999) is of the opinion that the personal vision, involvement, dedication and visible support of the principal are the crucial factors in successful implementation of change.

- **THE CONTENT OF CHANGES**

The impact of the envisaged change depends primarily on the form the change takes and the advantages following from the change. The content of change should be designed to cut across traditional division of skills and knowledge to encompass the concept of lifelong learning for all, including those whose education was foiled by separated education. If stakeholders can demonstrate that they match the desired outcome, particularly if in the area of the desired change, they are entitled to progress to other appropriate levels of change based the content. According to Reconstruction and Development Programme (RDP) and (ANC, 1994 3.1.5) South Africa's content of change did signify a national desire for the broader and deeper social change, so it is important that the content of change should embrace educational training that will ensure that people are able to realize their full potential. According Weston (2000) managers should be aware that change is the system of political pressures combined with the segmented and uncoordinated nature of education that the organization produce as a project mentality. Finally, the content of change should give a view of correlation to the unit of change, as both changes are marginal and politically motivated.

- **THE UNIT OF CHANGE**

Educational change is affected by, among other factors, the system of educational provision, the origination of school and teachers Weston (2000). Educational provision includes physical elements such as the buildings, educators, learning programme and content of courses. A consideration of the school as an origination sees change affecting the structure, culture and climate of the school. Van der Westhuizen (2002) emphasized that although teachers cannot be seen as the sole determinants of the success of charge, they nevertheless, fulfill a key role in the process of change by determining what happens in the classroom.

- **SUPPORT FOR THE PROCESS OF CHANGE BY THOSE INVOLVED**

One of 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. Nelson and Burkett (1990) said that management of change has individuals in the organization who will invariably hold diverse views of change, and their energy will need to be harnessed in order to meet the goals of change. There is much evidence that steering a change effort by taking everybody on board results in substantially increased teachers' commitment. Chung (1999) expressed that change is resource hungry (needs more relevant resources) because of what it represents for developing solutions, complex problems, learning skills, arriving at new insights, all carried in social setting already overloaded with demand. Such serious personal and collective development demands resources from managers (Attaran, 2000).

2.3.2. DIFFERENT TYPES AND LEVELS OF CHANGE

There are different types and levels of change (the individual, the work group, and organizational levels). Since our focus is on the level of organizational change, no matter what theory or approach (and there are many theories and approaches) is applied, the process requires some person or group to intervene in the running of the organization to effect this change (Van der Westhuizen, 2002).

FIGURE 2.5. THE RELATIONSHIP BETWEEN THE THREE LEVELS OF CHANGE.

Effect	Individual	Group	Organization
Individual	-	L	L
Group	M	-	L
Organization	S	M	-

S=Small M= Medium L=Large

Source: Bullock and Batten (1985)

The intervention could be led by the people who are the subjects of the change process itself (as has been happening in South African universities since the early 1990s). Successful intervention involves moving an organization through several distinct states in order to achieve a higher level of performance (Bullock & Batten 1985).

2.3.2.1 NINE APPROACHES TO MANAGEMENT OF CHANGE

Burnes (1996:257-270) details nine elements listed below, which constitute a new approach to managing change.

- Creating a vision;
- Developing strategies;
- Creating the conditions for successful change;
- Creating the right culture;
- Assessing the need for, and type of change;
- Planning and implementing change;
- Involvement;
- Sustaining the momentum; and
- Continuous improvement.

An effective and transformational approach requires the commitment of those in the driving seat in terms of management of change. This means that a variety of strategies and methods have to be used to bring about

change. New situations need strategic management of change and that should be a strategy to anticipate, because new problems may appear in practice and these will necessitate unique solutions.

2.3.3. STRATEGIC CHANGE MANAGEMENT

The word 'strategy' comes from the Greek 'stratego', meaning to plan the destruction of one's enemies through the effective use of resources (Burnes, 1996). The concept remained a military one until the Industrial Revolution when it began to permeate the business world. The changing population, income, and technology brought, in their wake, an awareness of the opportunity and need to employ existing or expanding resources more profitably. Strategic management has the additional focus of winning market shares from the competitors.

Strategic management's perspective suggests that managers are central figures in the organization of change. Fullan (1999) stressed that as decision-makers they have a proactive role in anticipating and shaping the environment and in charting the organization's course. According to Jemison (in Kast & Rosenweig 1985) the strategist's primary task is to ensure a good strategic alignment between the organization and its environment. This alignment process involves two functions:

- Matching the organization's competencies with the demands of the environment, and
- Arranging internal structures and processes so that other people can come up with creative strategic alternatives and develop new competencies to meet the challenges of the future.

Strategic management is thus important to change management. Without strategic management it is not easy to legitimize change and to assess whether

or not its impact has a positive or negative effect on an organization (Sergiovanni, 1991).

2.3.3.1 BASIC FEATURES OF STRATEGIC MANAGEMENT.

In Burnes's (1996) view certain basic features regarding strategic management stand out as follows:

- The full scope of an organization's activities, including corporate objectives and organizational boundaries;
- Matching the activities of an organization to the environment in which it operates;
- Ensuring that the internal structures, practices and procedures enable the organization to achieve its objectives;
- Matching the activities of an organization to its resource capacity, assessing the extent to which sufficient resources can be provided to take advantage of opportunities or avoid threats in the organization's environment;
- The acquisition, divestment and reallocation of resources; and
- Translating the complex and dynamic set of external and internal variables, which an organization faces, into a structured set of clear future objectives, which can be implemented on a day-to-day basis (Burnes, 1996).

2.3.3.2 THREE TYPES OF MANAGEMENT CHANGE LEVEL STRATEGIES

Burnes (1996) goes on to identify three types of strategies, namely corporate level, business level and functional level strategies. Kotter (1996) suggested that significant change or innovation usually involves alterations in one or more of

these types of strategies, since these are somewhat interrelated, a change in one may create for adjustments in others. Change strategies were used in developing countries like Kenya, Lesotho, and Botswana (Kenya, 2004).

As the above-mentioned strategies are not mutually exclusive, they can be linked together in whatever combination seems appropriate, given the circumstances of the organization in question (Burnes, 1996).

The role of cooperative level strategy is to expose stakeholders to acknowledge the ethnic diversity and contribution of various groups to the development of the country's civilization, and the managers in strategic management of change may change the negative ethnic group stereotypes, reduce intolerance and enhance cooperation for common good (Kenya, 1999).

- **Business level strategy**

Business level strategy relates to the operation and direction of the individual businesses within a group of companies.

- **Functional level strategy**

Functional level strategy concerns individual business functions such as marketing or personnel.

- **Corporate level strategy**

Corporate level corners the direction, composition and co-ordination of the various business and activities that comprise a large and diversified organization. Corporate level strategy reveals six basic types of strategies explained below;

□ **Stability strategy**

Stability strategy is designed to keep organizations quiet and stable, it is frequently found in successful organizations. Because of their markets and products, such organizations believe they have no need to make sudden changes and have the time and position to allow events to unfold before making any responses(Wheelen & Hunger in burnes, 1996:96).

□ **Growth strategy**

Growth strategy is the most common form of all strategies and involves either concentrating on dominating one industry, or growing by diversification across a number of industries.

□ **Portfolio extension**

Portfolio extension Is a variant of growth strategy but is achieved through mergers, joint ventures or acquisitions, rather than organic growth.

□ **Retrenchment strategy**

Retrenchment strategy is usually embarked upon when an organization is in trouble or because it sees trouble ahead of adverse market condition. It usually involves a process of cutting back on number employed and activities undertaken. The general aim is to refocus the organization so as to be able once again, to attain prosperity.

□ **Harvesting strategy**

Harvesting strategy involves reducing investment in an area of business activity in order to reduce costs, improve cash flow and capitalize on

whatever residual competencies or areas of advantage still remain. This strategy can involve fast or slow harvesting.

❑ **Combination strategy**

As the above mention strategies are not mutually exclusive, they can be linked together in whatever combination seems appropriate, given the circumstances of the organization in question(Burnes,1996)

The role of cooperative level strategy is to expose stakeholders to acknowledge the ethic diversity and contribution of various groups to the development of the country's civilization, and the manager in strategic management of change may change the negative ethic group stereotypes, reduce intolerance and enhance cooperation for common good (Kenya,1999)

2.4 DIMENSIONS OF STRATEGIC MANAGEMENT

Dimensions of strategic management have few facts to be considered as mentioned below;

- ❖ require decisions by top management;
- ❖ the allocation of resources;
- ❖ a significant impact on the long-term success of the organization
- ❖ be future-oriented;
- ❖ involve various units in the organization; and
- ❖ circumstances in the organization's external environment are taken into account.

2.5. EXTERNAL ENVIRONMENTAL ANALYSIS

The analysis of the external environment is aimed at identifying the threats, which must be neutralized and opportunities that must be exploited. In the analysis of the external environment, we distinguish between the micro and

macro-external environment. The micro-external environment is also referred to as the immediate environment or task environment. The macro-external environment refers to the remote external environment (Malan, 1997).

In the analysis of the task environment one must consider the competitive advantage of the organization above its competitors. When analyzing the remote external environment, the economic, social, legal, international and technological factors must be studied which might possibly have an effect on the organization.

The analysis of the external environment implies that one must determine the organization's ability to function in the future environment. For this purpose one can formulate scenarios of the future, which can be used to derive strategies for the organization.

2.6. INTERNAL ENVIRONMENTAL ANALYSIS

It would probably be correct to say that very few organizations function optimally in all the facets of their tasks. Internal analysis is aimed at identifying the current strengths and weaknesses of the organization. This analysis includes the identification of the quality and quantity of available resources. According to Griffin (1990) the following are focus areas during an internal environmental analysis:

- The organization's human resources (quality and quantity of managers);
- The organization's physical resources (land buildings and equipment);
- The organization's financial resources (cash, assets, ways in which credits can be obtained, debts, etc.);
- The organization's information resources (quality and quantity of production line); and
- Research and development efforts (quality and quantity of breakthroughs)

2.7. CHOICE OF STRATEGY

Some of the requirements that the strategies of an organization must meet in order to be successful, are the following:

- Firstly' a strategy should be realistic. If an organization has never been able to follow a particular strategy, then it would be unrealistic to formulate or adopt such a strategy;
- Secondly, the various strategies should preferably complement one another. Complementary strategies represent the probability of achieving synergy; and
- Thirdly, the strategy must be acceptable to the members of the organization.

After analyzing the internal and external environment, it is possible to compile a list of strengths, weaknesses, opportunities and threats for the organization. The relevant element referred to here is described in the table below (Malan, 1997).

TABLE 2.6 ELEMENTS OF COMPOSITE SWOT

Strength (S)	Weaknesses (W)
A strength is a specific ability of the organization through which a weakness can be changed into a strength, opportunity exploited or a threat be neutralized.	A weakness is a certain inability which has a detrimental effect on the position, image or success of an organization and which must purposefully be either eliminated or changed into a strength
Opportunities (O)	Threats (T)
An opportunity is a favourable chance, which can be exploited to the benefit of the organization through proactive management.	A threat is an unfavourable situation, which must be neutralized at al costs.

Malan (1997: 293)

2.8. RESISTANCE TO CHANGE

Change has to be managed because people generally fear and resist change. People perceive change as a threat to their self-interest. 'Reactance' is a negative reaction that occurs when people feel that their personal freedom is threatened (Brehm in Nelson & Quick, 1997). But change is not always a threat; in some cases, it is palpably beneficial, such as an increase in one's salary. According to Nelson and Quick (1997) change induces the following fears.

- **FEAR OF THE UNKNOWN**

Whether planned or not, change often brings with it a great deal of uncertainty. According to Coetsee (1993), it creates ambiguity, sometimes anxiety. Employees facing technological changes, such as the introduction of new computer systems, may resist the change simply because it leads to a situation of uncertainty and ambiguity where, before, there was certainty and comfort (Pottas and Niewmeijer, 1992). According to Mullins (1997), in the face of impending change, employees are likely to become anxious and nervous. They may worry about their ability to meet the new job demands, they may think their job security is threatened or may simply dislike ambiguity. Chung (1998) supported the statement that a person may resist promotion because of uncertainty over changes in responsibilities or the increased social demands of the higher position.

- **FEAR OF LOSS**

An impending change generally leads some employees to fear for the security of their jobs or positions. The introduction of advanced technology, like robotics, for instance, will lead some to fear losing not only their status but also their jobs. When new user-friendly computer systems are introduced, for

instance, computer experts may feel threatened, as they may feel that their expertise is eroded. Chung (1998) argued that if change seems likely to be an inconvenience, e.g. make life more difficult, reduce freedom of action or result in increased control, there would be resistance. This means that people do not want to lose their freedom in their work environment as they will feel highly inconvenienced and they as a result resist the coming change.

- **FEAR OF FAILURE**

One of the greatest factors inducing fear of change is fear of failure. New workplace systems arouse a sense of self-doubt about the workers' ability to interact with the new systems, especially computers. State-of-the-art systems may arouse a great sense of insecurity and inability to deal with them. Jick (1993) stressed that, where a group of people have, over a period of time, established what they perceive as their territorial life, they are likely to resist change due to fear of losing what they have worked hard for.

- **FEAR OF DISRUPTED RELATIONSHIPS**

Changes at the workplace may lead to disrupted interpersonal relationships. Often employees develop meaningful, long-term interpersonal relationships at the workplace, Nieto (1999). According to Burnes (1996), introducing changes may affect these relationships. Some may be relocated to other buildings, floors, plants or cities. Kenya (2004) felt that change, however positive, does not necessarily lead to positive feelings as it may lead to disconnected or disrupted relationships. Computerization has also led to fewer interpersonal relationships developing in the workplace because it leads to closer person-machine interactions.

- **FEAR OF CONFLICT**

Some fear change because it may introduce new situations where employees may have to deal with new colleagues with different attitudes in the workplace Attaran (2000). Conflicts may result as a consequence of a changed workplace situation; this may lead to conflict because employees may feel that their concerns and needs no longer receive the attention they once did. According to Draft (1997), individuals are put under pressure by peer group which is against the change. Peer group pressure is so strong that the individual resists change even if he does not personally have a problem with it.

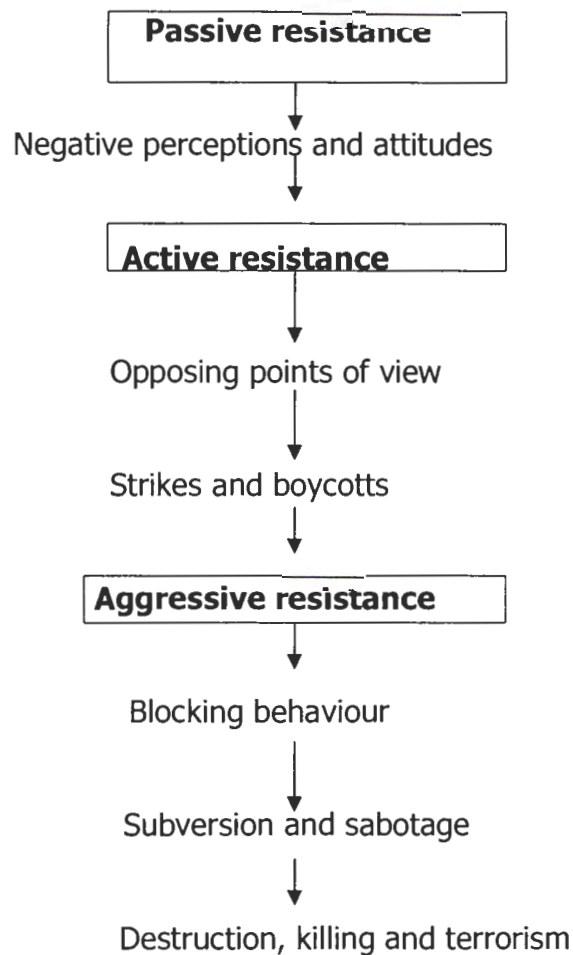
- **FEAR OF LOSS OF POWER OR INFLUENCE**

One of the greatest fears of organizational change is the disturbance of the settled balance of power. Those who hold power or have great influence under the prevailing arrangement will feel threatened by the prospects of losing their political advantage or influence with the advent of change. Nelson and Quick (1997) said that fear of failure is viewed as a threat to the power or influence of a certain group within the organization, such as their control over decisions, resources or information. For example, managers may resist the introduction of quality circles or worker directors because they see this as increasing the role and the influence of non-managerial staff, which will lead them to fail, and a result in a threat to power in their own positions.

2.9. TYPES OF RESISTANCE TO CHANGE

These elements or forces in figure 2.6 below must be present in an organization, because they are part of an inherent nature of an organization (Schein, 1985)

FIGURE 2.7. TYPES OF RESISTANCE TO CHANGE



Source: Van der Westhuizen (2002)

Generally, resistance to change by an individual implies uncertainty about the future, his/her own future role and behaviour in a new situation. That is why Van der Westhuizen (2002) says, "resistance is a visible symptom of a problem and is not readily perceptible". Resistance to change, he says, "is an individual's or group's cry of distress at being led in an unacceptable direction".

2.9.1. PREREQUISITES FOR THE EFFECTIVE MANAGEMENT OF RESISTANCE TO CHANGE

The following prerequisites are important for the efficient management of resistance and identify the true sources and reasons for resistance in specific situations. Running parallel to this, it is also essential to have fundamental knowledge of specific strategies and methods for dealing with resistance problems. Attention will be given to the prerequisites enlisted below by Nelson and Quick (1997):

- ❑ Considering the views of the teachers and their perceptions of change;
- ❑ Unanimity in respect of aims that will be achieved through the change;
- ❑ Individual differences should be considered;
- ❑ Sensitivity to the influences of the past;
- ❑ Change should be implemented carefully;
- ❑ Resistance to change should be expected;
- ❑ Avoiding misunderstanding when new ideas are suggested;
- ❑ Being prepared for differences which could lead to conflict and resistance;
- ❑ Timing and scheduling;
- ❑ Mutual trust, and
- ❑ A specific strategy should be followed.

2.9.2. STRATEGIES FOR MANAGING THE RESISTANCE TO CHANGE EFFECTIVELY

The school principal often makes the mistake of approaching resistance to change haphazardly, without a pre-planned strategy. Successful change takes place when resistance is limited to a minimum and the school principal utilizes strategies that relates to the situation. The key situational variable (Mazrui, 2001):

FIGURE 2.8 THE KEY SITUATIONAL VARIABLES

Quickly	Slowly
Clear action plan	No clear initial action plan
Little involvement of others	A greater deal of involvement of others
Ignore all resistance	Try to diminish resistance

Source: Mazrui (2001)

2.9.3. OTHER METHODS (STRATEGIES) OF MANAGING RESISTANCE OF CHANGE

Resistance to change is a human response. Consequently, management must take steps to minimize such resistance. Minimizing resistance can reduce the time it takes to change to the accepted or tolerated (Steyn, 2000). Managing resistance to change also makes a faster recovery of employee performance. Waks and Frans (1999) added that although there are no certain courses for malady, there are several tested techniques that at least have the potential to overcome resistance to change. The following are few of the most important methods at the school principal’s disposal for managing resistance to change (Robbins, 1984).

2.9.3.1 EDUCATION AND COMMUNICATION

Common methods of reducing resistance to change are to inform and educate the teachers involved as soon as possible about the necessity for and logic of the change. This method is particularly suitable when resistance is due to insufficient

or inactive actions to resistance; and when assistance of the teachers who offer resistance is needed for implementing the change. According to the Employment Equity no. 76 Act of 1998 the managers of change on school management have to respect this Act, as it aims to remove discrimination totally and accelerate the training and promotion of historically disadvantaged people. Initially, however, this method is dependent on mutual trust between the school principal and the teachers who resist change. It demands time and effort, especially when many individuals are involved. The Labour Relations Act 56 of 1996 also seeks to promote orderly collective bargaining, employee participation in decision-making in the workplace and the effective resolutions.

According to the South African Schools Act (SASA), by the 1990s, resistance to apartheid had shown that certain education practices did not work and the culture of opposition had undermined the legislative role of school management from the department; on the other hand, managers had to face community criticism. Information systems broke down and there were no opportunities for growth, incentives and assessment. This implies that if the principal could be more effective on management of change by communicating with all stakeholders, then, everybody would be actively involved and participate evenly. If open channels of communication are established and maintained during the change process, uncertainty can be minimized.

2.9.3.2. PARTICIPATION AND INVOLVEMENT

Participation and involvement is used when the school principal does not have all the information necessary to bring about the change, and staff members have sufficient power to disrupt the plan (Gericke, 1997). Chang (1996) stressed that an advantage of this method is that the teachers will be motivated by their commitment (psychological ownership) to generate ideas and information, and will cooperate in applying change. A disadvantage is the possibility that poor

solutions will be provided for problems. A critical, yet objective-monitoring process, however, can prelude this. According to Malan (1997), staff do not identify with certain change if they are not involved in the decision-making about how the change has to be brought about. When staff members are not part of the decision-making, the process is usually stated as "their" (meaning management's) action rather than "our" (everybody's) action. Since it is not cost-effective in large organizations to allow everybody to decide, representatives of all interested groups must be involved in the process.

2.9.3.3. FACILITATION AND SUPPORT

As the agent of change, the school principal can apply a series of support techniques to diminish resistance to change. Examples of these are: the provision of re-education and emotional support programmes, understanding and providing an opportunity for those involved to talk while the principal listens attentively. Nelson and Quick (1997) said that this method is particularly suitable when the tension level of those involved is high, or when staff members experience adjustment problems and consequently offer resistance. The disadvantage of the method is that it is time consuming and expensive, success is not guaranteed and the school principal must receive training in the relevant skills. According to Mullins (1997) being supportive is an important management characteristic when change is implemented. It is essential for managers to be supportive, that is, to be prepared to show concern for subordinates on important issues which can help facilitate the change, particularly when fear and anxiety are at the heart of resistance.

2.9.3.4. NEGOTIATION AND AGREEMENT

Another method that the school principal can employ to deal with potential resistance to change is to exchange something of value for reduced resistance.

The advantage of this method is that it breaks down a high level of resistance with relative ease and rapidity. Disadvantages are that it can result in high costs and an individual or group is made more aware of negotiating skills, which could delay the solution process. According to Muller (1997) resistance can be reduced through negotiation. Discussion and analysis can help managers identify points of negotiation and agreement. Negotiated agreement involves giving something to another party to reduce resistance. Malan (1997) states that resistance to change can also be bridged through negotiation, especially in cases where the core of resistance lies in influential individuals within the organization. Negotiations must be aimed at finding a win-win situation to benefit both individual and the organization. In 1993, through negotiation and agreement the passing of the Education Labour Relations Act 146 of 1993 was a significant piece of legislation for education because, for the first time, educators were later taken up in the Constitution of the Republic of South Africa Act 200 of 1993. This Act has since been replaced by the Constitution of the Republic of South Africa of 1996.

2.9.3.5. PERSUASION AND INFLUENCE

When change is urgent and the school principal has a great deal of influence that can be used. Persuasion and influence can be used constructively when the majority of the teachers accept the envisaged change and only a few teachers offer resistance (Van der Westhuizen, 2002).

The advantage of this method is that speedy results can be obtained with far less resistance than in the great deal of time to persuade and convince a group or groups of teachers that the change is necessary. The principal carries the responsibility to manage as employee of the state in terms of section 3 of Employment of Educators Act, 1998 (Act no. 76 of 1998). The principals act on behalf of the provincial's head of the education department. Fortunately, a

school principal is no longer expected to carry this responsibility alone (SASA). Rather, national policy suggest that school management is shared with others, including members of the school governing body, teachers and other members of the school staff, parents and learners. Each of these stakeholders groups has an interest in making sure that the school functions well.

2.9.3.6. MANIPULATION AND COOPERATION

Manipulation and cooptation compromises (engages teachers who isolated themselves) the isolation of the teachers who offer resistance to the change. The advantage of the method is that it is a relatively inexpensive and quick solution to resistance problems. The disadvantage implies an unethical action in which teachers are disadvantaged or manipulated. The danger also exists that those involved, could become aware that they have been misled, and this could seriously affect the principal's credibility. According to Malan (1997) the technique involves management influencing people by deliberately loading certain facts in a positive way to support the certain change. A positive acceptance climate for emphasizing the disadvantages can bring about the change initiative emphasizing how important change is for survival. McDougall et al. (1992) point out that if change appears to fit well in the individuals needs and goals, then the change will be seen as a positive thing. According to Muller (1997) manipulation involves the use of devious tactics to convince others that a change is in their best interest, and co-opting an individual involves giving him a major role in designing or implementation of the change. This method has raised doubt as the best technique to resolve resistance to change.

