THE ROLE OF THE PRINCIPAL IN MANAGING CHANGE AT SECONDARY SCHOOL LEVEL IN THE LIMPOPO PROVINCE

BY

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2006
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ABSTRACT

THE ROLE OF THE PRINCIPAL IN MANAGING CHANGE AT SECONDARY SCHOOL LEVEL IN THE LIMPOPO PROVINCE

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The study was conducted in the secondary schools of Vhembe district. Five secondary schools were selected for study.

Data were collected by interviews. Interview involved asking questions, listening and recording answers and then following up with additional relevant questions.

The findings revealed that lack of training regarding change influences people to resist change. Therefore, before the initiation of any change, the Department of education should train all stakeholders involved in the day-to-day implementation of change. This will minimize resistance during the implementation stage.

The study recommends that educators and HoD’s should work hand in hand to support their principals in order to ensure the smooth running and management of change in their schools.

KEY CONCEPTS

CHANGE
MANAGEMENT
STAKEHOLDERS
STRATEGIES
RESISTANCE

ABBREVIATIONS

SMT - School Management Team
SGB - School Governing Body
HOD - Head of Department
DECLARATION

I, Tshubwana Tshimangadzo Steven, hereby declare that this study, The role of a principal in managing change at secondary school level in the Limpopo Province, is my own work and the sources used or quoted for this research have been acknowledged.

Tshubwana T.S.
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CHAPTER ONE

1. ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND RATIONALE

Since 1994 South Africa has been changed and a new working situation for both school managers and teachers has been created. The inauguration of the new President in South Africa changed the divided nation to be a rainbow nation. As long as the mind remains a fertile ground for human creativities, change is inevitable. Change in society can take various angles; it can affect frames, and also the people’s perceptions and attitudes. (Carnall 1991:1).

Some people can accept change, while others resist it. School reforms are posing momentous challenges to both managers and teachers. Since 1994 at Vuwani district in the Limpopo Province where the researcher is currently working, there has been an anticipated, unavoidable turn over of the staff. Morale of the teaching personnel is very low. Staff behavior displays job withdrawal. Teachers are demoralized by uncertainty with regard to their future. Many skilled teachers and managers have already left the teaching profession. Principals and their management teams lack understanding and capacity to deal with rapid damage and discontinuities that are taking place.

Maxwell (1996:62) maintains that a leader must be in front to encourage change and growth and to show the way to bring it about. He must