Each of these six techniques has advantages and drawbacks that need to be carefully considered. Managers can use them in different situations and in various combinations. Use of any of the six approaches depends on a systematic analysis of the particular situation. Managers should consider guidelines below

for managing resistance to change when the situation prevails.

2.9.3.7. GUIDELINES (STEPS) FOR MANAGING RESISTANCE TO CHANGE

The school principal can follow the (steps) guidelines below in figure 2.9. If the envisaged change is to succeed and simultaneously decrease the resistance to change (*and more specifically passive resistance to change*), guidelines should be followed.

FIGURE 2.9. A MODEL FOR MANAGING RESISTANCE TO CHANGE

Management phases	Management variables
Phase 1 Determine the necessity for and the readiness of the school to change	Consider the organization’s culture, climate and previous efforts to change
Phase 2 Identify the sources of the resistance to change	Sources can be individuals or groups
Phase 3 Determine the nature of the resistance to change	The resistance can be passive, active or aggressive
Phase 4 Diagnose the reasons for the resistance to change	Reasons can be found in the individual or school system or external environment
Phase 5 Select, develop and implement specific strategies and methods to manage resistance	Consider the strategic continuum. Methods include participation, involvement, co-optation manipulation and force

Phase 6 Evaluate the success of the management of resistance to change	Successful: continue Unsuccessful: return to phase 1
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Source: Van der Westhuizen (2002:236)

Even though resistance to change has a great challenge on managers, it has a greater value since it gives managers a clear picture of what is expected from them.

2.9.3.8. THE VALUE OF RESISTANCE TO CHANGE

Resistance to change can make a positive contribution to the management of resistance that is why it is desirable and even necessary. The most important contributions of resistance to change, according to Gjerde, (1983), Davis and Newstrom, (1985) are the following:

- It can lead to a need for more information on the nature, aim and value of the change;
- It can lead to better communication between the department of education, the school principal and the personnel;
- Specific problem areas can be identified;
- It can lead to improved planning of the change and better implementation; and
- Resistance can also give an indication of how intensely staff members experience resistance to change

The prospect of change invariably elicits some form of resistance. This usually stems from the fear of uncertainty about its course and effects, an unwillingness to give up existing benefits and differing perceptions as to any

weakness in the proposed change. As has been emphasized, much of the resistance can be overcome by including the subordinates in the process of change through negotiation.

2.10. THE ROLE OF NEGOTIATION AS A MANAGEMENT TECHNIQUE IN CHANGING ORGANIZATIONS

School principals and other educational leaders negotiate in relatively casual contexts, whereas professional negotiators operating from a well-established foundation receive intensive specialist training and possess knowledge and experience of negotiating in highly specific areas. Principals are key figures in the school from an organizational perspective. For example, they are in direct contact with teachers and parents and educationally relevant structures. They have a decisive role in maintaining sound labour relations and in organizational change. It is thus crucial for educational leaders to understand the negotiation process and to have negotiating skills. The new South Africa has been primarily the results of negotiation, and in "a diverse society of South Africa, any good manager will be a good negotiator" (Pienaar and Spoelstra, 1999).

2.10.1. THE NEGOTIATION PROCESS

Negotiation is a process that consists of the following three phases (Pottas and Nieuwmeijer, 1992)

- The need to negotiate and the preparation for the negotiations;
- Face to face persuasive communication (duration), and
- Implementation of agreement (termination).

2.10.2. TWO ASPECTS TO BE CONCEDED DURING NEGOTIATIONS

Two aspects to be conceded during negotiations are
Common ground and agreements, discussed below:

2.10.2.1 COMMON GROUND

Careful attention should be given to possible common ground between parties while preparing the presentation. Both parties have interest in having common ground. It can be subtle (for example, the recognition by both parties share the common set of socio-cultural values), or more concrete (like being under threat from the common enemy). The value of common ground is that it can be used particularly when dead end is reached, or when there is a lack of progress in the negotiation process.

2.10.2.2 AGREEMENTS

Most negotiations conclude with a written agreement or contract. In many cases, this takes the form of an agreement on the underlying principle; it is circulated among the parties so that they can prepare themselves. At the later stage, this serves as a basis for negotiation, and gives it as parameters and structures to be maintained. This document can also play a role if there is no agenda. Legal requirements exist for any contracts entered into, and it is essential that the negotiator be familiar with this requirement in advance.

2.10.3. TERMINATION PHASE (SUMMARY) OF NEGOTIATIONS

The most important practices during termination phase (Pottas and Nieuwmeijer, 1992) are as follows;

- Good faith must be demonstrated;

- Implementation should follow the agreement;
- Unilateral amendments and adjustments are unacceptable; and
- Unilateral changes to the agreement render it null and void.

2.10.4. COMMON MISTAKES THAT OCCUR DURING NEGOTIATIONS

The following common mistakes can occur during negotiations (Van der Westhuizen, 2002)

- Poor listening;
- Poor questioning;
- Poor replies to questions;
- Debating instead of negotiating;
- The use of irritating tactics;
- Notes and minutes are not kept, and
- Too much aggression.

2.11. ORGANIZATION RENEWAL AS PART OF MANAGEMENT OF CHANGE

Organizational renewal is a purposeful effort to alter the structure and the process of the organization in order to make it more effective and productive. There can, thus, be no renewal by the organization as a whole unless individuals and group in the organization are willing to alter patterns of behaviour (Van der Westhuizen, 2002)

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With the changes that occurred in South Africa since 1994, the Kitty Group saw its chances of survival greatly reduced because a large source of its revenue was from Government through either grants or contracts.

The senior management of the Kitty company came to the conclusion that in order to survive, the organization had to renew itself, not only in order to be competitive in a suddenly open market, but also to be politically legitimate in a changed environment.

From 1995, the Kitty Group undertook to implement renewal strategies, such as the following:

- Recruitment;
- Selection and appointment;
- Promotion;
- Training and career development;
- Accountability; and
- Targets and time frames.

2.11.1. RECRUITMENT

The old recruitment policy was eliminated and, in its stead a new one prescribes that, should a post become available, every possible effort must be made to attract suitably qualified and/or experienced candidates from the previously excluded groups. Advertisements for a vacancy should also state that suitable experience should receive a higher consideration. Posts should also be advertised internally and externally, simultaneously.

2.11.2 SELECTION AND APPOINTMENT

Candidates from the previously excluded group should be selected, as far as possible, to meet the renewal goals. The criteria employed were as follows:

- Preference should be given firstly to any suitable candidate from the designated group who is an employee of the Kitty organization;

- Should no suitable candidate be available, preference should be given to a candidate from outside the organization who meets the requirements;
- Should no suitable candidate be available, then all other Kitty employees who qualify for the post should be considered; and
- Should no suitable candidate be available internally, then all other suitable candidates may be considered.

2.11..3. PROMOTION

This procedure would follow the recruitment strategy outlined above, the essence of which is that, candidates from designated groups should be considered first for any promotion in an existing vacancy.

2.11.4. TRAINING AND CAREER DEVELOPMENT

Appropriate opportunities for training and career development would be extended first to the staff from the designated groups, and then to the rest of the staff equally, regardless of race, colour or gender.

2.11.5. ACCOUNTABILITY

The chief executive of the Kitty group would bear responsibility for the policy, but line management would be responsible for its implementation. Clearly stated objectives regarding the efforts and process used to support and implement this policy, would form part of their critical performance areas.

2.11.6. TARGETS AND TIME FRAMES

To ensure that representation was effected throughout the organization, the aim was to have members of the previously excluded groups forming at least 55 per cent of its staff complement by June 1999

2.12. HAVELOCK'S THREE MODELS OF CHANGE

Havelock describes the three different perspectives for understanding change: the social interaction model, the Research, Develop and Diffusion (RD&D) Model, and the problem-solving model (Hall and Hord, 1987) discussed as follows:

- **THE SOCIAL INTERACTION MODEL**

In this perspective, the emphasis is on understanding the change process as a series of decision phases through which the individual adopter of change moves and in terms of innovation, diffuses through a social system (Hall and Hord, 1988). The role that the change agent (the principal) on change management is more significant during the time the adopter (teachers or community) becomes aware of the innovation and seeks more information. Once the adoption decision is made, there is little need for the agent. Information flow and media sources are important in this model, where individuals in a specific social network seem to rely on each other, than on less credible outsiders to learn about innovations (Hall and Hord, 1987). This perspective minimizes the potential of the school principal or others in leadership roles that influence the change process.

- **THE RESEARCH, DEVELOPMENT AND DIFFUSION (RD&D) MODEL**

The research, development and diffusion (RD&D) model emphasizes the systematic and sequential nature of knowledge creation and utilization. The RD&D model conceives of change as an orderly, planned sequence, beginning with problem identification and followed by finding or producing a solution. Researchers do most of the knowledge production which is followed by systematic development and dissemination. The adopter or teacher is seen mainly as a passive consumer (Hall and Hord, 1987). In this perspective, nearly all efforts are concentrated in the areas of research, development and diffusion, with little attention given to helping the user implement the innovation once it has been delivered.

- **THE PROBLEM-SOLVING MODEL**

Adherents of the group dynamics/human relation's tradition advocate the problem-solving model on change. The problem-solving model, unlike the social interaction and RD&D models, which consider the innovation adopter as the receiver and target of the change process, involves the adopters (teachers) throughout the process in a collaboration effort. " Consultants" work as resources along with the receivers (Hall and Hord, 1987).

2.12.1. THE ORGANIZATION DEVELOPMENT MODEL

The organizational development model was proposed as a strategy rather than a model or theory, it has characteristics of change models in that it is based on a set of assumptions about change. The ultimate goals of OD are to develop organizational adaptability and improve the effectiveness of subsystems. A core strategy in accomplishing this goal is in targeting interpersonal skills. The skills

necessary for subsystem effectiveness are described by Hall and Hord (1987) as clarifying communication; establishing goals; uncovering and working with conflict; improving groups procedures in meetings; solving problems; making decisions and assessing changes. While organization development is being introduced and implemented, the guidance of trained and skilled organizational consultants is required. For change to be maintained, continuity in leadership personnel is important (Hall and Hord, 1987).

2.12.2. THE CONCERN BASED ADOPTION MODEL (CBAM)

The following are some of the most important assumptions and assertions underlying this model of change (Hall and Hord, 1987)

- **UNDERSTANDING THE POINT OF VIEW OF THE PARTICIPANTS IN THE CHANGE PROCESS IS CRITICAL**

For change to be successful, the change facilitators must understand the perceptions of the teachers and the teachers must have insight into their own perceptions as well. One reason why change processes are unsuccessful and why many worthwhile actions that are meant to support change are rejected by the participants is that, interventions are not made at appropriate times, in suitable places or in ways perceived relevant by the clients.

- **CHANGE IS A PROCESS, NOT AN EVENT**

Implementing educational innovation is a process that requires time. Furthermore, there are steps and phases in the process that can be used to plan and pace change, and the team working on change will determine this.

2.13. THE HISTORICAL BACKGROUND ON CHANGING LANDSCAPE IN SOUTH AFRICAN SCHOOL MANAGEMENT AS THE DEVELOPING COUNTRY

Since 1994, the South African education system has been profoundly affected by the social, political and economic changes that have taken place in the wider society. The radical restructuring and transformation of the education system into a single, non-racial system has brought about fundamental changes to education, law and policy aimed at ensuring the realization of the constitutional principles of democracy, freedom, equity and equality in all educational institutions.

One area in which education has changed dramatically and which is the focus of this study, is in the field of education labour relations. During the past few years we have witnessed the adoption of an unprecedented number of new labour laws, which have changed the face of labour relations and labour laws in South Africa. In 1993, the passing of the Education Labour Relations Act 146 of 1993 was a significant piece of legislation for education because, for the first time educators were later taken up in the Constitution of the Republic of South Africa Act 200 of 1993. This Act has since been replaced by the Constitution of the Republic of South Africa of 1996 (Constitution).

The Bill of Rights in the 1996 Constitution, provides for justifiable fundamental rights, including rights relating to labour, the Labour Relations Act 66 of 1995, the Basic Conditions of the Employment Act 75 of 1997, Employment Equity Act 55 of 1998 and the Employment of Educators Act 76 of 1998, provide the basis for a completely new labour relations dispensation in education. Needless to say, this vast and complex array of labour law presents education officials, governors, principals and educators with new and demanding challenges. Issues such as equity and discrimination, affirmative action, unfair and fair dismissal,

rationalization, grievances and disputes, redeployment and educators misconduct, are just some of the many issues that have become part of everyday language and discussion in schools and at school governing body meetings. Nowadays, school principals cannot effectively manage their schools, in particular, school personnel, without a basic knowledge of labour laws. An educator's guide to labour laws aims at presenting basic principles of labour law in education in a manner which is reader-friendly, understandable and practical.

2.13.1. THE CONSTITUTION

The Constitution is the supreme law of the land. Chapter 2 of the Constitution comprises the Bill of Rights and is particularly important because it contains fundamental human rights. It includes rights specifically pertaining to employees and employers, for instance, the right to fair labour practices (s 23(1)), the right to collective bargaining (s 23(5), the right to strike and lock-out(s 23(2) and (3)) and the right to freedom of association (s18). In addition to rights that relate directly to the employment relationship has include the right to equality (s9), the right to dignity (s19), the right to privacy (s14), the right to freedom of expression (s14) and the right to just administrative action (s33).

2.13.2.THE BILL OF RIGHTS

The Bill of Rights in Chapter 2 of South African Constitution is the culmination of a long and intense struggle against the human rights abuses of the past, and the principals should recognize this in the effective management of change in schools. Its inclusion as an entrenched and justifiable *Bill of Rights* is an important milestone and the result of the multiparty political negotiations that preceded the adoption of the constitution.

Education is necessary for the propagation of the idea of human rights and thus

for creating a culture of human rights and democracy and the *Bill of rights* will, therefore, have a pervasive influence on society in general and on education in particular. Educators will have a key role in fostering human rights and their personal conduct and example will be as important as their teaching.

The focus on the Bill of Rights was on fundamental human rights and how the *Constitution* protects these rights and makes provision their application and enforcement. Fundamental values such as human dignity, freedom and equality, constitute an integral (or inherent) part of every human being. It is apparent that not only natural persons, but also juristic persons may be bearers of these rights and duties and that protection against infringement of fundamental rights applies in the private law as well as the public-law relationship.

No rights (including fundamental rights) apply absolutely and people are not allowed to exercise their rights without any limits (e.g. my right to freedom of expression does not give me the right to use vulgar or defamatory language against another person). The learner has a right to freedom of expression, which may be limited in the school environment to ensure discipline and the protection of education interests.

2.13.3. THE CONSTITUTION AND THE BILL OF BILL OF RIGHTS, ACT NO. 108 1996

It is essential that principals as agents, and all other educators in schools are familiar with the constitution and the Bill of Rights. The Act has fundamentally changed daily life for every citizen in South Africa. Principals and educators need to know the rights of every child in the school. The constitution is the highest law in the country. Every person who lives in the country must follow it. South Africa is now a democratic country where everyone is treated equally before the law. All other laws and policies must fit within the constitution. No school develops policies which contradict the constitution.

2.13.4. THE SMT AND THE SGB HAVE DIFFERENT RESPONSIBILITIES

In South Africa, the present policy encourages the principal to form a school management team (SMT). In large schools, the SMT is likely to be made of the school principal, the deputy principal and heads of department. It is the task of the SMT members to work together as a team, to ensure that the school becomes a dynamic environment for both learners and educators. The SMT is responsible for the day-to-day management of the school and for the implementation of the school's policies, which have been determined by the SGB. SMT members have leadership that function as part of their jobs. However, the principal as the change agent holds ultimate responsibility for making sure that the work is done and she/he can choose how to share that responsibility with other SMT members. The SMT has many different responsibilities, tasks and duties, such as planning, making decisions, delegating and coordinating work, solving problems and monitoring. These go together with the work of the SGB. SASA (South African Schools Act) makes a distinction between the governance of the SGB and the professional functions of the educators, but the differences are not always clear. In reality, the SMT and the SGB have to negotiate their different areas of responsibility and it is probably best for them to work together.

2.13.5. SIGNIFICANT LEGISLATION

In the significant legislation we will refer to and discuss important and relevant sections from the following labour legislation. Labour law is a vast, complex and dynamic field and, it is therefore, not possible to discuss it in details within the limited scope of this monograph. Therefore, only certain sections of the legislation are dealt with.

❖ **LABOUR RELATIONS ACT 66 OF 1995**

The principal should acknowledge that the purpose of this Act is to advance economic development, social justice, labour peace and the democratization of the workplace by giving effect to the fundamental right to fair labour practices and the obligations that are incurred by the country as a member of the International Labour Organization, and to provide a framework within which employer and employee organizations can operate. The Act also seeks to promote orderly collective bargaining, employee participation in decision-making in the workplace and the effective resolution of labour disputes.

❖ **EMPLOYMENT OF EDUCATORS ACT 76 FOR 1998**

Principals should have more understanding and knowledge that the purpose of this Act is to provide for the employment of educators by the State, for the regulation of conditions of service, discipline, retirement and the discharge of educators. This Act applies to the employment of educators in public schools, further education and training institutions, education departments and adult basic education centres. It, therefore, does not apply to independent (private) schools and universities.

❖ **EMPLOYMENT EQUITY ACT**

The principal as the change agent should consider that the purpose of the Employment Equity Act 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment by eliminating unfair discrimination and implementing affirmative action measures.

The employment Equity Act, 1998 (Act no. 76 of 1998) contains the regulations for educators in the education service, and there is no way the principals would manage the schools and changes in schools without respect for the Act. As the schools are engaged in change management, the Act provides the law for the

appointment, promotion and transfer of educators. It spells out how the department should deal with educators incapacity and / misconduct. The Act also establishes the South African Council for Educator. The role of the principal on the effective management of change is to act on behalf of the government in implementing discipline for the smooth running of school.

The managers of change on school management have to respect this Act, as it aims at removing discrimination totally and accelerating the training and promotion of historically disadvantaged people. All these policies and laws are based on the constitution of South Africa. They are intended to give meaning to the constitution.

❖ **BASIC CONDITIONS OF EMPLOYMENT ACT 75 OF 1997**

The principal should recognize that the purpose of this Act is to ensure fair labour practices by establishing, enforcing and regulating the various basic conditions of employment. The Act provides for minimum standards of employment only. The conditions provided in the Act may be altered or varied by employer and employee organizations, by means of a collective agreement. However, although an employer and employee may not agree to terms less favourable than the minimum that is required by the Act, they may agree to terms that are more favourable. The Act does not yet apply to educators employed by a school in terms of the South African Schools Act of 1996 and to independent schools, it does not yet apply to educators employed by the State (e.g. "office-based" educators in departments).

❖ **PERSONNEL ADMINISTRATION MEASURES (PAM) OF 1999**

The principal as a change agent should acknowledge that, the terms and conditions of employment for educators employed by the State, are set out in detail in the Personnel Administration Measures (PAM) of 1999, which must be read in conjunction with the Employment of Educators Act of 1998. The PAM is

applicable to educators at schools, technical colleges of education and education control and auxiliary services that concern themselves with activities aimed at educating students in respect of formal and non-formal education.

❖ **THE SOUTH AFRICAN SCHOOL ACT, 1996 (ACT NO.84 OF 1996)**

Principal are forced to have change of attitudes in management, since SASA provides a system for the organization, governance and funding of public schools which is based on equity. It recognizes the rights and duties of all members of the community in the governance of schools. SASA, therefore, says that every public school must establish a school governing body which is representative of the school community. SASA also makes a distinction between the governance functions of the SGB and the professional management function in the school. It sets out the responsibilities of a school community so that the school can be self-managed. In terms of the legal personality, the school is a legal subject and the capacity to bearer of right and obligations. The school may enter into contract with another legal subject, but carries all the responsibilities and liabilities attached to its status. This means that the members of the SGB may change and parents, educators and learners may come and go, but the school as a juristic entity, remains intact until its existence is legally terminated.

▪ **NATIONAL NORMS AND STANDARDS FOR EDUCATION AND SCHOOL FUNDING**

The new norms and standards for educators present a completely new way of designing and delivering teachers education in South Africa, and this has brought about challenges on principals on management of change in schools. The institution has the freedom to design and deliver their learning programmes in the flexible manner that will lead to the attainment of learning outcomes or

educators competences. It is the duty of principals to scrutinize their existing qualifications and resign or adapt them in accordance with the new norms and standards (norms and standards, 2000). The Minister of Education has determined norms and standard in terms of the National Policy, 1996 (Act no. 27, 1996).

Principals should realize the importance of norms and standards as they serve a guide to the foundation of law in education and uniformity. This document also came out in 1998. It sets out the national norms and minimum standards for the following;

- 1 Funding schools;
- 2 Exempting parents who cannot pay schools fees; and
3. Public subsidies to independent schools.

SASA (South African Schools Act) puts important responsibilities on the state for funding public schools. The constitution, grant equality and recognition of the right to redress and the state must make sure that these constitutional obligations are met. SASA (South African Schools Act) also put responsibilities on public school SGBs (School Governing Body) to improve educational quality in their schools by raising educational resources to add to those the state provides. It is unlikely in most schools, that the SGB can or should carry these responsibilities without the active involvement of the SMT.

2.13.6. EDUCATION LABOUR RELATION COUNCIL RESOLUTION 8, 1998

The Education Labour Relation Council Resolution 8, 1998 informs the principals on the management of change, with the duties and responsibilities for educators at each level, as produced by the Educators Labours Relation Council (ELRC). The national Department of Education, provincial departments and the teachers

unions agreed them to. This was done with the aim of supporting the principal on the effective management of change to recognize the rights of educators and other stakeholders in managing schools. Labour Relations Act 66 of 1995 mediates in labour situations which arise in institutions, interact with trade unions where necessary and constitute a formal presence in a case where formal labour proceedings have to be instituted in terms of the Act.

2.13.7. SOUTH AFRICAN COUNCIL FOR EDUCATORS

Employment of education Act (no. 76 of 1998) provides for the establishment of the South African Council for Educators (known as SACE). SACE was established as an official body as a result of agreements reached in the council, and to comply with its standards of professional practice- that is, like a code of conduct for educators.

2.13.8. THE APARTHEID SCHOOL SYSTEM, WHICH ALLOWED SCHOOL MANAGERS AND MANAGEMENT TO BE AT THE FORE FRONT OF CHANGE

South Africa has many different types of schools and many different school communities. It is up to effective managers of change and leaders to choose the best way to manage change in their schools.

The apartheid education system was based on top down management managerial leadership. The apartheid school system was characterized by inequity: racially, regionally and in terms of gender. It was structured so that control came from the top. The principal had to manage the school on his or her own, although the Department of Education made the material decisions. A principal was seen to be successful if s/he was a good administrator. Under this educational system, many black children went to school, but received inferior

education. The learning environment collapsed in many schools. Learners became alienated from this educational system because it emphasized learning by heart, and the learning they received only focused on what they had to know for the examinations. Learners were not able to participate in the school system and they did not learn how to solve problems or think critically. Black schools did not receive the resource they needed and that created apathy and despondency.

Most South Africans rejected the apartheid system of education and during the 1980s many schools became sites of struggle against apartheid. In many cases, the resources and relationships, which make a school an institution of teaching and learning, were totally destroyed. In others, a strong culture of resistance took root amongst staff and learners. In schools that were relatively privileged, the resistance to change was often strengthened.

By the 1990s, resistance to apartheid had shown that certain education practices do not work and the culture of opposition had undermined the legislative role of school management from the department; on the other hand, the educational system had to face community criticism. Information systems broke down and there were no opportunities for growth, incentives and assessment. Principals worked in an environment that was closely regulated and used to receive and give instructions. Circuits and lower level structures were no more than administration units and could not respond to community needs.

2.13.9. THE NEW POLICY FRAMEWORK POSES NEW CHALLENGES FOR LEADERS AND MANAGERS

Since the 1994 elections, the idea of what it means to be a school leader has changed. The national department of education escalated new policies and new laws to redefine the roles of leading, managing and governing schools. These are outlined in documents such as the South African schools Act, 1996 (Act no. 84 of

1996), also known as "SASA", and "Norms and standards of School Funding" which were issued department in draft form at the end of 1997.

For example, SASA encourages schools to become self-managed and reliant, through striving for Section 21 staters (national norms and standards for education and school funding). Self managed and self-reliant schools create new challenges for those responsible for leading and managing them. The principal is ultimately responsible for the day-to-day operational leadership and management of the school. He/she carries three responsibilities as an employee of the state in terms of section 3 of employment of educators Act, 1998 (Act no. 76 of 1998). Principals act on behalf of the provincial head of the education department. Fortunately, a school principal is no longer expected to carry this responsibility alone. Management responsibilities are shared amongst the school governing body, staff, parents and learners.

2.13.9.1.THE NEW SYSTEM OF EDUCATION IN SOUTH AFRICA WANTS SCHOOLS TO BE THEIR OWN MANAGERS

South Africa now has a new system of education that emphasizes equal access and improves the quality of education. Managers and leaders will, in future, be judged on the quality of education their school delivers. The role of the principal on the effective management of change will be to put successfully into practice, the new educational policy, and management in educational institutions must change. An appropriate management of change system for education in schools has to be built from the ground up, so that teachers and learners shape it according to their needs (Educator Reform Programme, 1996).

It is no longer good enough for a principal to be a good administrator, he or she must be the appropriate leader and manager. But, in the new definitions of leadership and management, the principal is not expected to carry the burden of

running the school alone. He or she is expected to form a school management team (SMT) made up of senior level staff. The SMT is responsible for the day to day running of the school and for putting the school's policies into practice, while the School Governing Body (SGB) determines the policies.

The SGB is the perfect example of the new understanding of governance which is the centre of the new education system. The SGB is made up of the most important school stakeholders: mainly parents, but also educators, non- teaching staff, learners and community members. The SGB is a community level partnership and must take responsibility for ensuring that the children of that community get the kind of education that will make them citizens the new South Africa can be proud of. The SGB plays an active role in framing the school's direction, vision and mission.

As more and more school districts across the United States implement school-based management principals are increasingly finding themselves in schools that have the power to make decisions about how money should be spent at the school site, what the staff mix should be and what should be taught in classrooms and how (Education Reform Programme, 1996).

Education Reform Programme (1996) further noted that school-based management decentralizes control from the central district office to individual schools as a way to give school constituents - principals, teachers, parents and community members, more control over what happens in schools. Often School Based Management is adopted for the purpose of school improvement. By empowering groups who are closest to the students, school decisions, it is thought, will be better tailored to the particular needs of students and school performance will improve.

Thus, School Based Management entails changing roles. District offices no longer have the business of telling schools what to do; instead they are to help schools accomplish what schools, themselves, decide to do. Roles within schools for principals and teachers, likewise, change under the SBM, as decision-making becomes a participative activity shared among various school constituents. Most forms of SBM vest decision-making authority in a council, composed of various stakeholders usually teachers, parents and community members who are elected by their respective constituencies. Whereas principals are accustomed to being the primary decision-maker at the school site, this is likely to change under SBM, with teachers, parents and community members empowered to make decisions formerly in the principal's exclusive domain. Principals may find themselves as members of councils that have a majority of teachers or a majority of members who are not professional educators, parents and community representatives.

Furthermore, the composition of the council and who chairs the council are likely to make decisions that are out of the principal's span of control, structured by either the district or state. Finally, the principal under SBM often has little veto power over council decisions. But in South Africa it is a different story since governing bodies or management councils play a supportive role with restricted powers and functions during the apartheid era. This really did give principals the upper hand in the management of change in the schools, because they did not make fundamental policy decisions; nor did they shape management policies to any greater extent. For the most part, school governors tended to have symbolic power rather than authority. Moreover, the black schools (hence the majority of schools in SA) did not have governing bodies per se, and this really created problems for the principals as change agents. During the 1990s legislation, developments resulted in governing bodies gaining more power and responsibilities (South African School Act).

Some of the schools in the USA were characterized as "actively restructuring", meaning that reform efforts had produced changes in curriculum and instructional practices; other schools were identified as "struggling", meaning that they were going through the motions of SBM but little instructional change had occurred. The role of the principal in these two categories of schools differed considerably. The differences offer guidance to help principals develop management strategies to tap the potential of SBM and improve school performance (Education Reform Programme, 1996).

According to Education Reform Programme (1996) effective principals on their new role in the actively restructuring School Based Management schools were spending considerable amounts of time helping to empower, train, inform and reward their staff. As a consequence, we began to see evidence of emerging new roles for principals that are discussed below;

- Designer/Champion of Involvement Structures.

Principals helped to develop decision-making teams that involved various stakeholders to provide them with opportunities for conversations around school-specific issues. Principals invested the teams with real authority by carving out discrete areas of jurisdiction;

- Motivator/Coach to Create a Supportive Environment.

Principals worked to communicate trust, encourage risk-taking, communicate information and facilitate participation in SBM;

- Facilitator/Manager of Change.

Principals encouraged staff development as an ongoing, school-wide activity. Principals provided tangible resources (money, equipment and materials) and intangible resources (time, opportunities) to staff to assist in the school improvement process; and

- Liaison to the Outside World.

Principals brought into the school new ideas and research for thinking about teaching and learning. Principals solicited donations of funds and materials,

and encouraged grant proposal writing among staff to boost school resources. Principals also interfere by filtering out unnecessary distractions, which freed up teachers to focus on teaching and learning.

Principals in School Based Management schools will need to balance a variety of roles. The principals' role evolves from direct instructional leadership to a broader role of orchestration decision making, often through teams of teachers, and interacting with a wider range of individuals, including community members and other stakeholders (Education Reform programme, 1996).

2.13.9.2. THE POLICY ON THE WHOLE SCHOOL EVALUATION, INTRODUCED IN SOUTH AFRICA CHANGING FROM INSPECTION ADOPTED FROM USA

The principals as effective managers of change in management of schools in South Africa, were faced with the momentum of the task of acknowledging the policy of the whole school evaluation as it was challenging their leadership skills. This national policy of whole school evaluation introduced the effective monitoring and evaluation process that was vital to the improvement of quality and standards of performance in schools. The adopted policy is different from the previous school inspection system carried out in South Africa during apartheid regime and also the United State. Principals as managers of change, had the wrong impression about whole school evaluation relating it with inspection, not knowing that the whole school evaluation policy aimed at improving the overall quality of education in South African schools. The guidelines for this policy prescribe the approach that is built on the interaction and transparent process, which is the challenge on managers, because openness in leadership is not their style. The policy recognizes the importance of the school as the place in which the quality of education is ultimately determined, focus is primarily on the school as a whole rather than simply on the individuals

and their performance. Effective managers should complement other initiatives to improve the work of schools, such as developmental appraisal for educators. This makes the model to be less punitive and more supportive, with a feedback mechanism that enables schools and their support structures to agree on improvement targets and developmental plans (Prof. Kader Asmal, 2001).

The transformation of education in South Africa emphasizes the right of all to quality education (Education White paper, 1995). The first intent is to redress the discriminatory, unbalanced distribution of education services of the apartheid regime, and secondly to develop a world-class education system suitable to meet the challenges of the 21st century. Similarly, the assessment policy, gazetted in 1998, provides for conducting of systemic evaluation at the transitional stages.viz. 3, 6 and 9. The main objective is to assess the entire system and the extent to which the vision and goals of the education system are being achieved.

The executive authority for the professional management of change on schools is vested on the principal supported by the governing body. The principal may delegate to an appointee or nominee from the staff, certain functions, including quality management matters, whenever the need arises. results in order to ensure fairness and consistency.

2.14. RESEARCH FINDINGS COMPARING SOUTH AFRICA WITH DEVELOPED AND DEVELOPING COUNTRIES

2.14.1. THE ROLE OF SCHOOL GOVERNANCE ON EDUCATION IN SOUTH AFRICA AS A DEVELOPING COUNTRY ON CHANGING LANDSCAPE

Education systems worldwide are the subject of ongoing change and reforms. As the societies develops, the societal structures respond in mutable contextual realities in which they operate. Moreover, throughout the world, reform in

education ultimately aims at improving education through the ongoing evaluation of existing structures, policies and processes (Guskey and Peterson, 1998). A major approach of education reform agenda has always been education governance and, more specifically, the decentralization of education governance to the local school level. Various reform initiatives have been implemented to devolve more authority over education matters and decisions to individual schools, and to strengthen the parent's position and role on school governing bodies (Levin, 1998). This approach to governance assumes that decentralization of decision-making authority is the key to schools improvement and raises student performance level. Nevertheless, its successful implementation remains a challenge as Guskey and Peterson (1998) noted 'that the road to classroom change through school-based decision-making obviously has more potholes than its proponents originally thought'.

2.14.2. THE ROLE OF GOVERNANCE ON EDUCATION IN ENGLAND, USA AND NEW ZEALAND AS COMPARED TO SOUTH AFRICA ON CHANGING LANDSCAPE

Traditionally in South Africa and elsewhere, school governance and management have been hierarchical and authoritarian in nature. That has brought more challenge on the principals on the effective management of change. Locus of control and decision making power have resided mainly in the school principal as the effective managers of change with minimal participation from teachers; parents and learners. The school principal viewed the school as his or her domain, organizing and managing it according to his or her particular frame of reference and leadership style. Holt and Murphy (1993) observe that school leaders in most countries in the past have been, 'lords in their own education fiefdoms'. Although school governing bodies have played an important role in school management, this role has been of a supportive nature, with limited decision making powers.

In schools where authority has been transformed, for example maintenance in England schools, governing bodies are able to act independently. However, this implies that far greater responsibility and accountability rests with the school's 'corporate body'. Decentralization of power is, thus, aimed at reducing centralized bureaucratic control over schools that often prevents them from responding to change and transforming their environments in order to meet the needs of the community they service. This is achieved through democracy, shared decision making, active participation of the stakeholders, meeting the collative needs and aspiration of the community and deployment of adaptability.

The best-known initiative of governance is the Chicago School Re-form Programme, spearheaded in the late 1980s and precipitated by the steady decline in education standards in USA. The new-formed school councils had considered decision making power over budgets, the curriculum and the hiring and firing of the teachers and principals. The Chicago principal association has challenged the composition of the school bodies on the basis that, parents were vested with too much power and authority, which seriously undermined their positions (Walsh, 1996). The conclusion was that, on the outcomes specified in the reform legislation, the Chicago public schools had shown little improvements, even though the councils thought well of their accomplishments.

Kentucky, like Chicago, is one of the few states in America to legislate the establishment of decentralized, democratic school governance. The move towards this governance began in 1990 when the state legislature passed the Kentucky Education Reform Act of 1990 (KERA), and introduced radical reform measures to school governance. Interims of KERA, The School Based Decision Councils (SBDM) in every public school was made mandatory, and that has brought more pressure on principals on the management of change. The duties of the council were to form the policy, appoint the school principal, select

instructional material, choose text books and manage their own finances.

The legislative development in England over the past few decades provides another interesting example of movement towards decentralized and self-governance. According to Deem (1994), as far back as 1967, the Plowden Report emphasized the importance of parent involvement in education and called for greater representation. This was one major challenge which has struck the principals on effective management of change in school management as they used to be autocratic leaders. The education reform Act of 1988 paved the way for further decentralization by providing for the local governance of schools (LMS). The Act devolved more power and responsibility for decision making, particularly over financial and personnel matters, from the LEAs to the earlier reconstructed school governing bodies under the 1983 Act (Williams, 1995). School governing bodies become responsible for managing the budget and appointing disciplining and dismissing staff (Levacic, 1995). These have passed a challenge on effective management of change by managers in schools as share despicability with all stake holders.

In Australia, the term devolution has been used to describe the processes of restructuring and decentralization in education during the 1980s and 1990s. The process was typically on issues such as quality, effectiveness, accountability and flexibility (Sharpe, 1994). The education Act of 1958 was amended in 1983, enabling a Victorian School council to determine the general education policy of the school. The amendments emphasized the importance of local responsibility and shared decision making on policy of the school, buildings and grounds including maintenance, the selection of principal and deputy principals, employment of ancillary staff, maintenance of accounts, general budget planning and affecting auditing.

New Zealand also embarked on the process of transforming and restructuring

the system in the 1980s with a view to bringing about greater decentralization. The pilot committee recommended a system that was more efficient, promoted equity and fairness and encouraged greater local decision-making (Williams, 1997). In 1989 the New Education Act came into being and provided for schools to take over their own governance. The school boards were responsible for appointing and dismissing staff, maintaining buildings and grounds, staff development and the school's general performance. The ministry provides the funding for all state schools and sets broad guidelines for the curriculum and determines standardized assessment tasks for all primary schools (Wylie, 1995).

Prior to the legislation of the 1990s, governing a school is a much less demanding activity. Governing bodies or management councils played a supportive role with restricted powers and functions. The overall effect was that school governing bodies become more responsible for the governance and management of schools. The support, advisory role of school governing bodies was beginning to change. In 1994, the new system of education that has been created was based on the fundamental principles of democracy, unity, nondiscrimination, equity and equality. The most important aim was to create a system of transforming the apartheid education system, a system of education that opens the doors of learning and culture to all and that would benefit the country as a whole and all its people (White paper on education and training, 1995) furthermore, the aim was to develop a democratic system that provides for the participation of all stakeholders with a vested interest in education, therefore, keeping national trends, South African schools have subsequently moved towards greater decentralized school governance (South African School Act 84, 1996).

With the introduction of South African School Act, the legal status of public schools has changed considerably. Public schools are categorized as juristic persons (Section 15 of the School Act). Therefore, as a juristic person, it can be

engaged in legal activities in its own name. However, a juristic person is not a natural person (human being) so it cannot perform the functions of a human being. For example the school governing body acts on the behalf of the school when it suspends a learner in terms of Section 9 of the School Act. Parents are now placed in a powerful position and, in the school budget; language policy and discipline; the principal no longer plays the role of a primary decision maker. Despite this, the primary locus of power, authority and decision-making is effectively, have the authority to influence decisions on very fundamental issues; for example, the proposals often remain with the principals because they are the key educational leader responsible for management of change and day to day running. The strong governing body needs strong leadership from principals.

The Schools Act empowers the parents and makes specific provision for parents to participate in substantive issues, which principals and teachers could not ignore Section 8 of School Act requires the governing body to adopt a code of conduct after consulting with parents, teachers and learners. Section 39 also stipulates that school fees at public schools may be charged only if the majority of parents vote on a solution to do so.

2.14.3 THE RULE OF ASSESSMENT AS THE TOOL FOR TRANSFORMATION ON CHANGE MANAGEMENT IN SOUTH AFRICA ADOPTED FROM BRITAIN AS THE DEVELOPED COUNTRY

Education, and therefore assessment too, is part of the *reconstruction and development programme (RDP)* for achieving the vision of the new South Africa (ANC, 1994 3.1.5). The challenge that South Africa faces on change management at the dawn of a democratic society is to create an education and training system that ensures that people are able to realize their full potential for our society as a basis and as a prerequisite for the successful achievement of all goals.

Curriculum 2005, with its outcome-based focus, is the vehicle for achieving the goal of the RDP. As for other nations, the radical change in the South Africa system of education signifies a national desire for a broader and deeper social change. Curriculum 2005 is therefore much more than merely a new syllogism. As part of the RDP's grand design, it is a core element in the fundamental construction of South Africa as a democratic society.

True to the RDP framework, Curriculum 2005 is designed to cut across the traditional division of skills and knowledge to encompass the concept of lifelong learning for all, including those whose education was foiled by the inferior system of separate education. For the same reason of redress, assessment is designed to credit prior. If the learners can demonstrate that they can match the desired outcomes in particular areas, they are entitled to progress into formal structures at appropriate levels.

In all levels OBE assessment should reflect the participatory nature of an open society by involving all those concerned with the inclusive classroom, the learners, educators, parents and peer groups. OBE assessments, as an internal part of the whole curriculum, are capacity building experiences, which are developmental, and formative, guiding learners by means of appropriate feedback and teaching them to ask the right questions.

FSAQA view outcomes as the product of a continuous learning process covering social skills, personal skills, cognitive process, attitudes and values. Two integrated sets of outcomes have been categorized as critical outcomes and specific outcomes. The former are those skills and abilities, which apply to all learning. They help us learn how to learn.

2.14.4. THE RHETORIC RIGHTS ADOPTED ON INCLUSIVE EDUCATION IN SOUTH AFRICAN SCHOOLS FROM UN POLICY

The right of the child to education originated in a number of international declarations and recommendations, although it was not until the normalization movement that, such rights began to be enacted for all learners, including those with disabilities. The first two international declarations that included mention of the right of a child to education were the Charter of the United Nation (1995) and the Universal Declaration of Human Right (1948). Learner's rights to education were enhanced further in the United Nations Declaration of the Rights (1959), where the initial responsibility for the education and guidance of the child was bestowed, in the first instance, on the parents. In principle 7 of this declaration, the right to education provided reference to the need for both equal and full opportunity for a child's moral and social development. The International Covenant on Economic, Social and Cultural Right (UN) (1996), provide further indications of how this might be realized. This covenant placed greater emphasis on education as a social right. This includes a generality clause recognizing that all people are equal before the law and are entitled without any discrimination to the equal protection of the law. Though the rights of learners to education were established by international legal systems, it was the interpretation of the meaning of equality by the international community that was crucial to the implementation of the rights of all learners to access similar educational opportunities. This right is promoted further in the agreement that the education of the child shall be directed to the development of the child's personality, talents, mental and physical abilities to their fullest potential.

Major changes occurred in the education of people with disabilities in the late 1960s and early 1970s. This change was part of a wider movement in which disability began to be viewed not as a handicap, which required people to be segregated from the mainstream of society. Thus began the era of integration

that saw the foundation of the movement towards the education of learners with disabilities in regular classrooms. The promulgation of the normalization principle (Wolfensberger, 1972) in the Scandinavian countries transformed societies' view of people with disabilities from a focus on abnormality, to one of human rights perspective. Normalization has been described as the physical and social integration of developmentally disabled individuals into the mainstream of community (Thurman and Fiorelli, 1979). The UN has promoted greater commitment to the inclusion of learners with disabilities in regular classes by advocating for the principle of equity in educational opportunities throughout the whole school system, and Unesco has developed a teacher resources package to support that.

2.14.5. INCREASING PRIVATE FUNDING OF EDUCATION IN SOUTH AFRICA AS ADOPTED FROM NEW ZEALAND, PARAGUAY, UK AND AUSTRALIA

Developing countries that have invested in human resources over the past two decades are reckoned to have added half a percentage point to their growth rates. Individuals feel such progress, since those with educational diplomas have better chance of getting jobs, keeping them and earning more money. These has been applied in South Africa as a developing country during apartheid era whereby under qualified teachers were earning more money without developing themselves. These have brought more challenge on managers of change on the management of school because their qualifications do not suit the present curriculum at school. The high one gets on the educational qualification ladder in other developing countries the better the salary, but in South Africa, one qualifies for the bonus once. The experience of the person in the field of work holds, than proper qualification. The service delivery is highly affected by lack of self-development and lack of proper skills for positions.

In Paraguay, for example, those with higher education qualifications earn more than 30% than those with secondary school diploma. The agents are in favour of education for all, as the perspective of the effective managers of change. Investment in education is not just helping people; it blossoms and gives them an opportunity for better standards of living. It is the economic necessity (The teacher, 2003). Education is the root of any society's growth.

The strength of rich countries is based on education (Unesco's Institutes for Educational Planning). Brainpower is still needed for the effective managers of change (principal) to card in a competitive world. This is particularly true in the context of companies, and foster excellence by making them compete with one another. Privatizing education is also spreading to poor countries, many of which have not always made the necessary effort to enroll the maximum number of children in their schools. The EFA Global Monitoring Report 2002 points out that 70 % county are unlikely to achieve the education for all targets by 2015 (The teacher, 2003).

2.14.6. CHANGE LANDSCAPE IN THE DEVELOPING COUNTRIES: LESOTHO, BOTSWANA, SWAZILAND, ZIMBABWE, KENYA AND GHANA

All African countries had a need for change management in developing their educational systems to catch up with the standards of developed countries like USA, U.K, New Zealand and some other developed countries. African countries, as they are developing, approached change differently to suit the needs based on their cultural diversity.

2.14.6.1. MANAGEMENT OF CHANGE IN BOTSWANA ADDRESSES WHY CHANGE FAILS AND UNDERSTANDING THE IMPORTANCE OF KNOWLEDGE IN IMPLEMENTING CHANGE

Washington & Hacker (2003), have examined the relationship between leadership and change in the Botswana Public Service. Botswana is located in Southern Africa between Zimbabwe, South Africa and Namibia. Although it has a long history as a British Protectorate, Botswana was granted independence in 1966. While still classified as a developing country in some reports, Botswana is the largest exporter of gemstone diamonds in the world and the largest exporter of beef to the European Union (www.gov.bw).

The country of Botswana will celebrate their 50th anniversary of their independence in 2016. It has created a Vision 2016 that identifies the quantity and quality of service their government (public service) will provide its citizens. Starting in 1999, it has been implementing a Performance Management System (PMS), a variant of Total Quality Management, as a tool to help them create the necessary processes, activities and results that will get the Botswana Public Service to its 2016 Vision. PMS is designed to provide systematic thinking to implement change. To help with their efforts to implement PMS, the government has trained more than 2000 of its highest non-elected personnel in both PMS and in understanding how PMS links to Vision 2016. These people are personally responsible for leading more than 50,000 employees in the government of Botswana. Those trained were selected for training based upon their administrative, management and leadership responsibilities.

According to Washington & hacker (2003), some managers resisted to change, due to the following factors; managers knew less about the change, they were not excited about change, they thought that change effort would fail, and they wished that the government had never undertaken the change effort. Managers thought that change would occur through training programmes because altering an organizational structure, changes employee behaviour.

Attaran (2000) pointed out why change failed in Botswana, what needs to be considered in implementing change. The following factors were stated:

- Lack of proper training;
- failure to cope with people's resistance;
- feelings about change in general;
- conflict between the existing culture and what is to be changed;
- the number of unanswered questions that arise;
- historical events;
- the extent that the change threatens basic needs; and
- the extent the change impacts feelings of self-worth or self-importance.

Washington & Hacker (2003) concluded that this could go a long way to help the managers feel less dreadful and more excited about the change which will lower their resistance towards the change and make the change effort more successful.

Kenya, on the other hand, as a developing country supported Botswana by

2.14.6.2. MANAGEMENT OF CHANGE IN KENYA ADDRESSES THE NEED FOR DEVELOPING LEADERSHIP CAPABILITIES BRIDGING THE GAP BETWEEN TEACHER AND THE HEAD TEACHER ON DIVERSITY

Since independence, the Kenya Government has set up a number of commissions of inquiries, committees and task forces to review the education system and tackle various educational issues with a view to improving the quality of education through effective delivery services. For instance, immediately after independence the Ominde Commission (1964) looked into the entire education system and then made recommendations on how education could be made relevant to Africans. Other subsequent commissions and their resultant work are: The Gachathi report (1976), Mackay report (1981), Wanjigi report (1983),

Kamunge report (1988), Ndegwa report (1991), Mungai report (1995) and Koech report (1999). (Simiyu, 1990; McGrath et al. 1997 and Kenya, 1999). Interestingly, a review of these reports reveals that diversity and, particularly educational leadership in a plural society, has never been an issue despite clear manifestations of problems associated with Kenya, as a plural society as identified earlier in this paper.

It took Kenya over 20 years since independence to consider head teachers training, following the Kamunge report (1988). But even then, headship training has not responded appropriately to the issues of diversity. The current headship training is short of that and perhaps its lack of attention underestimates the importance of educational leadership in a plural society.

Historically, since 1980, there have been considerable efforts by the Ministry of Education in Kenya to provide in- service management training for heads of schools and colleges, because changes in the society and in the education system necessitate continuous in-service of staff so that they acquire knowledge, skills and attitudes for the new roles. The training is offered by the Kenya Educational Staff Institute (KESI) which has been in operation since 1981 but became formally established by the Kenya government in 1988, to provide in-service training for the heads of educational institutions including schools principals (Commonwealth Secretariat, 1991). However, despite recommendations by Kamunge (1988) on behalf of the Kenya government that the role of KESI be expanded and diversified to cater for the training needs of both the serving and potential heads, the institute still continues to provide in-service training basically to practicing heads. And yet all school heads, whether new or old are expected to participate meaningfully in the planning, implementation and evaluation of educational programmes and projects (Kitavi and Westhuzan, <http://www.acs.appstate.edu/orgs/afcab/mwaya.htm>, 15/07/04). Subsequently, there was a recommendation to the effect that the

requirement for appointment and deployment of Head teachers in Kenya will be based on certificates in education management obtained from Kenya Education Staff Institute, signed by the director of education (Kenya, 1999). There is no evidence to inform this study on the status of this particular recommendation, whether it was implemented or not.

While Kenya Educational Staff Institute (KESI) offers some headship training, there is also a school management development programme that is in place (Kenya, 1999). The programme is a distance education package and is a school-based teacher development programme for self-improvement. All teachers are expected to access the packages and need to show evidence for self-improvement.

The role of education in a multi-racial or culturally plural society is to unite different groups with a sense of nationhood (Mncuwabe, 1987; Kenya, 2002a). According to Martin (1985) (as cited in Bernstein, 1986, <http://www.ericdigest.org/pre-942/ethnic.htm>, 30/05/04), the role of education is to expose students to knowledge about ethnic diversity and the contribution of various groups to the development of a country's civilization, the educators in the social studies may change the negative ethnic group stereotypes, reduce intolerance, and enhance cooperation for common good. Social studies subjects such as history, geography, government and civics need to include lessons on ethnic diversity of a country.

There is a need for education to be responsive to the ever-changing plural nature of the Kenyan society. This could be achieved through effective educational leadership preparation programmes or training, both at pre-service and in-service levels. The situation calls for educational leaders with a vision and ability to lead and facilitate the development of professional competence and civic responsibility within culturally diverse educational communities and

environments.

Education in many developing countries like Kenya is a precious commodity and is given the first priority after a revisit of the role of school leadership. For instance, the government of Kenya spends more than half of Kenya's annual budget on education. However, in spite of these budgetary allotments on education, little is known about the problems faced by the individual principals who are responsible for implementing educational goals. (<http://www.acs.appstate.edu/orgs/afcab/mwaya.htm>, 15/07/04). With such enormous amount of investment in education, the Kenya society would expect reasonable returns, which could only be achieved through effective and efficient management of both the human and physical resources.

School leaders play a very significant role in terms of creating an enabling climate in the school for effective teaching and learning process. For instance, it has been noted, "Head teachers play a central leadership role in the management and development of school education" (Kenya, 1999). This is strongly reinforced by the following statement, "A school stands or falls by its head" (Kenya, 1999).

Furthermore, other responsibilities of the school head as explained by Musaazi (cited in Dadey and Harber, 1991) are to interpret policy, executing curriculum programmes, see to pupils' welfare, equipment, physical facilities and finances, induct and retrain staff, and finally, maintain effective school community relations. The school head, as the leader of the teaching staff has the responsibility to promote effective teaching in the school. It is also his duty to ensure that the employer appoints qualified and competent teachers to his school. If the school head is to achieve his goal of improving the curriculum programmes he must have an understanding of the teacher and the teacher's role, and he must always be prepared to work effectively with the teacher.

Finally principals also work with school committees and boards who rely heavily on their advice for effective professional development. For that reason, there is a need for them to be trained on areas such as human resource management, payroll administration and staff appraisal (Aduda, 2000, <http://www.nationaudio.com/News/DailyNation/03072000/Features/Features8.html>, 15/07/04).

With such enormous responsibilities on the shoulders of school heads, it is argued by Esp (as cited in Mashinini and Smith, 1995) that school leadership can no longer be exercised on the basis of experience and natural ability. The school leaders need training in the skills of team leadership. In order for head-teachers and teachers to be effective teachers to all students, they must undergo a profound shift in their beliefs, attitudes and values about difference in leadership. They need to respect and affirm their students (Nieto, 1999, http://www.aasa.org/publications/sa/1999_05/nieto.htm, 17/06/04).

On the discussion about the role of school heads, there is no doubt that they are key persons in the effort to improve the quality of education. And yet the way head teachers in developing countries, for instance Kenya, are trained, selected, inducted and in-serviced are described as ill suitable for the development of effective and efficient school managers (Bogonko, 1992).

One of the reasons for training and induction is the lack of adequate preparation for the post of headship as identified by Kitavi (cited in Kitavi and Westuizan, <http://www.acs.appstate.edu/orgs/afcab/mwaya.htm>, 15/07/04) comments.

Too often and without consideration, principals in developing countries like Kenya are tossed into the job without pre-service training, without guarantee for in-service training, and without support from their employer. Some regrettably,

find that their effectiveness and performance are judged according to how little they bother educational officers, including the Teacher Service Commission and the Ministry of Education. Good educational systems, however, ensure that new principals are aware of the values, beliefs and norms of the communities where they are assigned, that they acquire the necessary knowledge, and skills and that they have a vision and share the Ministry of Education's aims and goals. Effective educational systems, therefore, provide the guidelines, socialization, professional and technical support that help new principals adjust and succeed".

According to Crossley M, et al (2002), "Heads have been poorly supervised in the past and have been provided with little or no professional assistance from the local inspectorate". Therefore there is overwhelming evidence that school heads / principals and especially beginning head teachers/ principals face serious challenges that hinder them from being effective educational managers. Evidence from most experienced principals revealed that they managed their principalship problems through trial and error (Kitavi and Westhuizen, <http://www.acs.appstate.edu/orgs/afcab/mwaya.htm>, 15/07/04).

Regarding headship preparations, it is observed "in many instances, head teachers come to power without having been prepared either, through support programmes or through their teaching experience, for their new role and the increasingly complex tasks associated with it"(Tsukudu and Taylor, 1995). It is also true that other "administrators and teachers come to their jobs with differences in awareness and knowledge of and interest in multicultural education" (Middleton, 1999, http://www.aas.org/publications/sa/1999_05/col_middleton.htm, 17/06/04)

Lack of adequate training or preparation of school heads or principals has been identified as a contributing factor to the present under-performance of most of the schools in Kenya, notably unending students strikes and other upheavals that take place within them (Kenya, 1999).

The majority of the school heads are appointed into headship position on the basis of their teaching experience, but Van der Weshtuizen (cited in <http://www.acs.appstate.edu/orgs/afcab/mwaya.htm>, 15/07/04) argues that 'good teaching abilities are not necessarily an indication that the person appointed will be a capable educational manager'. But how can such qualities be achieved? What kind of training support would be appropriate for the development of such qualities? Kenya, Swaziland and Botswana had common views in terms of quality development on management to manage change successfully. Even though they had common grounds on leadership, Swaziland believed in strengthening the capabilities and potentials by developing strong foundation on the high school level to produce quality leadership, which would withstand the pressures and challenges of change management.

2.14.6.3. SWAZILAND ENSURES RELEVANCY AND QUALITY IN THE DELIVERY OF HIGH SCHOOL VOCATIONAL EDUCATION

According to Mndebele & Mkhota (2000), the importance of inspection [supervision] is influencing the quality of vocational classroom practices remains unequivocal. Quality of vocational instruction delivery through improved inspection is at the core of the Ministry of Education Inspectorate's philosophy. It is clear from the research evidence that the classroom level is a major contributor to school improvement of instruction (Chapman, 2001) quoted by Mndebele & Mkhonta. Chapman (2001) said that inspection entails two major opportunities: that generate change in the classroom and, therefore, impact on school improvement of quality instruction. Firstly, inspection indicate teaching and learning issues as key issues, which hopefully may result in an action plan by the school for the improvement of teaching and learning. Secondly, lesson observations during inspection should be an important means of influencing classroom practice.

Changes in employment opportunities, occupational shifts, unprecedented high unemployment among the youth, and rapid technological advancements demand that there be an analysis of changes necessary in the delivery of quality high schools vocational education (Mndebele & Mkhota). In the light of this situation, the Government of Swaziland (through the Ministry of Education) has realized the need for a vocational approach to the teaching of all practical arts subjects in high schools, (Mndebele, 2000; Mndebele and Hlophe, 2001) quoted by (Mndebele & Mkhota).With the launching of a vocational curriculum of the four practical arts subjects, a need arises to provide quality vocational in-service education not only for the classroom teachers but also for inspectors of these subjects. The vocational in-service education for inspectors may aim at providing opportunities for them to participate in and develop new inspection approaches and competencies to enhance delivery of quality vocational instruction. This will help maximize effective teaching and learning opportunities in the newly equipped vocational classrooms. Vocational in-service education would offer an opportunity to enhance the professional qualifications and qualities of vocational inspectors by preparing them for a supportive experiential learning environment and thus provide instructional leadership. Mndebele & Mkhota Mndebele & Mkhota quoted Barrick (1986) argued that the professional atmosphere that exists in a school or the school system, determines, to a large extent, how well quality inspection/supervision can serve teachers.

The continued interaction of teachers, inspectors/ supervisors, and administrators is a key condition of a quality inspection programme. Effective quality inspection is the result of a wise combination of four factors namely; (a) kind of person who serves as the inspector, (b) the school environment relating to the inspection, (c) the technical know-how of the inspector, and (d) the quality of planning carried with effective inspection (Barrick, 1986). Inspectors should be prepared to deal with new goals, new relationships with education at

large, and the social and human issues related to work. The inspectors of the four secondary/high school practical arts subjects find themselves in a new situation where there has been a paradigm shift with a vocationalized curriculum. According to Traquadine (1991) quoted by Mndebele & Mkhota, the role of state supervisors (inspectors) regarding local vocational programmes may continue to change as the federal and state roles in education evolve.

Teachers expect the inspector to have the highest degree of authority in the improvement of instructional activities, and the same is also rated highest in the current role. Research and evaluation is identified as having the second highest degree of authority, both for current and expected roles. Public relations activities received a high rating as expected of inspectors than administrative activities (Mndebele & Mkhota). These have brought the new view in Ghana to approach management of change differently by strengthening the foundation in the primary education which will increase the effectiveness of the primary education system, economic reforms and establishing political stability

2.14.6.4. MANAGEMENT OF CHANGE IN GHANA

Ghana is a leader in Africa in promoting quality improvement in primary school to increase the effectiveness of the primary education system, economic reforms and establishing political stability. It is also a key ally of the United States in promoting peace in the sub-region and, after South Africa, is one of the most important trading partners for the United States in Africa. With successful multi-party elections completed in December 1996, Ghana is now in the forefront of African countries that have made positive steps toward consolidating democracy.

The primary education system in Ghana is suffering from the effects of serious economic problems during the 1970s and 1980s. Dramatic

reductions in government expenditures on basic education resulted in a severe shortage of essential instructional materials like textbooks, a deterioration of school buildings, a mass exodus of qualified teachers from Ghana and an erosion of community confidence in the education system. USAID has been working closely with the Ministry of Education to bring about improvements which include printing and distribution of textbooks and upgrading teachers' skills through training. However, these efforts have achieved limited results. Scores on annual standardized tests are improving, yet far too many pupils each year are unable to achieve a passing score. The continued low level of learning in addition to a slight decline in national enrolment rates since 1991, point to the need to focus more attention on the quality of the learning process in the classroom as well as to foster greater community involvement in schools.

USAID activities under its Primary Education Program (PREP) which ended in 1997, have focused on stabilizing government expenditures on primary education, supplying textbooks and other teaching materials, and conducting in-service training for teachers. With USAID assistance, more than six million textbooks have been printed. This is nearly enough to ensure that each pupil within the primary education system is equipped with a basic learning tool, this is a substantial improvement over 1992 figures which show that only half of pupils had access to textbooks. There have been comparable improvements in providing teachers with basic materials and training.

Education reforms, which began in 1987, have led to the devolution of greater responsibility for local school facilities to the district level. At the same time, local non-governmental organizations and religious groups have increased their involvement in education. In early 1996 the Ghanaian government released a comprehensive plan for improving primary education in Ghana. In addition to the United States, other principal

donors are supporting basic education. The World Bank has signed a large Basic Education Investment Programme aimed at improving access and quality, particularly in impoverished areas. The British ODA plans to collaborate with Germany's KFW and GTZ on improving education in teacher training institutions. The United Nations Children's Fund recently started a five-year country education programme which concentrates on girls' education and community-based education programmes. The European Union plans to continue providing funds for non-wage expenditures.

Primary school enrolment stands at 84% for boys and 69% for girls. Ghana's development is constrained by rapid population growth (3%), inadequate health care, low educational status of its citizens, and institutions which are struggling to be effective in a swiftly changing society.

In primary education, the government initiated reforms in 1987 to strengthen and decentralize the education system, but the results have not translated into higher literacy rates.

To strengthen the productive and entrepreneurial capacity of Ghanaians, USAID has provided significant support for primary education since 1990. Since a majority of Ghanaians have access only to primary school education, it is critical at this level to provide basic literacy and numeracy skills for Ghanaians to become more productive participants in a growing economy. This was not happening despite assistance from USAID and other donors to reform education policies affecting teacher training, e.g. budgetary allocations for primary education, educational materials and textbooks, student testing and evaluation, and equity improvement. In 1996 USAID developed a new primary education programme in collaboration with the GOG, to support policy reforms that tackle more

systemic issues with primary education such as education personnel management, the curriculum, information management, analysis and decentralization. USAID will support the establishment of 330 model schools to demonstrate the key elements necessary for quality primary education for replication nationwide. In FY 1998, USAID-funded technical assistance will continue the process of selecting additional communities and districts to establish the model schools and initiate reforms in the educational system. The very same influence affected Zimbabwe since their secondary education had more problems and changes were to be implemented on the educational system. Even though Swaziland have faced their changes on inspection, it still supports the motion of Zimbabwe.

2.14.7. THE RESEARCH FINDINGS ON CHANGING LANDSCAPE IN AMERICA AS A DEVELOPED COUNTRY

There has probably been no idea more typically “American” than the idea that education can cure society’s ills (Ravitch, 1983, Seidman, 1996). In the history of American education, the demands have been for more schooling with hopes of preserving democracy, reducing the unemployment and crime rates, as well as assimilating immigrants to our nation. Schools were being pressured to reform, even in the infant stages of education. With such high expectations, enrollments grew, instructional time increased, and from 1890 to 1990, school attendance tripled, with secondary schools increasing by a multiple of almost 90, from eighty thousand in 1870 to seven million in 1990 (Ravitch, 1983). Compulsory education laws were passed in the 1930s, and schooling became a means of socialization, as well as a way of removing teenage workers from a depressed job market (Ravitch, 1983).

Almost from the conception, schools were placed under pressure to “reform”. School reformers were usually locals who, according to Reitzug (1992) “fought for tax-supported, centralized, uniform system of mass education”. The scenario is, and was, that diverse community groups struggle to make local schools responsive institutions in times of dramatic change. Most reformers have argued that schools forget that they are a part of the community and should meet the needs of the community.

2.14.7.1. DEMING’S FOURTEEN POINTS AND THEIR IMPLICATIONS FOR EDUCATION

Deming’s fourteen principles, a concept of “continuous improvement” on the management of change (Wills, 1992), helped Japan become a world –wide industrial competitor. Ironically, it was not until Japan had rebuilt in lightning speed that the United State took serious note of Deming’s principle of management. Education, in America, has been even slower to consider Deming’s principles, and “quality” concept. One might speculate that education has been slow in accepting Deming’s principle because of the enormous amount of change it would have to undergo. Japan had to make radical change to incorporate the principle; the United State would have to do likewise. Deming’s fourteen principles are now being used all across this country and is believed to be quite apropos to “knowledge growing in education as well. Some school districts have experienced a great deal of success in implementing the principles in an organization that can be traced to systematic causes-practices, rules, expectations and traditions-over which individuals have little control”(1992).

With schools and education in mind, we will briefly examine Deming’s fourteen points, questions that it demands educators to face, and Holt’s (1993) remarks regarding the educational implications of Deming’s principles.

2.14.7.2. DEMING'S FOURTEEN POINTS

Deming's fourteen points are discussed below and named as follows;

➤ CREATE CONSTANCY OF PURPOSE FOR IMPROVEMENT OF PRODUCT AND SERVICE

Principle number one requires the administration and the managers of change to honestly answer several questions, such as "What are we doing?" and "why are we doing it? These, in essence, mandate the school "team" to establish the moral purpose of its existence.

Implications: the school needs to express its moral purpose in some fashion. Often a 'mission statement ' fails to provide a simple and clear vision of what the school seeks to do. Its vision will represent an ideal, and ideals, are by their nature, unattainable that it is what gives managers their strength (Holt, 1993).

➤ ADOPT THE NEW PHILOSOPHY THAT ALL STAFF MEMBER CAN CONTRIBUTE TO THE DEVELOPMENT AND IMPLEMENTATION TO THE PLAN

Principle number two makes two statements. First, everybody wins when they cooperate and, second, everybody must "transform" to the new philosophy. Covey teaches this principle under the term "Win/win" Oliva (1989). Effectiveness is not a game of win lose, but rather a game of win-win. If everyone can win, then everyone can succeed.

Implications: this transformation is discontinuous. It comes from understanding the system of profound knowledge. The individual, transformed, will perceive new meaning to his life, to events, to numbers, to interactions between people (Holt, 1993).

Holt (1993) explains that this "transformation" is a new, intrinsic motivation and sense of satisfaction, and that even though the task is difficult and the participant is discouraged, something inside "clicks", bringing "new meaning" and vitality to the task involved in achieving the mission at hand.

➤ **CEASE DEPENDENCE ON INSPECTION TO ACHIEVE QUALITY**

Deming was very careful how he used the word "quality" points out that Deming 's view of quality was to reduce the " variation". Deming considered checking quality at the end of production to be an insult to the labourer. He believed that in order to truly produce quality, one must produce quality in each step. Education is often guilty of trying to rate the end product, in fact, much of the present school is trying to mix Deming's principles, while simultaneously holding on to the old system of grading/evaluation/assessment, among other contradictions to the principles. Deming did not agree with such practice.

This principle that we should focus, not on outputs but on the activity of teaching and learning. Only the staff can improve the quality of service. The staff must perceive that they are valued members of the school district and must perceive that they are appreciated for that which they are responsible.

Implications: focus on the process of education means that 'state time' is

what really matters. The fact that classroom time may not always be used properly is not a reason for disparaging the classroom process and advocating instead an outcome-driven view of schooling. On the contrary, the traditional form of school based graduation respects, indeed honours the process and it is therefore, consonant with a Deming approach. The proper task is not to replace the valuable concept of graduation with new standards and similar external forms of accountability, but to refine what we already have in place (Holt,1993)

➤ **END THE PRACTICE OF AWARDING BUSINESS ON THE BASIS OF PRICE TAG**

Do not buy on price tag alone. What is "cheapest", may be just that, cheap! Examine proposed innovations carefully. Also, provide public recognition and reward for outstanding performance. Seek to minimize total cost, especially in areas that do not affect the product.

Implications: schools and school districts frequently "buy into" some new nostrum without considering its real merits and its implications. Deliberative inquiry requires that proposed changes be subjected to close scrutiny, an examination that begins with correct practice. What is the result of normal system response? Schools too readily tamper with the process and end up making matters worse. Total quality gurus sometimes advocate that a school adopt "benchmarking ". ...That is, identify practice that works in other schools and transplant them. But how can a practice be lifted from one context and imposed upon another without disregarding Deming's concept of a system? Moreover, the apparent success of a practice may depend on a chance combination of circumstance rather than on profound knowledge, it may collapse when someone goes on maternity leave (Holt, 1993)

➤ **IMPROVE CONSTANTLY THE SYSTEM OF PRODUCTION AND SERVICE, TO IMPROVE QUALITY AND PRODUCTIVITY**

Improvement is to be a continuous, ongoing process. Evaluation must be a component in every dimension of personnel management. Communicate to staff that self-improvement is expected. Identify and solve curriculum problems in the context of the school system. Deming warned of increased accountability demands.

Implications: the curriculum is at the heart of education, and solving curriculum problems is at the heart of educational improvement. Improvement is not a matter of new technology or increased accountability as American automobile manufacturer discovered before turning to Deming. Improvement is a matter of analyzing the process in the light of profound knowledge (Holt, 1993)

➤ **INSTITUTE TRAINING ON THE JOB**

Provide training for skills. Arrange staff development for employees with up date training in technology and behavioural science. Invest in teachers. Provide teachers with continuing education opportunities. Help to enrich their lives. Do not use the "old model of staff development", which "...survives in a world where everything else has changed" (Ross, 1995).

Implications: teachers are both the school district's greatest expense and its most important investment. It makes sound economic sense to allow them time during the school week to plan curriculum together and share professional experience with other schools. The condition for joyful work

also includes appropriate salaries and pleasant staff lounges. A school needs support and advance for its own service programmes, which should be its continual improvement programme and not from decontextualized offerings imposed by district (Holt, 1993).

➤ **DRIVE OUT FEAR**

Staff members cannot be driven like sheep. They need to feel secure in their jobs. Job security is important if teachers are going to buy into the mission, feel a part of the team and experience the “transformation” and “win/win” spirit that frees up the organization so that it can excel. Quality performance occurs when staff members can take a stand about ideas, without feeling in jeopardy.

Implications: fear characterizes many Western institutions. This point was not necessary when Deming addressed Japanese companies, which traditionally retain their workers even when times are hard. Remote and high-handed administrators generate fear in educational institutions, by unnecessary specific regulations and by the lack of trust implied by a relentless emphasis on testing and accountability. Fear results in lowered performance by everyone (Holt, 1993).

➤ **BREAK DOWN BARRIERS BETWEEN DEPARTMENTS**

Collaborations and the perceived image of “team” almost always result in providing higher quality service. Encourage teachers to develop projects and activities that will engage other teachers. Do not have “pet” departments, but seek to treat favorites. If you, as a principal, have favorite...everybody knows! Partiality builds walls.

Implications: cooperation is directly promoted by working in teams. Cooperative learning, a valuable strategy that originated in the United States, is now being rediscovered. Unfortunately, it is often combined with competitions between teams, a practice that undermines the value of the approach and restricts its implementation. This practice derives from the behaviourism embedded in many aspects of American schooling. Furthermore, the natural corollary of cooperative learning is cooperative teaching, which frees teachers from their rigid confinement in egg – crate classrooms and vastly enriches the learning environment. Since a group of teachers can devise so much more working together than they can in isolation, breaking down barriers should be encouraged. Cooperation also enhances collegiality and helps drive out fear. It should be used to facilitate interdisciplinary approaches and a variety of teaching strategies (Holt, 1993).

➤ **ELIMINATE SLOGANS, EXHORTATION, TARGETS, AND REQUEST OF LEVEL OF PRODUCTIVITY**

Personal functions should be driven by goals. Effective change takes place internally when production is ineffective or quality lacking, interrogate the system, teachers do not improve educationally and when the only motivation provided is collective and/ or individual scolding.

Implications: slogans have a deadening effect, as one can see from photographs of Eastern bloc countries before the collapse of Communism. American schools seem strangely attracted to slogan, methods of exhortation that have more in common with mass brainwashing than with the democratic autonomy of the individual. Essentially, the slogan approach is symptomatic of a failure of leadership. Quality stems from attention to process, not from coy mottoes in corridors. And attention to

process starts with the principals. Holt (1993) said that if one expect teachers to be professional, one have to treat them like professionals.

➤ **ELIMINATE MANAGEMENT BY NUMERICAL QUOTATION**

Method matter: minimize objectives and outcomes, focused on educational encounters. Stop problems before they start, and take time to hire the right people instead of filling slots

Implications: American education is mesmerized by the notion that unless teachers have an established, preferably behavioral objective with assessment to match, they cannot teach. Certainly a curriculum programme needs to end in view and needs to reflect the school's aim in interpreting those ends. But animating the classroom need not depend upon a catechism of objectives. It may proceed instead by constructing educational encounters and enabling learning to acquire an organic dimension. This view does not mean that the organization has no rightful place. On the contrary 'carefully planning of resources and learning strategies is essential. But it does mean that we can move away from instruction (a term akin to training and one that we can well do without) and instead toward education through the practice of curriculum (Holt, 1993).

Remove barriers that prevent job managers (principal) and workers (teachers and learners) from taking pride in their workmanship.

Encourage your staff to be creative and resourceful. Administration needs to encourage teachers to have fun in what they are doing. Seek joy in work. Abolish merit system as they promote competition rather than cooperation. Cancel merit pay, teacher assessment, and student grades. Deming's believes that grades were counter productive and discouraged learning and quality of education. According to Borg (1989), Deming stated that schools should

foster students' innate "yearning for learning" (Wills, 1992). These are rather revolutionary and unique suggestions and maybe even radical, but we must examine why such suggestions bother us. Can we improve upon what we are presently doing as administrators and finally, how can we improve.

Implications: it should be noted that Deming does not assume, because of his rejection of grading; everyone is to be treated identically. On the contrary, people are different from one another. A manager of people must be aware of these differences, and use them for optimization of everybody's abilities and inclinations. This is not ranking people.

Deming is careful to distinguish between intrinsic and extrinsic motivation and recognizes the dangers in overemphasizing the latter. This concurs with his view that, a part of profound knowledge is a knowledge of psychology, how to treat people, how to recognize their qualities and place them in the organization in order to give them the greatest satisfaction in their work. His suggestion that leaders make physical arrangements for informal dialogue between people in the various components of the company provides an invaluable way for school principals to get involved in discussions, indicate their approval of some action or some event, and avoid excessive formality (Holt, 1993).

➤ **INSTITUTE A VIGOROUS PROGRAMME OF EDUCATION AND SELF – IMPROVEMENT**

Provide a variety of in-service training. This principle is very much like principle six, except that this goes a step further. Provide education, in – service, and other types of self –improvement. These should go beyond just job training. Seek to help your employees to grow mentally and emotionally with stimulating courses to enrich their own personal lives.

Implication: Deming here seeks to stress the value of education as a good in itself. Well- read, cultivated teachers enlighten and transform each of their students. Teacher's professional studies should be encouraged, because one must engage in teaching before one can understand its idiom and see how to extend one's knowledge of it. Hence the need separates preserves teacher education from in service education. Unfortunately some recent proposals seek to conflate the two. An as enhancement of in service education, districts should subsidize teachers participation in master's degree programmes (Holt, 1993).

Put everybody in the company to work to accomplish the transformation.

To make changes, all levels within the organization must effect the change. When the goal or aim is determined to its commitment; the district may need to relax funding policies, for example. The school might wish to forego a teacher and, instead, hire technical assistants to help with resource – based learning. Or the money might be better spent on materials to promote school – based curriculum development. Or the school faculty might decide to appoint its own teachers a basic requirement in a collegiate institution. Such departures from set procedures should be seen, not as concessions to a particular school, but as an indication that the district is willing to relax its rip and allow schools to find their own place in the sun (Holt, 1993).

The Taylor factory model that was adopted by the American educational system in the early years of the century can no longer respond to the demands for quality ...educated students and educated graduates (Holt, 1993). The standardized scope and sequence treatment is no longer able to keep up with current changes. The present generations of principals are experiencing an entirely different set of challenges, and the next generation of administrations will probably encounter their own unique formable tasks. No one would suggest

throwing the baby out with the bath water. However we must draw the lines. As one philosopher once stated "When the horse is dead, dismount". American education needs to decide whether we are riding a dead horse, and, if so, then we need to confidently secure a new one. American education is experiencing many diverse demands. The school principal must know what these demands are and seek to meet the challenge of educating the next generation of leaders. This requires high calibre individuals, principals who are effective and efficient.

2.14.8. ORGANIZATIONAL DEVELOPMENT AS PART OF EFFECTIVE MANAGEMENT OF CHANGE IN EUROPE AND AMERICA

There is a disagreement in the literature on organizational development, Gray (1983) notes that there are two broad schools of organizational development action – the American and European. He further stated that American OD appears to be based on desirability of consensus while European OD stresses the importance of individualism. Americans aim at organizational aspects of OD while the British stress the importance of dual development (Gray, 1983).

Organizational development is thus a method of altering organizations. Organizational change and development in a school must be to improve the working life of the people involved in it. In the light of this perspective' lowering sequence is proposed. First, attention is given to organizational change determining factor in the school as an organization. Second, the normal real resistance to change is analyzed and discussed. Third, organizational development is highlighted as a method of effecting organizational change. Finally, the moves to the objectives – and desired consequences – of organizational change development, namely improvement in the quality of working life for all schools.

2.14.9. SCHOOLS AS ORGANIZATIONS IN SOUTH AFRICA (VAN DER WESTHUIZEN, 2002)

Van der Westhuizen (2002) the director of graduate school of Education at the North West University (Portchefstroom Campus), who specializes in educational management and organizational theory said that, quality of life in the school as an organization is not to be found in the classroom, in the size of the office, in the maintenance of a typical hierarchy, or in the level of productivity. Rather, it is found in personal satisfaction and in peace of mind – in being able to work according to the abilities. It is the task of the educational manager to create such a motivational working climate.

Therefore, the school as an organization should focus not on the education system as an organization, but also on different perspectives of organizational theory in education. A further perspective to put forward is to show that the school as an organization is not merely a group of structures with particular characteristics, rather that it is a unique grouping of people with ontological status. Without people, there can be no organization. It is imperative for any educational manager to have knowledge of the school as organization, in order to manage it effectively.

Schools as organizations focused their attention to organizational change and resistance to change. When change is implemented in the schools, disturbance of the status quo occurs. The successful implementation of change depends, not only on insight into factors that gives rise to the reaction to change, but also on how this resistance is managed. Lastly, attention is given to organizational development through a process of quality management. Different models are discussed, with the focus on total quality management.

2.14.10. PRINCIPAL SUPPORT ON TEACHER LIBRARIAN AS PART OF CHANGE IN CANADA

According to Oberg (1997), Canada supports the implementation of school library programmes as part of change. These show that teacher librarians generally view principal support as critical to the success of the library programme. The effective school library programs are implemented in schools where the principal takes a leadership role in creating the collaborative environment necessary for cooperative integrated school library programs. The research from Canada related to the role of the principal can be categorized into two themes: how principals and other educators think about the role of the teacher-librarian; and how principals work with teacher-librarians and other educators to implement school library programmes (Oberg, 1997).

Canada is a large country geographically but its population is small, and the school library community is also small. Because education comes under provincial and territorial jurisdiction, there is no central coordinating body for school education such as a national office of education. School libraries in Canada are generally under the supervision of the principal, with the responsibility for the operation of the library and the development of instructional programmes delegated to the library staff (Oberg, 1997).

Principals in Canadian schools have a key role in determining schools' organizational culture and in determining the fate of innovations, such as the cooperative integrated school library programme, that are introduced in schools.

Principals placed a higher priority on long range planning, reporting, and policy making while teacher-librarians placed a higher priority on controlling library budgets and personnel and on time for planning, teaching and evaluating with teachers (Oberg, 1997). Principals in Queensland were highly overloaded with

tasks, since they were also responsible to be teachers as well as managing the school. This change of the teaching principals has brought more stress and tension, which has made principals not to enjoy their role as managers (Oberg, 1997).

2.14.11. THE TEACHING PRINCIPAL IN QUEENSLAND

Clark (2002) outlines the reasons why the role of the teaching principal warrants closer attention as changes emerges by policy makers, system administrators and researchers. The roles of the teaching principal in Queensland are numerous and diverse and likely to conflict with one another unless managed effectively. These roles have become more complex and demanding, so that teaching principals need all the help they can get in becoming more effective (Education Queensland, 1999).

Education Queensland (1999) acknowledge that the role of teaching principals is becoming more demanding is apposite. In the wake of educational reform in England and Wales, Dunning (1993) has provided a succinct overview of some of the challenges that have been encountered by small school teaching principals. In particular, Dunning (1993) mentions the difficulties imposed on teaching principals according to the demands of the so-called 'double load', by which he means 'the conflict that inevitably arises between the professional concerns of teaching, and the growing demands of management and leadership. The impact of this double load can appear all the more daunting for the relatively young and inexperienced principals who are often appointed to small schools.

The notion of the 'double load' is supported by Webb and Vulliamy (1996), in their observation that head teachers in small primary schools consider their classroom responsibilities should have priority over other demands of their role. Nevertheless these head teachers also expressed concern that widening

responsibilities were causing interruptions to their classroom commitments and were beginning to undermine the quality of their teaching. It is evident from the literature, therefore, that because of the potentially competing demands being imposed on teaching principals, there is an emerging 'role conflict' (Law & Glover, 2000) that threatens to cause tensions as the requirements of the role are exercised. In similar vein, Woods, Jeffrey, Troman & Boyle (1997) refer to the 'composite' head created by the many different aspects of the contemporary primary principal's role which work at different levels and are attuned to different situations.

Another challenge mentioned by Dunning (1993) that influences the exercise of leadership in small schools is the so-called 'slipstream' syndrome. In this connection, he argues that policy-makers seldom consider small schools to be discrete elements within a diverse educational system. This oversight may create dangerous assumptions being made by system administrators about the capacity of individual units to implement externally mandated changes. For example, the slipstream syndrome may be manifested in naive systemic assumptions about the ability of a small school to meet the full range of requirements of a new curriculum with only a small teaching staff.

Hurley (1999) has also acknowledged the existence of the slipstream syndrome in relation to small rural schools in the United States. It is argued that these schools have traditionally been expected 'to adopt the same structures, follow the same rules, and achieve the same goals as larger, urban schools'. She goes on to comment that such a uniform approach to the management of schools, may overlook the unique characteristics of rural and/or isolated communities, presenting particular demands for leaders working with the community.

According to Dunning (1993), the problems associated with role conflict and the slipstream syndrome are likely to be accentuated by the isolation of many small schools, insofar as it restricts opportunities for teaching principals to exchange

views and practice. This impediment to professional development in small, remote schools is particularly disconcerting at a time when schools are grappling with the complexities and uncertainties of rapid change. This concern is highlighted by Weston's (2000) conclusion that isolated small schools can prevent new ideas from being assessed and leaders becoming relatively ineffective in dealing with pressure and decision-making.

In an Australian context, Nolan (1998) has also recognised that there are particular challenges facing teaching principals in the implementation of change. He reinforces Dunning (1993) observed that the magnitude of the teaching principal's task and professional isolation may serve to make the process of change more problematic than in larger, urban school environments. In addition to these factors, Nolan (1998) identifies the conservative nature of many small school communities as a further contextual challenge that often needs to be addressed in the implementation of educational reform.

The importance of small schools is amplified further when it is recognised that they tend to play an extended and vital role in the community (Nolan 1998). Understandably, this characteristic of small schools is particularly evident when they are located in rural and remote areas which is often the case in Queensland and other parts of Australia. It is also in these more remote environments that parents may have little option, but to accept the educational provision on offer from the local school. It is therefore critical to ensure that children in rural/remote small schools have as many educational advantages as they would experience elsewhere, a requirement that places an especially onerous responsibility on leaders who have to contend with these circumstances.

Notwithstanding the significance of small schools with teaching principals for many educational systems, it is often perceived by the community that policy-makers have a preoccupation with issues and challenges associated with urban schooling (Dunning 1993, Southworth 1999). On this matter, Southworth (1999)

argues that small schools are relatively low status institutions because in the context of schooling, it is size that matters and bigger schools are usually regarded as more important than small ones. According to Hurley (1999), this is an important issue because, if small schools believe they need to emulate larger schools, not only do they develop an inferiority complex, but they also tend to lose sight of their strengths. Whatever the outcome of this 'pecking order', the relatively scant literature on the subject of change in small schools suggests that recent educational policy has underestimated the contextual factors applying to small schools that serve to compound the challenges of implementing change. It is axiomatic that these challenges have reverberations for the exercise of leadership in small schools.

Following recent educational reforms throughout the 1990s, the role of teachers in general has expanded to accommodate new problems and mandates. Nevertheless, as Hargreaves (1994) has commented, 'little of the old role is cast aside to make room for these changes'. In this connection, few other role-holders in school systems will have experienced such an expansion of responsibilities and such limited change to the framework of their role as the teaching principal in a small school (Weston, 2000). Contagious with recent legislation relating to school-based management, small schools are now subjected to heightened expectations as well as growing demands for accountability from parents, administrators and politicians (Dunning 1993, Weston 2000). Hence, small schools are increasingly obliged to engage in planning, monitoring and reporting to provide an overall perspective of student and school performance. Furthermore, small schools are required to cope with an enlarged curriculum and additional prescribed testing, often within a context of multi-age teaching and learning. As a result, the leadership and management of change has been an increasing concern for teaching principals; especially as it needs to be combined with a substantial commitment to the classroom as well as the local community.

2.15. SUMMARY

Education is engaged in a process of change worldwide. This is especially so in South Africa, where changes dominates the profession and teachers are expected to lead the transformation process. The question is thus not whether the educational leaders require managing change, but to what degree they are able to do it effectively. When change occurs, resistance and conflict necessarily follow. In addition to utilize their knowledge and skills in managing change, educational leaders also have to be able to apply negotiation skills to remove or reduce the resistance and conflict that accompany change. Renewal affords organizations the ability not only to be competitive but also to become global players as well.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Chapter three briefly explains the method of research used to conduct the study. It is an investigation on the educator's perceptions on the role of the principal on effective management in the District of Mabopane, Bojanala East Region of the North West Province.

The chapter further explains the rationale behind the methodology employed, how the research was conducted, and what steps were taken to ensure the validity of the study. Empirical investigation was conducted through questionnaires and interviews to get educator's perceptions on effective management of change.

3.2. RESEARCH INSTRUMENT

According to Borg and Gall (1989), questionnaires and individual interviews are the most common instrument for data collection in survey research. In the empirical investigation of this study, the questionnaire was employed as a tool for collecting data.

3.2.1. QUESTIONNAIRE AS RESEARCH INSTRUMENT

The mailed questionnaire was employed as a tool for collecting data in this empirical investigation. The reason for using this tool in my investigation is because the questionnaire is one way of communicating with the respondents in order to collect data. The use of questionnaire is of an advantage because they

can be readily and cheaply administrated to large groups of persons at same time to elicit formation (Legotlo, 1996).

3.2.2. QUESTIONNAIRE CONSTRUCTION

The questionnaire is the measuring instrument used to collect data and it has the greatest influence on reliability of the data collected (Legotlo, 1996). It is important that care be taken when designing questionnaires because an improperly laid questionnaire, can lead respondents to miss questions, it can confuse them about the nature of the data desired (Babbie, 1989). Legotlo (1994) outlined that a well designed questionnaire boast the reliability and the validity of data to the acceptable level of tolerance.

Borg and Gall (1989) cited some of the rules for constructing a questionnaire as follows:

- Clarity is essential, ambiguity must be avoided;
- Short terms are preferable as compared to long ones;
- Negative items should be avoided as the respondents misread them;
- Double-barreled items, which require the subject to respond to two separate ideas with single answer, should be avoided;
- Use a simple language first, then be specific; and
- Avoid broad and leading questions.

3.2.2.1. FORMAT AND CONTENT OF THE QUESTIONNAIRE

The questionnaire was divided into the following three sections. Section A consisted of 1-5, questions aimed at gathering biographical data of each respondent.

Section B had questions, 6-10, used to determine stages of effective management of change in the management of schools.

Section C had open –ended questions which requested the respondent, to give their opinion on what should be done for the educators to be in favour of the new approach in effective management of change in the management of schools.

3.2.2.2. PRE- TESTING THE QUESTIONNAIRE

A pilot study, is a small scale test to detect problems, that needs attention and to be addressed before the major study. It offers the researcher an opportunity to present the instruments (Legotlo, 1996).

The questionnaire was pre-tested using a sample of (N=5) that is the deputy principals, 2 Heads of department and 2 educators. These respondents were asked to comment on points that needed to be considered to improve the instruments (Borg and Gall, 1989).

Relevant suggestions were taken into consideration to improve the questionnaire.

3.2.3 FINAL QUESTIONNAIRE

The questionnaire was administered to 350 educators.

3.2.4 COVERING LETTER

The covering letter is usually employed to introduce the questionnaire to the respondents. The purpose of the covering letter is to indicate the aim of the

survey, to convey the respondents its importance, to assure them of their confidentiality and encourage their participation (Collen & Manion, 1989). A covering letter was issued to accompany the questionnaire to the respondents in the selected different schools of Mabopane District.

3.3. FOLLOW- UPS

According to Perry et al.:(1995), in order to reach the maximum percentage of returns in a mailed questionnaire survey, planned follow-up is essential. The researcher made some follow-ups by going to the schools where the questionnaires were distributed.

3.4 INTERVIEWS

Interview was conducted with 20 deputy principals on the different primary schools. According to Borg and Gall (1989), individual interviews are the most common instrument for data collection in survey research. The empirical investigation was conducted to determine the educator's perception on the role of the principal on the effective management of change.

3.5 POPULATION AND SAMPLING

The population in this study is confined to educators of twenty five (25) primary schools, out of 178 existing primary schools in the Mabopane district, Bojanala East region of North West. The simple random sampling technique was used to select 25 primary schools aiming at gathering information about the educator's perception on the role of the principal on the effective management of change. In each school fourteen (14) staff members were given questionnaires to respond to, in a given time, giving a total of three hundred and fifty (350) respondents.

Table 3.1 below shows the distribution of sample. Of the 350 respondents, 49 were deputy principals, 126 were Heads of Departments and 175 were educators.

TABLE 3.1. DISTRIBUTION OF SAMPLE

	Sample Population	Percentage
Deputy Principal	49	14%
Head of Department	126	36%
Educators	175	50%
Total	350	100%

3.5. RESPONSE RATE

Table 3.2 below gives a summary of the distributed questionnaires to be responded to. The total number of respondents given questionnaires was 350, and only 270 responded it.

TABLE 3.2 RESPONSE RATE

	N	Response	Percentage
Deputy Principal	49	38	14%
Head of Departments	126	97	36%
Educators	175	135	50%
Total	350	270	100%

3.6 DATA ANALYSIS

Frequency distribution and percentages were used to analyze the descriptive data in this study. With the help of the statistical consultants of the university of North West, computer aided statistical analysis was employed. The t-test and (Chi-square) X^2 -test were applied to check whether there is significant difference between (H0) Null Hypothesis and (H1) Hypothesis. The statistical test employed included:

- X^2 - test
- t-test

The interview data was analyzed through frequency distribution and percentages.

3.7 SUMMARY

A questionnaire was employed as a main instrument in collection of data because of the greatest influence it has on the reliability of the data collected.

Furthermore, a questionnaire is one of way communicating with the respondents in order to collect data and it can be readily and cheaply administered to large groups of person at the same time. The computer aided statistical analyses were employed to determine the perceptions of the educators on the effect management of change in the management of schools.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4. INTRODUCTION

Chapter 4 deals with the results of the empirical investigation conducted to determine the educator's perceptions on the role of the principal on the effective management of change in the school management. The qualitative and quantitative data collected through the investigation are summarized and discussed in this chapter.

4.1. REVIEW OF THE SUBJECTS

A total number of 350 questionnaires were issued out to the educators in different schools. Only 270 usable questionnaires were collected from the respondents. In addition 20 deputy principals were interviewed from different primary schools.

4.2. BIOGRAPHIC DATA OF THE RESPONDENTS

Table 4.1 shows the biographical data of the respondents and a brief summary of data collected is provided below.

4.2.1. AGE OF RESPONDENTS

The respondents were to indicate their age by selecting one of five age groups provided according to table 4.1, the majority 149(55%) of respondents were between 40-49 years. This suggests that the majority of the respondents are mature and know what is expected as they give their perceptions on the role of

principals on effective management of change.

4.1 Table.1 BIOGRAPHICAL DATA OF RESPONDENTS

1.	AGE	Frequency	Percentage
1.1	Below 30 years	1	0
1.2	30-34 years	26	10
1.3	35-39 years	48	18
1.4	40-44 years	63	23
1.5	45-49 years	86	32
1.6	50 years and above	46	17
	Total	270	100
2.	GENDER	Frequency	Percentage
2.1	Male	62	23
2.2	Female	208	77
	Total	270	100
3.	TEACHING EXPERIENCE	Frequency	Percentage
3.1	Below 4	1	0
3.2	5-9	15	6
3.3	10-14	90	33
3.4	15 and above	164	61
	Total	270	100
4.	QUALIFICATIONS	Frequency	Percentage
4.1	Matric & profession	129	48
4.2	Degree	79	29
4.3	Honors degree	42	16
4.4	Masters degree	9	3
4.5	Other: specify	11	4
	TOTAL	270	100

4.2.2. GENDER OF THE RESPONDENTS

Out of 270 respondents, 208 (77%) respondents shown in table 4.1 are female, the research is clearly suggesting that primary schools consist of female educators. But according to the findings from this research (cf. 2.16.1) the South African constitution emphasized that there should be gender equality and imbalance for the proper learning and teaching in schools. Even though female teachers are in majority doing an outstanding work, it still shows that there are some activities in schools, which needs men's efforts.

4.2.3. PROFESSIONAL TEACHING EXPERIENCE

Table 4.1 shows that the majority of respondents 164 (61%) have more than 15+ years experience. This suggests that most educators in schools have an idea about the role of the principal on effective management of change in the management of schools, since it forms part of their working experience and effective teaching. These simply suggest that through their experience they could share common views on change to eliminate resistance (cf.2.15.2). The teacher's participation and influence on the change management would bring stability and flow of ideas to the success of change.

4.2.4. QUALIFICATIONS

Respondents were asked to state their highest qualification. According to table 4.1 approximately 129 (48%) of respondents have matric and profession. This implies that the respondents are professionally qualified teachers with at least matric and diploma, while others are postgraduates. But, the teaching fraternity still needs to be developed by allowing teachers to upgrade themselves with different universities so that they could specialize in different sectors or learning areas, since there is lack of specialization in teaching. If teachers are allowed to

upgrade, they will be more acquainted to change management in schools.

4.3. EDUCATOR'S PERCEPTIONS ON THE ROLE OF THE PRINCIPAL ON THE EFFECTIVE MANAGEMENT OF CHANGE, IN THE SCHOOL MANAGEMENT

One of the primary purposes is to determine empirically the perception's of educators on management of change by the principal. This section gives a brief summary of educator's perceptions as revealed empirically by investigation. Deputy Principals, HOD's and educators at the 25 primary schools in the district of Mabopane were asked to indicate their perceptions on management of change by marking a cross (x) over Yes or No.

Educator's perceptions on the role of the principal on the effective management of change identified from the literature review were subdivided into following categories:

The principals;

4.3.1 Leadership behaviour.

4.3.2 Other skills and attributes.

4.3.3 Group processes

4.3.1. LEADERSHIP BEHAVIOUR

The respondents were to show their opinions by making a cross x over Yes or No of the given statements. Table 4.2 shows the principal behaviour in interacting with the stakeholders for the successful and effective management of change in school. The educators submitted different perceptions on how they view the principal as the effective manager of change or the change agent in terms of the

leadership behaviour.

TABLE 4.2 LEADERSHIP BEHAVIOUR

6. THE PRINCIPAL AS AGENT OF CHANGE (LEADERSHIP BEHAVIOUR)

	THE PRINCIPAL MUST	YES		NO		TOTAL	
		F	%	F	%	F	%
6.1	Recognize basic factors, which may affect change.	229	85	41	15	270	100
6.2	Be Knowledgeable with basic features of strategic management of change.	200	74	70	26	270	100
6.3	Concede to have common grounds and agreements with stakeholders about change	233	86	37	14	270	100
6.4	Have management skills, which will help to reduce fear and resist change.	240	88	30	11	270	100
6.5	Involve school management teams and SGB's in decision making.	225	83	45	17	270	100
6.6	Apply effective human relationships.	120	44	150	56	270	100
6.7	Realize that change is managed through phases.	217	80	53	20	270	100
6.8	Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education(prerequisites for managing change).	134	50	136	50	270	100
6.9	Initiate and manage constructive change.	228	84	42	16	270	100

Item 6.1. The principal must recognize basic factors, which may affect change

Table 4.2 shows that 229(85%) of the respondents agree that the principal must recognize basic factors, which may affect change while 41(15%) disagree. The principal in his or her role of managing change should recognize identifiable factors that determine the process and success of organizational change in the organization. The factors, which could affect the progress of change and cause a delay in the organization are the community and local environment, the content of change, the unit of change and support for the process of change by those involved (cf.2.3.1.). Without change progress is impossible, and change is the result of influence from the internal and external environment of the organization. One of the most important indicators of successful change is the nature and intensity of support given by those involved in the change (the managers) to those implementing it (stakeholders). Change facilitation is not a task that can be assigned to one person, but it has to be a shared responsibility.

Item 6.2. The principal must be knowledgeable with basic features of strategic management of change

According to figure 4.2 the majority 200(74%) of the respondents agree that the principal should be knowledgeable with basic features of strategic management of change, while 70(26%) disagree. This means that the managers must understand basic features regarding strategic management as they form the integral part of the successful change strategy. The strategic features involve acknowledgement of the full scope of an organization's activities, including corporate objectives and organizational boundaries. He or she should be able to match the activities of an organization to the environment in which it operates

and ensure that the internal structures, practices and procedures enable the organization to achieve its objectives. He or she should be able to give the support to manage change in the organization by supplying relevant resources which match all the activities, and be able to translate the complex and dynamic sets of external and internal variables, which the organization faces (cf.2.3.3.1).

Item 6.3. The principal must concede to have common grounds and agreements with stakeholders about change

Table 4.2 shows that the majority of the respondents 233(86%) agree that principals should concede to have common grounds and agreements with stakeholders about change, while 37 (14%) disagree. This means that the manager should give careful attention to possible common ground between parties while preparing the presentation about change during negotiations. Both parties (principal and stakeholders) have their interest on common ground. It can be subtle (for example, the recognition by both parties that they share a common set of socio-cultural values), or more concrete (like being under threat from common enemy). The value of common ground is that it can be used particularly when the dead end is reached, or when there is a lack of progress in the negotiation. Most negotiations conclude with a written agreement or contract. In many cases, this takes the form of an agreement on the underlying principle; it is circulated among the parties so that they can prepare themselves. At the later stage, this serves as a basis of negotiation, and gives it (negotiation) a parameter and structure to be maintained. Agreements can also play a role if there is no agenda. Legal requirements exist for any contracts entered into, and it is essential that the negotiator be familiar with this requirement in advance (cf.2.13.2.1).

Item 6.4. The principal must have management skills, which will help to reduce fear and resist change

Table 4.2 shows that 240(89%) of the educators agree that principals should have management skills which will help to reduce fear and resist change, while 30(11%) disagree. This suggests that change has to be managed because people generally fear and resist change. They perceive change as a threat to their self-interest. 'Resistance' is a negative reaction that occurs when people feel that their personal freedom is threatened. Change induces the following fears: Fear of the unknown, fear of loss, fear of failure, fear of disrupted relationships, fear of conflict and fear of loss of power or influence (cf.2.11.).

Item 6.5 The principal must involve school management teams and SGB's in decision making

According to table 4.2, the majority of respondents 225 (83%) agree that principals should involve school management teams and SGB in decision making, while 45(17%) disagree with the statement. This implies that the South African Schools Act (SASA) empowers the parents and makes specific provision for parents to participate in substantive issues, which principals and teachers could not ignore. Section 8 of the School Act requires the governing body to adopt a code of conduct after consulting with parents, teachers and learners (cf.2.17.2.). All structures should be encourage to participate in all decision making in the school.

Item 6.6.The principal must have good effective human relationships

Table 4.2 shows that 120 (44%) of respondents agree that principals should have good effective human relationship, 150(56%) of respondents disagree with the statement. This simply means that the principals should use the shared

values and beliefs of the organization as the pillar stone of change. One should know that facts can be proven but beliefs cannot. Our beliefs lead us to think and feel that a change is correct or incorrect, good or bad. The majority of the respondents, which responded negatively, had stiked to their values. Values pertain to right and wrong and prioritization. This simply means that their values meet their needs and affect their behaviour. When facts are clear and logical, people believe change has value to them. If employees had a bad experience with change, they might believe that the new change will also be bad (cf.2.16.2).

Item 6.7.The principal must realize that change is managed through phases

The majority of the respondents 217 (80%), according to Table 4.2, agree that the principal should realize that change is managed through phases, while 53(20%) disagree. The strategic management of change suggests that the principals are the central figure in organizational change and they should realize that change could be managed through phases. These phases are diagnosing, planning, implementation, stabilization and evaluation. The principals without vision or skills and power to predict the outcome or future plans of the organizational change, could never bring any innovation because each phase needs special attention. The principal as decision maker tries to strategize and categorize the phases, should acknowledge that he or she has a proactive role in anticipating and shaping the environment and in charting the organizations course (cf.2.2.8.).

Item 6.8. The principal must not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change)

Table 4.2 shows that 134(50%) respondents agree that the principal should not

avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change), while 136(50%) change the statement. These suggest that the principal should take the needs and demands of the stakeholders as the core function and responsibility to deliver change. The prerequisites for effective management of resistance to change are important to identify the true sources and reasons for resistance in specific situations (cf.2.12.1). It is also essential to have fundamental knowledge of specific strategies and methods for dealing with perceptions of educators and considering the view as part of their demands to manage resistance of change.

Item 6.9. The principal must initiate and manage constructive change

Table 4.2 shows that 228 (84%) of respondents agree that the principal should initiate and manage constructive change. The principal should make sure that teacher’s performance on the change curriculum improves constantly the system of production and service, to improve the quality and productivity (cf.2.17.7.2.). The principal should communicate constructive change and its impact to the staff as expected. The principal should identify and solve problems in the context of the system. Improvement is a matter of analyzing the process (initiate and manage constrictive change) in the light of profound knowledge. The principal should be more knowledgeable to inspire the subordinates allow the follow change as it come.

4.3.2. OTHER SKILLS AND ATTRIBUTES

Table 4.3 illustrates the perceptions of educators on the other skills and attributes of the principal on the effective management of change, and as the change agent, should technique to utilizes his or her other skills and attributes to influence and capture the stockholder’s interest. Table 4.3 also gives an overview

of the respondent's perceptions concerning their views on the effective management of change.

TABLE 4.3 OTHER SKILLS AND ATTRIBUTES

7.	Other skills and attributes	SD		D		A		SA		TOTAL	
	The principal must	F	%	F	%	F	%	F	%	F	%
7.1	Use current principles of change	18	7	20	7	103	38	129	48	270	100
7.2	Communicate learners rights on such as the right to inclusive education.	34	13	28	10	121	45	87	32	270	100
7.3	Encourage a school to become self-manageable and self-reliant	15	6	16	6	122	45	117	43	270	100
7.4	Use various intervention or technique to overcome resistance to change.	18	7	28	10	104	39	120	44	270	100
7.5	Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change.	39	15	36	13	97	36	98	36	270	100
7.6	Utilize basic facts and data and recognize values when communicating priorities.	18	7	40	15	120	44	92	34	270	100
	Total		100		100		100		100		100

Item 7.1 Use current principles of change

The majority 232(86%) respondents on table 4.3 strongly agree that the principal on effective management of change, should use current principles of change, while 38(14%) disagree. This suggests that the effective manager of change by sticking to principles and honouring them, change may not fail. The principal and the stakeholders should acknowledge that the "principles are principles" that need to be respected, no matter how hard the challenges of change are. Everybody on change management needs to sacrifice and compromise their personal attitudes for the sake of change and improvement in the organization (cf.2.2.5,2.17.7.1).

Item 7.2 Communicate learners' rights such as the right to inclusive education

According to Table 4.3, the majority 208(77%) of the respondents agree and strongly agree that the principal should communicate, while 62(23%) feel negative about this fact. These suggest that the principal as the change agent should promote greater commitment to the inclusion of learners with disabilities in regular classes by advocating the principle of equity in education (cf.2.17.4). The principal by communicating rights on the inclusive education would be emphasizing education as a social right.

Item 7.3 Encourage a school to become self-manageable and self-reliant

Table 4.3 shows that majority 239(89%) of the respondents agree and strongly agree that the principal should encourage a school to become self-manageable and self-reliant, while 31(12%) disagree with that. The principal should acknowledge that, new policies and new legislation have refined the concepts of

leadership, management and governance in schools (South African School Act, 1996). Schools are now encouraged to become self-managed and self-reliant. In the new defined leadership and management, the principal is not expected to carry the burden of running the school alone. He or she is expected to form a school management team (SMT) made up of senior level staff. The SMT is responsible for the day to day running of the school and for putting the school's policies into practice, while the school governing body (SGB) determines the policies (cf.2.16.9.1).

Item 7.4 Use various interventions or techniques (method) to overcome resistance to change

Table 4.3 shows that 224(83%) of respondents agree and strongly agree that the principal should use various interventions or techniques to overcome resistance to change, while 46(17%) disagree with that. This suggests that on the effective management of change to attribute information usefully to the stakeholders, principals should use current technology like the Internet system, TV advertisement, newspapers, radio and others which are more convenient. Management must take steps to minimize such resistance. Minimizing resistance can reduce the time it takes to change, accepted and to be tolerated. It also makes a faster recovery of employee performance (cf.2.12.3). Waks and Frans (1999) added that, although there are no certain courses for malady, there are several tested techniques that at least have the potential to overcome resistance to change. The principal should also use the social interaction model from Havelock's three Models of change (cf.2.15). The correct marketing of information about school's philosophy, mission, needs and accomplishment could bring total support required by the principal as the agent to implement change successfully.

Item 7.5 Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change

all that is upright and beautiful (cf.2.2.9). Table 4.3 Indicates that 195(72%) of respondents agree that the principal should exemplify the behaviour expected in others by honouring his/her responsibilities of managing change, while 75(28%) do not agree with the motion. These exceptions place pressure on the principal to manage change and to accept the following responsibilities: determining the objectives, procedures and methods for implementing change, as well as scrutinizing the literature relevant to the proposed change, and contacting other principals who have already had experience of the proposed change (cf.2.2.9). This suggests that the accumulation of trust is the measure of the legitimacy of leadership. It cannot be mandated or purchased; it must be carried out. A leader secures voluntary commitment to the organization through open communication, participation and trust. It is an obligation to the teacher and the principal as the leading figure, perform as an example of being the one who is nearer the perfect ideal personality, and therefore working of emulation. Principal is a model of

Item 7.6 The principal must utilize basic facts and recognize values when communicating priorities

The respondents on Table 4.3, 212(79%) agree and strongly agree that the principal should utilize basic facts and data and recognize value when communicating properties, while 56(21%) disagree. This implies that the majority of the respondents know that it is important to understand that change is driven by many factors and forces, and also, the principal on the management of change should know that change could be planned and unplanned (cf.2.2.2). The principal should in utilizing basic facts and recognizing values when communicating priorities, clearly explain to stakeholders that their energy needs

to be harnessed in order to meet the goals required of change. All forms of change should be taken on board and priorities should be made on those which resources are there to be implemented and how to implement them (cf,2.2.3).

4.3.3. GROUP PROCESSES

The respondents on Table 4.4 were asked to give their perceptions on the principal about his or her group processes skills. Table 4.4 gives the summary of the overview of respondents on how the principal on management of change, interacts and interrelates with different groups with the aim of involving them in a collective decision-making for effective management of change.

TABLE 4.4 GROUP PROCESSES
8.THE PRINCIPAL AS CHANGE AGENT ON GROUP PROCESSES

	GROUP PROCESSES	YES		NO		TOTAL	
	The principal must	F	%	F	%	F	%
8.1	Empower the staff, parents, students and the community about common mistakes that occur during the negotiations process.	200	74	70	26	270	100
8.2	Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution.	207	77	63	23	270	100
8.3	Use negotiations as management technique in changing the organization.	203	75	67	25	270	100
8.4	Implement organizational renewal strategies	223	83	47	17	270	100

8.5	Recognize the role of assessment as the tool for transformational change.	144	53	126	47	270	100
	TOTAL		100		100		100

Item 8.1 The principal must empower the staff, parents, students and the community about common mistakes that occur during the negotiations process

According to Table 4.4, 200(74%) of the respondents agree that the principal should empower the staff, parents, students and the community about common mistakes that occur during the negotiations process, while 70(26%) disagree. The common mistakes which occurs during negotiations are poor listening, questioning, the replies to questions, debating instead of negotiation, the use of irritating tactics, notes and minutes not kept, and too much aggression. These really delay the facilitation and implementation of change, and it is quiet disturbing to deal with uninformed or unknowledgeable people (cf.2.13.4). The principal should organize mini workshops, symposiums and in-service training, which will serve as a catalyst to all the problems the stakeholders might encounter during change process.

Item 8.2 The principal must resolve difficulties or resistance to change by using appropriate Acts or resolutions based on the constitution

Table 4.4 shows that 207(77%) of the respondents agree that the principal should resolve difficulties or resistance to change by using appropriate Acts or resolutions based on the constitution, while 63(23%) disagree. Nowadays school principals cannot effectively manage their schools, in particular school personnel, without a basic knowledge of labour law. The Bill of Right in the 1996 Constitution provides for justifiable fundamental rights, including rights relating

to labour. (cf.2.16.5.4).

Item 8.3 The principal must use negotiations as management technique in changing the organization

Table 4.4 indicates that, 203(75%) of the respondents had agreed that the principal should use negotiations as management techniques in changing the organization, while 67(25%) disagree. These suggest that the principal should possess knowledge and experience of negotiating in highly specific areas. Principals are key figures in the school from an organizational perspective. It is thus crucial for educational leaders to understand the negotiation process and to have negotiating skills (cf.2.13).

Item 8.4 The principal must implement organizational renewal strategies

According to Table 4.4, 223(83%) of the respondents agreed that the principal should implement organizational renewal strategies, while 47(17%) are not for the idea. The principal should acknowledge that in order to survive, the organization had to renew itself, not only in order to be competitive in a suddenly open market, but also to be politically legitimate in a changed environment. Organizational renewal is a purposeful effort to alter the structure and the process of the organization in order to make it more effective and productive. There can, thus, be no renewal by organization as a whole unless individuals and groups in the organization are willing to alter patterns of behaviour (cf.2.14.). The Labour Relation Act 66 of 1995 and Employment Equity Act 55 of 1998 strongly support the motion (cf.2.16.5.4.).

Item 8.5 The principal must recognize the role of assessment as the tool for transformational change

More than half the number of respondents 144(53%) in table 4.4 agrees that the principal should recognize the role of assessment as the tool for transformational change, while only 120(47%) do not. Assessment should reflect the participatory nature of an open society by involving all those concerned with the inclusive classroom: the learners, educators, parents and peer group. Assessments, as an intrinsic part of the whole curriculum, are capacity building experiences, which are developmental and formative, guiding learners by means of appropriate feedback and teaching them to ask the right questions (cf.2.17.3.).

SUMMARY

The educators strongly agree that the principal should respect the views of the respondents by allowing them to participate fully on the organizational renewal and transformation.

4.4 THE INTERPRETATION OF DIFFERENCE IN RESPONSES ON LEADERSHIP BEHAVIOUR, OTHER SKILLS AND ATTRIBUTES AND GROUP PROCESSES

The X^2 -test was conducted to determine the significant difference between perceptions of educators in terms of age about the principal's leadership behavior on the management of change. Educators perception on role of the principal in the effective management of change identified from the literature review were sub-divided into following categories:

The principals;

- 4.3.1 Leadership behaviour.
- 4.3.2 Other skill and attributes.
- 4.3.3 Group processes

4.4.1. LEADERSHIP BEHAVIOUR

Table 4.5 below illustrates the difference in response of leadership behaviour in terms of age on the management of change.

TABLE 4.5 DIFFERENT RESPONSES ON LEADERSHIP BEHAVIOUR

6	LEADERSHIP BEHAVIOUR	Frequency Missing	AGE				DF	VALUE	PROBABILITY
	THE PRINCIPAL MUST								
6.1	Recognize basic factors, which may affect change.	6	<45yr	126	7	133	1	2.0473	0.1525
			>=45	118	13	131			
			T	244	20	264			
6.2	Be Knowledgeable with basic features of strategic management of change.	6	<45	121	12	133	1	0.4176	0.5182
			>=45	122	9	131			
			T	243	21	264			
6.3	Concede to have common grounds and agreements with stakeholders about change.	5	<45yr	126	8	134	1	0.9662	0.3256
			>=45	119	12	131			
			T	245	20	265			
6.4	Have management skills, which will help to reduce fear and resist change.	11	45	118	13	131	1	0.0039	0.9503
			>=45	115	13	128			
			T	233	26	259			
6.5	involve school management teams and SGB's in decision making.	14	<45	116	12	128	1	3.3916	0.0655
			>=45	106	22	128			
			T	222	34	256			
6.6	Apply effective human relationship.	9	<45	119	13	132	1	0.4311	0.5115
			>=45	113	16	129			
			T	232	29	261			

6.7	Realise that change is managed through phases.	11	<45	108	22	130		2.5962	0.1071
			>=45	116	13	129			
			T	224	35	259			
6.8	Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change).	9	<45	115	16	131	1	0.6062	0.4362
			>=45	118	12	130			
			T	233	28	261			
6.9	Initiate and manage constructive change.	8	<45	126	7	133	1	0.6685	0.4136
			>=45	119	10	129			
			T	245	17	262			

The hypothesis tested on table 4.5 above, tested whether perceptions of educators on management of change are the same irrespective of age (<45 and >=45) based on the leadership behaviour of the principal. Table 4.5 also shows that from all the respondents whether the significant difference in response on educator's perceptions management of change in terms of age on the principal leadership behaviour.

The χ^2 -test is conducted (hypothesis tested) on table 4.5 above to determine whether the educators' perceptions on management of change are same irrespective of age on the principal behaviour. From the χ^2 -test the result of the research provides that if the value $t < 1.96$ and the P value > 0.05 , the results accept the null hypothesis and the inverse of $t > 1.96$ and the value of $P < 0.05$, the results reject the null hypothesis or accept the hypothesis.

The principal must:

- Recognize basic factors, which may affect change. $\chi^2 = 2.05$, P value=0.15>0.05 therefore the results accept the null hypothesis.

- Be Knowledgeable with basic futures of strategic management of change. There is no significant difference because $X^2 = 0.4176$, P value= 0.5182 > 0.05, therefore the results accept the null hypothesis.
- Concede to have common grounds and agreements with stakeholders about change. $X^2 = 0.9662$, P value= 0.3256 > 0.05 Therefore the results accept the null hypothesis.
- Have management skills, which will help to reduce fear and resist change. $X^2 = 0.0039$, P value 0.9503 > 0.05 therefore the results accept the null hypothesis.
- Involve school management teams and SGB's in decision making. $X^2 = 3.3916$, P value= 0.0655 > 0.05 Therefore the results accept the null hypothesis
- Apply effective human relationship. $X^2 = 0.4311$, P value= 0.5115 > 0.05. Therefore the results accept the null hypothesis.
- Realise that change is managed through phases. $X^2 = 2.5962$, P value= 0.1071 > 0.05. Therefore the results accept the null hypothesis.
- Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change). $X^2 = 0.6062$, P value= 0.4362 > 0.05. Therefore the results accept the null hypothesis.
- Initiate and manage constructive change. $X^2 = 0.6685$, P value= 0.4136 > 0.05. Therefore the results accept the null hypothesis.

SUMMARY

The results accept null hypothesis which reflect that age does not affect the perception of the respondents on the leadership behaviour. Perceptions of the educators on leadership behaviour of the principal are the same irrespective of age.

4.4.2. OTHER SKILLS AND ATTRIBUTES

Table 4.6 below presents differences in response in terms of age on other skills and attributes of the principal on the management of change. A summary of six ranked mean score of respondents.

TABLE 4.6 DIFFERENCE IN RESPONSES ON THE OTHER SKILLS AND ATTRIBUTES

7.	Other Skills and Attributes	Age	Mean	STD Dev
	The principal must			
7.1	Use current principles of change.	<45	3.2672	0.8022
		≥45	3.2868	0.9202
7.2	Communicate learners' rights such as the right to inclusive education.	<45	3.1527	0.8178
		≥45	3.2636	0.7657
7.3	Encourage a school to become self-manage and self-reliant	<45	3.2443	0.7854
		≥45	3.3721	0.7611
7.4	Use various interventions or techniques to overcome resistance to change.	<45	3.01705	0.87761
		≥45	3.3798	0.7925
7.5		<45	3.3462	0.869

	Exemplify the behaviour expected in others by honouring his/her responsibilities of managing change.	≥45	3.379	0.8224
7.6	Utilize basic facts and data and recognize values when communicating priorities.	<45	3.4	0.7736
		≥45	3.3047	0.7483

Table 4.6 shows that from all the respondents ranked mean scores, whether there is significant difference in response on educator's perceptions on management of change irrespective of age (<45 and ≥45) on principal's other skills and attributes. A brief summary of the information provided in Table 4.6 is discussed below:

Item 7.1. The principal must use current principles of change. (<45yrs $X = 3.2672$; $SD = 0.8022$) and (≥ 45yrs $X = 3.2868$; $SD = 0.9202$)

Item 7.2. The principal must communicate learners' rights such as the right to inclusive education. (<45yrs $X = 3.1527$; $SD = 0.8178$) and (≥45yrs $X = 3.2636$; $SD = 0.7657$)

Item 7.3. The principal must encourage a school to become self-manage and self-reliant. (<45yrs $X = 3.2243$; $SD = 0.7854$) and (≥45yrs $X = 3.3721$; $SD = 0.7611$)

Item 7.4. The principal must use various interventions or techniques to overcome resistance to change. (<45yrs $X = 3.1705$; $SD = 0.8761$) and (≥45yrs $X = 3.3798$; $SD = 0.7925$)

Item 7.5. The principal must exemplify the behaviour expected in others by

honoring his/her responsibilities of managing change. (<45yrs X = 3.3462: SD = 0.869) and (≥45yrs X = 3.379: SD = 0.8224).

Item 7.6. The principal must utilize basic facts and data and recognize values when communicating priorities. (<45yrs X = 3.4: SD = 0.7736) and (≥45yrs X = 3.3047: SD = 0.7483).

SUMMARY

The results support what was suggested in the literature, in chapter 2, that the principal must use various interventions or techniques to overcome resistance to change. The results show the highest mean scores (<45yrs X = 3.1705: SD = 0.8761) and (≥45yrs X = 3.3798: SD = 0.7925). This implies that age difference on the respondents has great impact on the results on the other skills and attributes of the principal. It is the responsibility of the principal to illuminate fear on subordinate as change or innovation takes place.

TABLE 4.7 DIFFERENCES IN RESPONSES IN TERMS OF AGE OF THE RESPONDENTS ON OTHER SKILLS AND ATTRIBUTES OF THE PRINCIPAL ON THE MANAGEMENT OF CHANGE

The t-test is conducted to determine the significant difference in response in terms of age of the respondents on other skills and attributes of the principal on the management of change.

TABLE 4.7 DIFFERENCES IN RESPONSES IN TERMS OF AGE

7.	Other Skills and Attributes	Age	t value	DF	t Value (2 side)	Probability
	The principal must:					
7.1	Use current principles of change.	<45yrs	46.62	252	-0.81	0.8548
		≥45yrs	40.57			
7.2	Communicate learners' rights such as the right to inclusive education.	<45yrs	44.12	257	-1.13	0.2601
		≥45yrs	48.41			
7.3	Encourage a school to become self-manage and self-reliant	<45yrs	47.28	258	-1.33	0.1838
		≥45yrs	50.32			
7.4	Use various interventions or techniques to overcome resistance to change.	<45yrs	41.10	253	-2.01	0.0452
		≥45yrs	48.44			
7.5	Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change.	<45yrs	43.90	252	-0.31	0.7573
		≥45yrs	45.75			
7.6	Utilize basic facts and data and recognize values when communicating priorities.	<45yrs	50.11	256	1.01	0.3154
		≥45yrs	49.96			

The t -test is conducted (hypothesis tested) on table 4.7 above to determine whether the educators' perceptions on management of change are same irrespective of age (<45 and ≥45) on the principal's other skills and attributes. A brief summary of information provided in table 4.7 is discussed below, which provides that if the value $t < 1.96$ and the P value > 0.05 , the results accept the null hypothesis and the inverse of $t > 1.96$ and the value of $P < 0.05$, the results reject the null hypothesis or accept the hypothesis on the educator's perceptions on management of change, irrespective of age on the other skills and attributes of the principal.

Item 7.1. The principal must use current principles of change. $t = -0.81 < 1.96$, $P \text{ value} = 0.8548 > 0.05$. Therefore the results accept the null hypothesis, which implies that the null hypothesis is true that the perceptions of educators on management of change are the same, irrespective of age.

Item 7.2. The principal must communicate learners' rights such as the right to inclusive education. $t = -1.13 < 1.96$, $P \text{ value} = 0.2601 > 0.05$. Therefore the results accept the null hypothesis that the perception of educators on management of change are the same, irrespective of age.

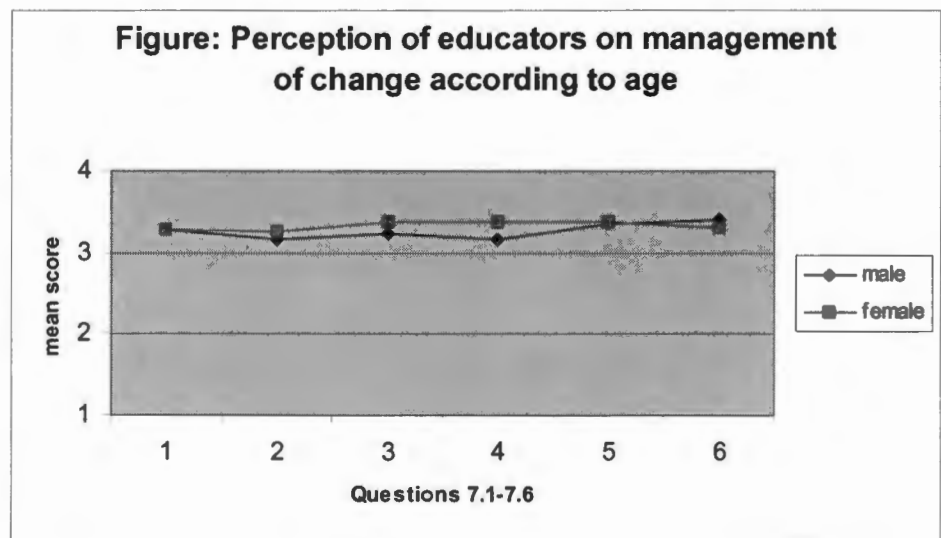
Item 7.3. The principal must encourage a school to become self-manage and self-reliant. $t = -1.33 < 1.96$, $P \text{ value} = 0.1838 > 0.05$. Therefore the results accept the null hypothesis that the perception of educators on management of change, are the same irrespective of age.

Item 7.4. The principal must use various interventions or techniques to overcome resistance to change. $t = 2.01 > 1.96$, $P \text{ value} = 0.0452 < 0.05$. Therefore the t value is significant, which implies that it rejects the null hypothesis and accept the hypothesis as an alternative that it is not true that the perception of educators on management of change are the same, irrespective of age. This implies that age difference on the respondents has great impact on the results on the other skills and attributes of the principal.

Item 7.5. The principal must exemplify the behaviour expected in others by honouring his/her responsibilities of managing change. $t = -3.01 < 1.96$, $P \text{ value} = 0.7573 > 0.05$. Therefore the results accept the null hypothesis, implies that the null hypothesis is true that the perception of educators on other skills and attributes are the same, irrespective of age.

Item 7.6. The principal must utilize basic facts and data and recognize values when communicating priorities. $t = 1.01 < 1.96$, $P \text{ value} = 0.3154 > 0.05$. Therefore the results accept the null hypothesis that the perceptions of educators on other skills and attributes are the same, irrespective of age.

GRAPH 4.1. PERCEPTION OF EDUCATORS ON MANAGEMENT OF CHANGE ACCORDING TO AGE IN TERMS OF GENDER



Graph 4.1 above the graph indicates that there are some differences in the mean score between males and females for items 7.2, 7.3, 7.4 and 7.6. In these items the mean score for female are higher. Therefore the results of the graph accept the null hypothesis that the perceptions of educators on other skills and attributes are the same, irrespective of age.

TABLE 4.8. DIFFERENCE IN RESPONSE IN TERMS OF AGE ABOUT THE PRINCIPAL'S GROUP PROCESSES ON THE MANAGEMENT OF CHANGE

	The principal must:	Frequency	Age				DF	Value	Pro
8.1	Empower staff, parents, students and the community about common mistakes that occur during the negotiations process.	16	<45	117	12	129	1	0.0066	0.9354
			>=45	113	12	125			
			T	230	24	254			
8.2	Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution.	16	<45	93	35	128	1	0.6310	0.4270
			>=45	97	29	126			
			T	190	64	254			
8.3	Use negotiations as management technique in changing the organization	16	<45	123	6	129	1	0.9795	0.6128
			>=45	110	15	125			
			T	233	21	254			
8.4	Implement organizational renewal strategies.	16	<45	108	20	128	1	0.0067	0.9349
			>=45	105	20	125			
			T	213	40	253			
8.5	Recognize the role of assessment as the tool for transformational change.	13	<45	118	13	131	1	4.3383	0.0373
			>=45	102	24	126			
			T	220	37	257			

The hypothesis tested on table 4.8. above, tested whether perceptions of educators on management of change are the same irrespective of age (<45 and >=45) based on group processes of the principal.

Table 4.8 above shows that from all the respondents, whether there is significant difference in response on educator's perceptions on management of change in terms of age. This simply means that age does not affect the

respondents on their perception on the group processes. From the χ^2 –test the results of the research accept the null hypothesis that the perception of educators group processes are the same, irrespective of age, because the P value is greater than ($>$) 0.05.

The principal must:

- Empower staff, parents, students and the community about common mistakes that occur during the negotiations process. $\chi^2 = 0.0066$, P value = 0.9354. Therefore the results accept the null hypothesis.
- Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution. $\chi^2 = 0.6310$, P value= 0.4270 $>$ 0.05. Therefore the results accept the null hypothesis.
- Use negotiations as management technique in changing the organization. $\chi^2 = 0.0067$, P value=0.9349 $>$ 0.05. Therefore the results accept the null hypothesis.
- Implement organizational renewal strategies. $\chi^2 = 0.9795$, P value= 0.6128 $>$ 0.05. Therefore the results accept the null hypothesis.
- Recognize the role of assessment as the tool for transformational change. $\chi^2 = 4.3383$, P value= 0.0373 $>$ 0.05. Therefore the results reject the null hypothesis.

4.5 DIFFERENCE IN RESPONSE IN TERMS OF GENDER ABOUT THE PRINCIPAL'S LEADERSHIP BEHAVIOUR, OTHER SKILLS AND ATTRIBUTES AND GROUP PROCESSES ON THE MANAGEMENT OF CHANGE

The X^2 -test was conducted to determine the significant difference between perceptions of educators in terms of age about the principal's leadership behaviour on the management of change. Educators perception on role of the principal on the effective management of change identified from the literature review were sub-divided into following categories:

The principals;

- 4.5.1. Leadership behaviour.
- 4.5.2. Other skills and attributes.
- 4.5.3. Group processes.

4.5.1. LEADERSHIP BEHAVIOUR

Table 4.10 below illustrate the difference in response in terms of gender about the educators perceptions on the principal's leadership behaviour on the management of change

TABLE 4.9 COMPARISONS OF VIEWS ON LEADERSHIP BEHAVIOUR

6.	Leadership Behaviour	Frequency Missing	Gender				DF	Value	Pro
	The principal must:								
6.1	Recognize basic factors, which may affect change.	11	M	71	2	73	1	7.7535	0.0207
			F	168	18	186			
			T	239	20	259			
6.2	Be Knowledgeable with basic features of strategic management of change.	11	M	69	4	73	1	0.9427	0.3316
			F	169	17	186			
			T	238	19	259			
6.3	Concede to have common grounds and agreements with stakeholders about change.	10	M	71	3	74	1	1.9283	0.1649
			F	169	17	186			
			T	24	20	260			
6.4	Have management skills, which will help to reduce fear and resist change.	16	M	68	5	73	1	1.2789	0.2581
			F	160	21	181			
			T	228	26	254			
6.5	Involve school management teams and SGB's in decision-making.	19	M	61	10	71	1	0.0245	0.8755
			F	156	24	180			
			T	217	34	251			
6.6	Apply effective human relationship.	14	M	63	10	73	1	0.5713	0.4498
			F	164	19	183			
			T	221	29	256			
6.7	Realise that change is managed through phases.	16	M	63	7	70	1	0.9555	0.3283
			F	157	27	184			
			T	220	34	254			
6.8	Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change).	14	M	70	3	73	1	4.4854	0.0342
			F	159	24	183			
			T	229	27	256			
6.9	Initiate and manage constructive change.	13	M	68	5	73	1	0.0091	0.9241
			F	172	12	184			
			T	240	17	257			

The hypothesis tested on table 4.9 above, tested whether perceptions of educators on management of change are the same irrespective of gender (male and female) based on the leadership behaviour of the principal.

The χ^2 -test was conducted on table 4.9 above shows that, from all the respondents whether there is significant difference in response on educator's perceptions in management of change in terms of gender on the principal leadership behaviour. This simply means that gender does affect or does not affect the respondents on their perception on the effective management of change. From the χ^2 -test the result of the research provides that if the value $t < 1.96$ and the P value > 0.05 , the results accept the null hypothesis and the inverse of $t > 1.96$ and the value of $P < 0.05$, the results reject the null hypothesis or accept the hypothesis on the educators perceptions on the leadership behaviour of the principal in terms of gender.

The principal must:

- Recognize basic factors, which may affect change. $\chi^2 = 7.7535$, P value $= 0.0207 < 0.05$. Therefore the results reject the null hypothesis and accept the alternative (hypothesis) that the perceptions of educators on the management of change are not the same in terms of gender (males and females).
- Be Knowledgeable with basic features of strategic management of change. There is no significant difference because $\chi^2 = 0.9427$, P value $= 0.3316 > 0.05$, therefore the result accepts the null hypothesis.
- Concede to have common grounds and agreements with stakeholders about change. $\chi^2 = 1.9283$, P value $= 0.1649 > 0.05$. Therefore the results accept the null hypothesis.

- Have management skills, which will help to reduce fear and resist change. $X^2 = 1.2789$, P value $0.2581 > 0.05$ therefore the results accept the null hypothesis.
- Involve school management teams and SGB's in decision-making. $X^2 = 0.0245$, P value $= 0.8755 > 0.05$ Therefore the results accept the null hypothesis
- Apply effective human relationship. $X^2 = 0.5713$, P value $= 0.4498 > 0.05$. Therefore the results accept the null hypothesis.
- Realise that change is managed through phases. $X^2 = 0.9555$, P value $= 0.3283 > 0.05$. Therefore the results accept the null hypothesis.
- Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change). $X^2 = 4.4854$, P value $= 0.0342 < 0.05$. Therefore the results reject the null hypothesis and accept the alternative (hypothesis) that the perceptions of educators on the management of change are not the same in terms of gender (males and females). Therefore there is a significant difference because gender affects the response from the respondents.
- Initiate and manage constructive change. $X^2 = 0.0091$, P value $= 0.9241 > 0.05$. Therefore the results accept the null hypothesis. This means that X^2 is not significant, employing that the null is true that the perceptions of educators on management of change are the same, in terms of gender (male and female).

SUMMARY

The findings support what was suggested in literature, in chapter 2 that the principal must not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change). The perceptions of educators on the management of change are not the same in terms of gender (males and females). Therefore, there is a significant difference because gender did affect the response from the respondents.

4.5.2. OTHER SKILLS AND ATTRIBUTES

Table 4.11, below shows the difference in response in terms of gender of the respondents on other skills and attribution of the principal on the management of change. Six high ranked scores of mean score.

TABLE 4.10 SIX HIGH RANKED SCORE ON OTHER SKILLS AND ATTRIBUTES

7.	Other Skills and attributes	Gender	Mean	STD Dev	T value	DF	Value	Pro
	The principal must:							
7.1	Use current principles of change	M	3.3699	0.8417	34.205	137	1.19	0.2352
		F	3.2295	0.8719	50.11			
7.2	Communicate learners rights such as the right to inclusive education	M	3.2877	0.7542	37.24	143	0.95	0.3426
		F	3.1858	0.8177	52.71			
7.3	Encourage a school to become self-manageable and self-reliant	M	3.4657	0.6473	45.75	167	2.21	0.0285
		F	3.2514	0.8202	53.625			

7.4	Use various interventions or techniques to overcome resistance to change.	M	3.1007	0.8125	34.37	136	0.29	0.7711
		F	3.1339	0.8503	51.695			
7.5	Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change.	M	3.5029	0.6419	38.105	159	-0.30	0.7657
		F	3.4933	0.8043	50.35			
7.6	Utilize basic facts and data and recognize values when communicating priorities.	M	3.3333	0.7506	37.68	133	-0.07	0.9446
		F	3.3407	0.7684	58.65			

Item 7.1. The principal must use current principles of change. (M; X = 3.3699: SD = 0.8417) and (F; X = 3.2295: SD = 0.8719)

Item 7.2 The principal must communicate learners' rights such as the right to inclusive education. (M; X = 3.2877: SD = 0.7542) and (F; X = 3.1585: SD = 0.8177)

Item 7.3. The principal must encourage a school to become self-manageable and self-reliant. (M; X = 3.4657: SD = 0.0.6473) and (F; X = 3.2514: SD = 0.8202)

Item 7.4. The principal must use various interventions or techniques to overcome resistance to change. (M; X = 3.1007: SD = 0.8125) and (F; X = 3.1339: SD = 0.8503)

Item 7.5. The principal must exemplify the behaviour expected in others by honoring his/her responsibilities of managing change. (M; X = 3.5029: SD = 0.6419) and (F; X = 3.4933: SD = 0.8043)

Item 7.6 The principal must utilize basic facts and data and recognize values when communicating priorities. (M; $X = 3.3333$; $SD = 0.7506$) and (F; $X = 3.3407$; $SD = 0.7684$)

Summary

The above high ranked scores shows the difference in response in terms of gender of the respondents on other skills and attribution of the principal on the management of change. The results show that the principal should encourage schools to self-manageable and self-reliant.

TABLE 4.11. DIFFERENCE IN RESPONSE IN TERMS OF GENDER OF THE RESPONDENTS ON OTHER SKILLS AND ATTRIBUTES OF THE PRINCIPAL ON THE MANAGEMENT OF CHANGE

7.	Other Skills and Attributes	Gender	T value	DF	t Value (2 sides)	Probability
	The principal must					
7.1	Use current principles of change.	M	34.205	137	1.19	0.2352
		F	50.11			
7.2	Communicate learners rights such as the right to inclusive education.	M	37.24	143	0.95	0.3426
		F	52.71			
7.3	Encourage a school to become self-manage and self-reliant.	M	45.75	167	2.21	0.0285
		F	53.625			
7.4	Use various interventions or techniques to overcome resistance to change.	M	34.37	136	0.29	0.7711
		F	51.095			
7.5	Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change.	M	38.105	159	0.30	0.7657
		F	50.35			

7.6	Utilize basic facts and data and recognize values when communicating priorities.	M	37.68	133	-0.07	0.9446
		F	58.65			

The hypothesis tested on table 4.11 above, tested whether perceptions of educators on management of change are the same irrespective of gender (male and female) based on the other skills and attributes of the principal.

A brief summary of information provided in table 4.11 is discussed below, which provides that, if the value $t < 1.96$ and the P value < 0.05 , the results accept the null hypothesis and the inverse of $t > 1.96$ and the value of $P < 0.05$, the results reject the null hypothesis whether perceptions of educators on management of change are the same irrespective of gender (male and female) based on the other skills and attributes of the principal.

Item 7.1. The principal must use current principles of change. $t = 0.19 < 1.19$, P value = $0.2352 > 0.05$. Therefore the results accept the null hypothesis, which implies that the null hypothesis is true that the perceptions of educators on management of change are the same, irrespective of gender (male and female). Gender does not affect the perceptions of educators since the results would be the same irrespective of sex.

Item 7.2. The principal must communicate learners' rights such as the right to inclusive education. $t = 0.95 < 1.96$, P value = $0.3426 > 0.05$. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of gender.

Item 7.3. The principal must encourage a school to become self-manage and self-reliant. $t = 2.21 > 1.96$, P value = $0.0285 < 0.05$. Therefore the results reject the null hypothesis that the perception of educators on management of

change, are not the same irrespective of gender (male and female). Gender affects the results of the respondents.

Item 7.4. The principal must use various interventions or techniques to overcome resistance to change. $t = 0.29 < 1.96$, $P \text{ value} = 0.7711 > 0.05$. Therefore the t value is not significant, which implies that the null hypothesis is true that the perception of educators on management of change, are the same irrespective of gender.

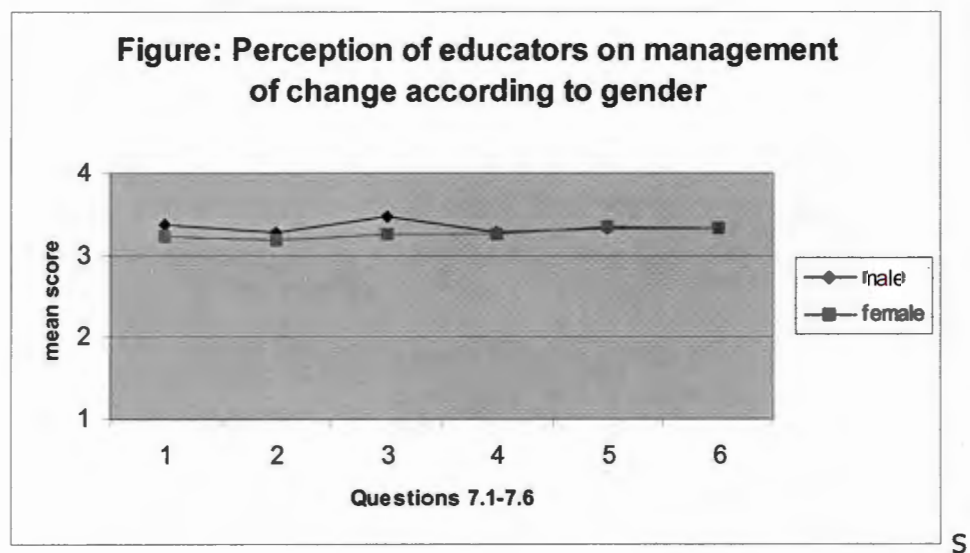
Item 7.5. The principal must exemplify the behaviour expected in others by honoring his/her responsibilities of managing change. $X^2 = -0.30 < 1.96$, $P \text{ value} = 0.7657 > 0.05$. Therefore the t value is not significant, that implies that the null hypothesis is true that the perceptions of educators on management of change are the same, irrespective of gender.

Item 7.6. The principal must utilize basic facts and data and recognize values when communicating priorities. $t = -0.07 < 1.96$, $P \text{ value} = 0.9446 > 0.05$. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of gender.

SUMMARY

The findings support what was suggested in literature in chapter 2, that the principal must encourage a school to become self-manage and self-reliant. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of gender.

GRAPH 4.2. PERCEPTION OF EDUCATORS ON MANAGEMENT OF CHANGE ACCORDING TO GENDER



In the graph 4.2 above shows that, for the first three items, 7.1, 7.2, 7.3, there are differences between the means unlike the other items. These have being tested statistically for significance. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of gender.

4.5.3. GROUP PROCESSES

Table 4.14. Illustrate the difference in response between males and females about the principal’s group processes on the management of change.

TABLE 4.12. DIFFERENT RESPONSES ON GROUP PROCESSES

	Group Processes	Frequency Missing	Gender				DF	Value	Pro
	The principal must:								
8.1	Empower staff, parents, students and the community about common mistakes that occur during the negotiations process.	20	M	69	3	72	1	3.4399	0.0636
			F	157	21	178			
			T	226	24	250			
8.2	Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution.	20	M	60	12	72	1	3.2785	0.0702
			F	129	49	178			
			T	189	61	250			
8.3	Use negotiations as management technique in changing the organization.	20	M	70	3	73	1	2.4667	0.1163
			F	159	18	177			
			T	229	21	250			
8.4	Implement organizational renewal strategies	20	M	62	11	73	2	0.4171	0.8118
			F	149	28	177			
			T	211	39	250			
8.5	Recognize the role of assessment as the tool for transformational change.	17	M	62	11	73	1	0.0162	0.8987
			F	154	26	18			
			T	216	37	253			

The hypothesis tested on table 4.12. above, tested whether perceptions of educators on management of change are the same irrespective of gender (male and female) based on the principal's group processes.

Table 4.12 above shows that all the respondents show that there is no significant difference in terms of age. This simply means that gender does not affect the respondents on their perception on the effective management of change. From the X^2 -test, the result of the research accepts the null hypothesis whether perceptions of educators on management of change are the same

irrespective of gender (male and female) based on the principal's group processes, because the P values are greater than ($>$) 0.05.

The principal must:

- Empower staff, parents, students and the community about common mistakes that occur during the negotiations process. $X^2 = 3.4399$, P Value = $0.0636 > 0.05$. Therefore the results accept the null hypothesis.
- Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution. $X^2 = 3.2785$, P value = $0.0702 > 0.05$. Therefore the results accept the null hypothesis.
- Use negotiations as management technique in changing the organization. $X^2 = 2.4667$, P value = $0.1163 > 0.05$. Therefore the results accept the null hypothesis.
- Implement organizational renewal strategies. $X^2 = 0.4171$, P value = $0.8118 > 0.05$. Therefore the results accept the null hypothesis.
- Recognize the role of assessment as the tool for transformational change. $X^2 = 0.0162$, P value = $0.8987 > 0.05$. Therefore the results accept the null hypothesis.

4.6 DIFFERENCE IN RESPONSE IN TERMS OF EXPERIENCE ABOUT THE PRINCIPAL’S LEADERSHIP BEHAVIOUR, OTHER SKILLS AND ATTRIBUTES AND GROUP PROCESSES ON THE MANAGEMENT OF CHANGE

The X^2 -test was conducted to determine the significant difference between perceptions of educators in terms of experience about the principal’s leadership behavior on the management of change. Educators perception on role of the principal on the effective management of change identified from the literature review were sub-divided into following categories :

The principals;

- 4.6.1. Leadership behaviour.
- 4.6.2. Other skills and attributes.
- 4.6.3. Group processes.

4.6.1. LEADERSHIP BEHAVIOUR

Table 4.15 Shows the difference in response in terms of experience about the principal’s leadership behaviour on the management of change.

TABLE 4.13. DIFFERENT IN RESPONSES IN TERMS OF EXPERIENCE.

6.	Leadership Behaviour		Years				DF	Value	Pro
	The principal must:								
6.1	Recognize basic factors, which may affect change.	5	<4	1	0	1	6	4.4877	0.6110
			5-9	22	3	25			
			10-14	90	11	101			
			>15	131	7	138			
			T	244	21	265			

6.2	Be Knowledgeable with basic features of strategic management of change.	5	<4	1	0	1	3	2.0519	0.5617
			5-9	22	3	25			
			10-14	91	10	101			
			>15	130	8	138			
			T	244	21	265			
6.3	Concede to have common grounds and agreements with stakeholders about change.	4	<4	1	0	1	3	5.9032	0.1164
			5-9	21	4	25			
			10-14	91	11	102			
			>15	132	6	138			
			T	245	21	266			
6.4	Have management skills, which will help to reduce fear and resist change.	10	<4	1	0	1	3	1.5894	0.6618
			5-9	23	2	25			
			10-14	88	13	101			
			>15	122	11	133			
			T	234	26	260			
6.5	Involve school management teams and SGB's in decision making.	13	<4	1	0	1	3	0.2199	0.9743
			5-9	20	3	23			
			10-14	86	13	99			
			>15	115	19	134			
			T	222	35	257			
6.6	Apply effective human relationship.	8	<4	1	0	1	3	0.1472	0.9856
			5-9	22	3	25			
			10-14	89	11	100			
			>15	121	15	136			
			T	233	29	262			
6.7	Apply effective human relationship.	10	<4	1	0	1	3	7.2176	.0653
			5-9	19	4	23			
			10-14	81	20	101			
			>15	124	11	135			
			T	225	35	260			
6.8	Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education	8	<4	1	0	1	3	20.5358	0.0001
			5-9	23	2	25			
			10-14	77	22	99			
			>15	132	5	137			

	(prerequisites for managing change).		T	233	29	262			
6.9	Initiate and manage constructive change.	7	<4	1	0	1	3	3.8879	0.2738
			5-9	23	2	25			
			10-14	91	10	101			
			>15	131	5	136			
			T	246	17	263			

The hypothesis tested on table 4.13. above, tested whether perceptions of educators on management of change are the same irrespective of experience (<15 and >15 years) based on the principal's leadership behaviour .

The X^2 -test conducted in Table 4.13. above, shows from all the respondents whether there is significant difference in response on the perception of the educators on management of change in terms of experience. This simply means that gender does not affect the respondents on their perception on the effective management of change. From the X^2 -test the results of the research accept the null hypothesis whether perceptions of educators on management of change are the same irrespective of experience (<15 and >15 years) based on the principal's leadership behaviour, because the P values are greater than (>) 0.05. The principal must:

- Recognize basic factors, which may affect change. $X^2 = 4.4877$, P value = 0.6110 > 0.05. Therefore the result accepts the null hypothesis.
- Be Knowledgeable with basic features of strategic management of change. There is no significant difference because $X^2 = 2.0519$, P value = 0.5617 > 0.05, therefore the result accepts the null hypothesis.
- Concede to have common grounds and agreements with stakeholders about change. $X^2 = 5.9032$, P value = 0.1164 > 0.05. Therefore the results accept the null hypothesis.

- Have management skills, which will help to reduce fear and resist change. $X^2 = 1.5894$, P value $0.6618 > 0.05$ therefore the results accept null hypothesis.
- Involve school management teams and SGB's in decision-making. $X^2 = 0.2199$, P value $= 0.9743 > 0.05$ Therefore the results accept the null hypothesis
- Apply effective human relationship. $X^2 = 0.1472$, P value $= 0.9856 > 0.05$. Therefore the results accept the null hypothesis.
- Realise that change is managed through phases. $X^2 = 7.2176$, P value $= 0.0653 > 0.05$. Therefore the results accept the null hypothesis.
- Not avoid the demands of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change). $X^2 = 20.5358$, P value $= 0.0001 < 0.05$. Therefore the results do not accept the null hypothesis.
- Initiate and manage constructive change. $X^2 = 3.8879$, P value $= 0.2738 > 0.05$. Therefore the results accept the null hypothesis.

SUMMARY

The findings support what was suggested in literature, in chapter 2 that the principal must not avoid the demand of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change).

4.6.2 OTHER SKILLS AND ATTRIBUTES

Table 4.14. below illustrate the difference in response in terms of experience of the respondents on other skills and attributes of the principal on the management of change by using t-test.

TABLE 4.14 SIX HIGH RANKED SCORES ON OTHER SKILLS AND ATTRIBUTES

7.	Other Skills and Attributes	Frequency Missing	Experience						D F	Value	Pro
	The principal must:										
7.1	Use current principles of change.	9	<15	11	4	56	56	127	3	0.6340	0.8886
			≥15	11	3	55	65	134			
			T	22	7	111	121	261			
7.2	Communicate 'learners' rights such as the right to inclusive education.	9	<15	6	14	60	47	127	3	0.6985	0.8736
			≥15	5	14	59	56	134			
			T	11	28	119	103	261			
7.3	Encourage a school to become self-manage and self-reliant	9	<15	7	4	63	53	127	3	2.0779	0.5564
			≥15	7	7	56	64	134			
			T	14	11	119	117	261			
7.4	Use various interventions or techniques to overcome resistance to change.	11	<15	5	19	45	57	126	3	3.1830	0.3643
			≥15	7	11	48	67	133			
			T	12	30	93	124	259			
7.5	Exemplify the behaviour expected in others by honouring his/her responsibilities of managing change.	15	<15	8	5	46	66	125	3	0.2529	0.9686
			≥15	10	5	45	70	130			
			T	18	10	91	136	255			
7.6		11	<15	5	7	45	70	127	3	4.0033	0.2611

	Utilize basic facts and data and recognize values when communicating priorities.		≥15	5	8	62	57	132			
			T	10	15	107	127	259			

The hypothesis tested on table 4.13. above, tested whether perceptions of educators on management of change are the same irrespective of experience (<15 and >15 years) based on the principal's on other skills and attributes .

On the chi squared (X^2 - test) if the P value >0.05 will accept the null hypothesis and it is not significant, and if P value < 0.05 the results simply reject the null hypothesis. A brief summary of chi squared (X^2 -test) information provided in table 4.16 is discussed below:

Item 7.1. The principal must use current principles of change. $X^2 = 0.06340$, P value = 0.8886 > 0.05. Therefore the X^2 value is not significant, implies that the null hypothesis is true that the perception of educators on management of change are the same, irrespective of experience.

Item 7.2. The principal must communicate learners right such as the right to inclusive education. $X^2 = 0.6985$, P value = 0.8736 > 0.05. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of experience.

Item 7.3. The principal must encourage a school to become self-manage and self-reliant. $X^2 = 2.0779$, P value = 0.5564 > 0.05. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of experience.

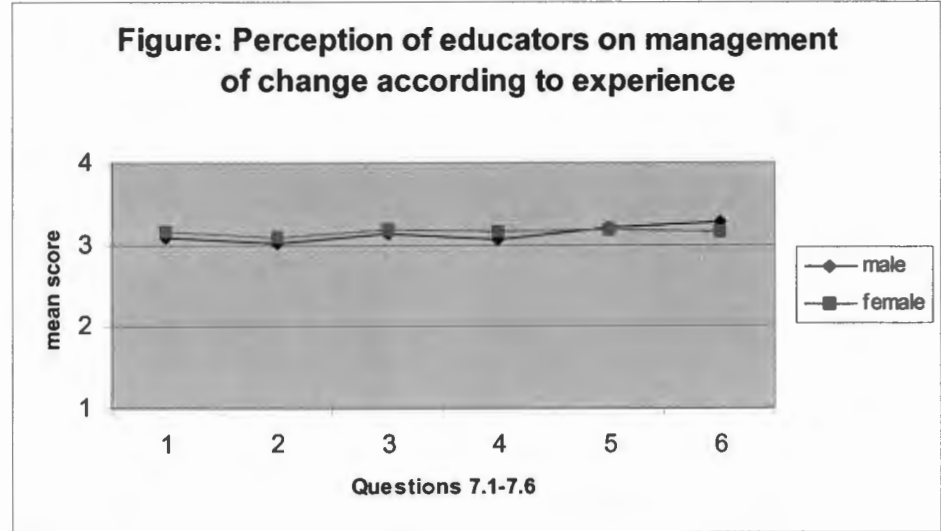
Item 7.4. The principal must use various interventions or techniques to

overcome resistance to change. $X^2 = 3.1830$, $P \text{ value} = 0.3643 > 0.05$. Therefore the X^2 value is not significant, implies that the null hypothesis is true that the perception of educators on management of change are the same, irrespective of experience.

Item 7.5. The principal must exemplify the behaviour expected in others by honoring his/her responsibilities of managing change. $X^2 = 0.2529$, $P \text{ value} = 0.9686 > 0.05$. Therefore the X^2 value is not significant, implies that the null hypothesis is true that the perception of educators on management of change are the same, irrespective of experience.

Item 7.6. The principal must utilize basic facts and data and recognize values when communicating priorities. $X^2 = 4.0033$, $P \text{ value} = 0.2611 > 0.05$. Therefore the results accept the null hypothesis that the perceptions of educators on management of change are the same, irrespective of experience.

GRAPH 4.3. PERCEPTION OF EDUCATORS ON MANAGEMENT OF CHANGE ACCORDING TO EXPERIENCE



Graph 4.3 above shows same differences in the mean score for item 7.1, 7.2, 7.4, and 7.6 and the slide differences in mean score for item 7.3 and 7.5. But

finally the graph accepts the null hypothesis in all items that the perceptions of educators on management of change are the same irrespective of experience.

4.6.3. GROUP PROCESSES

Table 4.18.on the next page Illustrates the difference in response in terms of experience about the principal’s group processes on the management of change.

TABLE 4.15.DIFFERENCE IN RESPONSE ON GROUP PROCESSES

8.	Group Processes	Frequency Missing	Experience				DF	Value	Pro
	The principal must:								
8.1	Empower staff, parents, students and the community about common mistakes that occur during the negotiations process.	15	<15	115	9	124	1	1.3132	0.2518
			≥15	116	15	131			
			T	231	24	255			
8.2	Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution.	15	<15	90	35	125	1	1.0984	0.2946
			≥15	101	29	130			
			T	191	64	255			
8.3	Use negotiations as management technique in changing the organization.	15	<15	115	10	125	1	0.0180	0.8934
			≥15	119	11	130			
			T	234	21	255			
8.4	Implement organizational renewal strategies	15	<15	103	22	125	2	1.3015	0.5216
			≥15	111	19	130			
			T	214	41	255			
8.5	Recognize the role of assessment as the tool for transformational change.	258	<15	108	18	126	1	0.0066	0.9802
			≥15	113	19	132			
			T	221	37	258			

the hypothesis tested on table 4.13. above, tested whether perceptions of educators on management of change are the same irrespective of experience (<15 and >15 years) based on the principal's group processes.

Table 4.15 above shows from all the respondents whether there is significant difference in response on the perception of the educators on management of change in terms of experience. This simply means that experience does not affect the respondents on their perception on the effective management of change. From the X^2 -test the result of the research accept the null hypothesis that the perceptions of educators on management of change are the same irrespective of experience (<15 and >15 years) based on the principal's group processes, because the P values are greater than (>) 0.05.

The principal must:

- Empower staff, parents, students and the community about common mistakes that occur during the negotiations process. $X^2 = 1.3132$, P value= 0.2518 > 0.05. Therefore the results accept the null hypothesis.
- Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution. $X^2 = 1.0984$, P value = 0.2946 > 0.05. Therefore the results accept the null hypothesis.
- Use negotiations as management technique in changing the organization. $X^2 = 0.0180$, P value = 0.8934 > 0.05. Therefore the results accept the null hypothesis.
- Implement organizational renewal strategies. $X^2 = 1.3015$, P value = 0.5216 > 0.05. Therefore the results accept the null hypothesis.

- Recognize the role of assessment as the tool for transformational change.
 $\chi^2 = 0.0066$, $P \text{ value} = 0.9802 > 0.05$. Therefore the results accept the null hypothesis.

SUMMARY

The findings support what was suggested in literature, in chapter 2, in all items stated above that experience does not affect the respondents on their perception on the group processes of the principal on effective management of change.

4.7. ANALYSIS OF THE INTERVIEW RESPONDENTS

Interview was conducted with 20 deputy principals on the different primary schools. According to Borg and Gall (1989), individual interviews are the most common instrument for data collection in survey research. The empirical investigation was conducted to determine the educator's perception on the role of the principal on the effective management of change. Interviews were conducted with 20 deputy principals of the different primary schools. The empirical investigation conducted to determine the educator's perception on the role of the principal on the effective management of change in the District of Mabopane, Bojanala East Region of North West.

Frequency distribution and percentages were used to analyze the descriptive data in this study. Table 4.19 below provides a brief summary of the five (5) main items suggested by the respondents on the introduction of effective management of change.

TABLE 4.19 DATA ANALYSIS OF INTERVIEW

The principal must:	Full response Positively	%
1.Take stakeholders on board through negotiations	18	90
2. Check factors that affect change	17	85
3. Maintain discipline.	17	85
4. Encourage teamwork through participation.	16	80
5. Use different strategies to overcome the resistance of change	12	60

Item 1. The principal must take stakeholders on board through negotiations. As indicated in Table 4.19, 80%(18) of the respondents suggested that the principal should take all the stakeholders on board introducing change management in schools (cf.2.12.5,2.13). A possible implication of this finding might be that the majority of respondents feel that change is something new which needs the views of all stakeholders for the successful implementation. Other respondents felt that it would be imperative for the principal to organize workshops and group discussions to get the views of the stakeholders on the management of change. They should also involve media discussions and talk shows for proper introduction of change.

Item 2. The principal must encourage teamwork through participation. Table 4.19, illustrates that 85 %(17) of the respondents suggested that the principal should encourage teamwork through participation on the management

of change, since it will serve as a guideline for introduction of change (cf.2.12.3.2). A possibility of this finding might be that the vast majority of the respondents feel that for change to be successful, all stakeholders should be involved and participate fully. For example delegation of duties amongst themselves like choosing or steering committees, disciplinary committee and fund raising committee.

Item 3. The principal should check factors that affect change. Table 4.19, illustrate that 85 %(17) of the respondents suggested that the principal should check and identify factors that affect change as this will determine the progress and success of the organizational change (cf.2.3.1). An interpretation of the finding might be that majority of the respondents feel that lack of adequate training or preparation on principals has be identified as the contributing factors of under performance.

Item 4. The principal must use different strategies to overcome the resistance of change. Table 4.19 shows that 60% (12) of the respondents suggested that the principal should use different strategies in approaching different problems to overcome resistance to change, and this will serve as the guideline of introducing change management (cf.2.3.3)(cf.2.3.2.1)(cf.2.12.2). The possible explanation of this finding might be that respondents feel that the principal often makes the mistake of approaching resistance to change haphazardly, without pre-planned strategies.

Item 5. The principal must maintain discipline. Table 4.19 shows that 85 %(17) of the respondents suggested that the principal must maintain discipline, and act as example of the law, based on the constitution and Acts (cf.2.16.3, 2.16.1, 2.16.5, 2.16.5.4). The respondents feel that the principal as the leading figure of the authority, should influence decision on issues and manage change democratically in an orderly manner.

4.8. SUMMURY

This chapter dealt with data analysis and interpretation of results of the empirical investigation conducted to determine the educators' perception on the role of the principal on the effective management of change in the management of the schools. The quantitative data collected through the investigation were summarized and discussed. The following major findings were discovered:

- *the principal must not avoid the demand of society for increasing efficiency and effectiveness in the public arena of education*
- the principal must use various interventions or techniques to overcome resistance to change.
- *the principal must recognize basic factors, which may affect change.*
- *the principal must encourage a school to become self-manage and self-reliant.*

CHAPTER 5

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents a brief summary of the chapters in the study. Furthermore, highlights the major findings of the study are provided as well as recommendations on the educators' perception on the role of the principal on the effective management of change in school management.

5.2 SUMMARY

Chapter 1 outlines the aims for the study and statement of the problem. The concern is expressed in relation to the educator's perception on the role of the principal on the effective management of change in school management.

In chapter 2, the scope of the role of the principal on the effective management of change in school management was outlined. When the challenges were discussed, the following headings were considered. The research findings from developing and developed countries, as well as the historical background of educator's effective management of change. Principals in the twenty first century are expected to manage change in schools and lead schools as business.

Chapter 3 detailed the methodology of the empirical component of the study. The method, which was employed to collect data for the study, was discussed. The questionnaire and interview were used to complete the process of data collection. Literature review was consulted to obtain a better undertaking of the method employed to collect data.

Chapter 4 deals with the results of the empirical investigation conducted to determine the educator's perception on the role of the principal on the effective management of change in the management of the schools. The qualitative and quantitative data collected through the investigation are summarized and discussed.

5.3 RESEARCH FINDINGS

5.3.1 FINDINGS ON AIM 1

The findings concerning Aim 1, which is determined from literature the nature and scope of the effective management of change (cf.1.3). The following findings were made:

The principal should recognize that planned change has three scopes, which are incremental change, strategic change, and transformation change (cf.2.2.3.). According to Taylor (1987) these are identifiable factors that determine the process and success of organizational change:

3. **Incremental Change** - making small modifications in work procedures or minor improvement
4. **Strategic Change** – Change on larger scale such as restructuring of an organization and it involves series of transformational steps.
5. **Transformation change** - The organization moves to radically different and at times, unknown features. In this change, the organizations mission, culture, goals, structure and leadership may all dramatically change.

Other forms of change, which might be identified in the process of change management, brought by Kimbrough and Burkett (1990) are the following:

- ❑ Social Change
- ❑ Technocratic Change
- ❑ Competitive Change
- ❑ Optional Change

Prerequisites for the effective management of change to be considered by the principal when managing change (cf.2.2.6.) according to the findings the following are to be considered:

- ❑ **Factors affecting the community**
 - The degree to which the total community will be affected by the change and in line with current practice;
 - Climate of change and previous experiences of change; and
 - Readiness to change.
- ❑ **Reasons advanced by teachers**
- ❑ **Reasons advanced by principals**

Management of change has five stages, which are diagnosing, planning, implementation, stabilization and evaluation (cf.2.2.8).

The role of the principal in managing change and skills needed to manage (cf.2.2.9-10). These expectations place pressure on the principal to manage change and to accept the following responsibilities:

- Determine procedures and methods;
- Scrutinize literature relevant;
- Contacting other principals; and
- Determine objectives

Skills needed by the principal are creativity and vision for the systematic planning

and solving problem.

The role of negotiation as the management technique in changing organizations (cf.2.13.). Negotiation is a process that consists of the following three phases:

- ❑ The need to negotiate and its preparation;
- ❑ Face to face persuasive communication; and
- ❑ Implementation of agreements.

5.3.2 AIM 2

With regards to aim 2 which determines empirically the educator's perception on the role of the principal on effective management of change in management of the schools (cf.1.3), the followings were made:

- ❑ The principal should allow participative role by the stake holders and allow the gaining of commitment to change

People support what they help create. Commitment to change will be greater if those affected by change are allowed to participate as fully as possible in planning and implementing change (cf.2.12.3.). The aim should be to get them to own the change as something that they want and will be glad to live with (cf.2.15.2.).

- ❑ The principal should be a good listener and be committed to change

Getting involved in the introduction of change will only be effective in gaining commitment when management is prepared to listen and to change its plans if there is a clear message that they are unworkable, or if the plans could be made more acceptable without prejudicing the achievement of the objectives of the change programme (cf.2.12.3.2).

- The principal should have good communication skills

An effective leader should be able to communicate information in a written form, orally and nonverbally. Meaning that the subordinate should be well informed about changes to follow and what expectations and changes will affect them. The principal should have good listening skills, being approachable and a good decision maker (cf.2.15.1.).

- The principal should have cultural flexibility.

This skill refers to cultural awareness and sensitivity. In the school organization the same skill could be said to be critical for success in light of diversity. Leaders should have the skills not only to manage, but also to recognize and celebrate the value of diversity in their organization (2.16.2).

- The principal should recognize that an important priority in managing change effectively is to create an environment of trust and shared commitment, and to involve staff in decisions and actions which affects them (cf.2.13.2.).
- The principal should influence team management, cooperative spirit among staff and unions and a genuine feeling of shared involvement, which will help create a greater willingness to accept change (cf.2.12.3.).
- The principal should have good methods and techniques, which are advanced in briefing teams and stakeholders about the expected changes (cf.2.13.).
- The principal should apply a democratic leadership style, which would help

the group to achieve its objectives by giving information, suggestions, alternative courses of action and try to stimulate self-direction on the part of all its members (cf.2.13.).

5.4. RECOMMENDATIONS

All principals should be workshoped and trained.

MOTIVATION

Workshopping or training would make principals to be receptive to transformation (new philosophy). It must be recommended that if it was possible for principals to be sent to the universities to be trained so that their skills should be developed and extended for the change to be more effective and efficient in schools. It is realized that more principals are under-qualified and have minimum skills to overcome resistance to teachers or to influence them positively. The development of appropriate skills that will enable principals to be effective in leadership of change is therefore a priority in today's school (cf.2.17.10.). There could be a course which need to be followed by appointed principals and a method of accommodating old principals after each year to attending the university for the development of their skills, this will help in upgrading their strength and their power to manage change effectively. Effectiveness is not a game of win or lose, but a game of win-win, which should be maintain by the government.

RECOMMENDATION 2

The principals should fully participate in setting examples for effective leadership to take place and should move away from dependence on inspection to achieve quality in the school.

MOTIVATION

Principals as change agents are the key ingredients for success, they should take a lead in checking quality at the end of production is an insult to the educator instead the principal should give a total support needed by educators to motivate them (cf.2.16.9.). This means that the principals should not check on mistakes of teachers. Principals should build/design quality of teachers in each step for effective management of change. Showing commitment to their job lead them to know what is expected and will do it to the best of their ability, by setting goals for what they hope to achieve in their job and they should go for it (cf.2.2.7.).

RECOMMENDATION 3

The principal should apply transformation and situational leadership.

MOTIVATION

Transformational leadership achieves productivity through people because people affect productivity. If people are not involved in any decision-making or new developments of the organization, no product will be achieved (no change) (cf.2.2.3.). The personal quality and behaviour on the part of the principals as the change agent- leadership style employed by them should be relative to the situation (cf.2.12.3.).

5.5 CONCLUSION

For any person to specialize in his or her field of work, there needs to be thorough training. This means that our principals on the role of effective management of change need total support to develop them and uplift their

standards as well as their skills for the effective management of change. No change would be successful without relevant resources. The educators and other stakeholders should also help principals by sharing views and suggestions based on the changes to be implemented. The principal as a leader and other stakeholders should be aware of the ever changing and challenging environment so that they could gain insight in power of leadership and what change is all about.

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SECTION A

BIBLIOGRAPHICAL DATA

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

1. AGE

1.1	Below 30 years	1	
1.2	30-34 years	2	
1.3	35-39 years	3	
1.4	40-49 years	4	
1.5	45-49 years	5	
1.6	50 years and above	6	

2. GENDER

2.1	Male	1	
2.2	Female	2	

3.TEACHING EXPERIENCE

3.1	Below 4	1	
3.2	5-9	2	
3.3	10-14	3	
3.4	15 and above	4	

4.QUALIFICATION

4.1	Matric and Profession	1	
4.2	Degree	2	
4.3	Honours degree	3	
4.4	Masters degree	4	
4.5	Others: specify.....	5	

SECTION B

6: PRICIPAL AS AGENT OF CHANGE (LEADERSHIP BEHAVIOUR)

Indicate your response by making a cross (x) in the appropriate block

	The principal must:	Yes	No
6.1	Recognize basic factors, which may affect change.		
6.2	Be Knowledgeable with basic features of strategic management of change.		
6.3	Concede to have common grounds and agreements with stakeholders about change.		
6.4	Have management skills, which will help to reduce fear and resist change.		
6.5	Involve school management teams and SGB's in decision-making.		
6.6	Apply effective human relationship.		
6.7	Realize that change is managed through phases.		
6.8	Not avoid the demand of society for increasing efficiency and effectiveness in the public arena of education (prerequisites for managing change).		
6.9	Initiate and manage constructive change.		

7. OTHER SKILLS AND ATTRIBUTES

Indicate your response by making a cross (x) in the appropriate block

Key: 1: SD- Strongly Disagree; 2:D- Disagree; 3: A: Agree; 4: SA- Strongly Agree

	The principal must:	SD	D	A	SA
7.1	Use current principles of change.				
7.2	Communicate learners rights such as the right to inclusive education.				
7.3	Encourage a school to become self-manageable and self-reliant.				
7.4	Use various interventions or techniques to overcome resistance to change.				
7.5	Exemplify the behaviour expected in others by honoring his/her responsibilities of managing change.				
7.6	Utilize basic facts and data and recognize values when communicating priorities.				

8: GROUP PROCESSES

Indicate your response by making a cross (x) in the appropriate block

	The principal must:	Yes	No
8.1	Empower staff, parents, students and the community about common mistakes that occur during the negotiations process.		
8.2	Resolve difficulties or resistance to change by using appropriate acts or resolutions based on the constitution.		
8.3	Use negotiations as management technique in changing the organization		
8.4	Implement organizational renewal strategies		
8.5	Recognize the role of assessment as the tool for transformational change.		

SECTION C

Interview Question and Answers

1. Question

What do you think should be done by principals to introduce change?

Answers

.....
.....
.....

2. Question

What do you see as possible problems in introducing change?

Answers

.....
.....
.....

3. Question

What would you suggest as possible solutions?

Answers

.....
.....
.....

4. Question

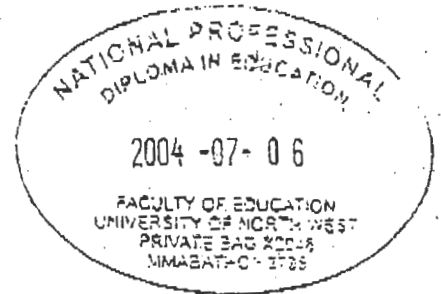
Any other suggestions?

Answers

.....
.....
.....



TO: DISTRICT MANAGER
CIRCUIT MANAGERS
SITE MANAGERS
EDUCATORS



RESEARCH PROJECT: FIELD WORK

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

TOPIC: *Educators perspective on the role of the principal on the effective management of change in the management of schools at the district of Mafikeng, waterveldt south circuit in north west*

Student Name

Thanking you in anticipation.

Yours sincerely

7 M. W. Legotlo

Prof. M. W. Legotlo

HOD: Educational Planning & Administration

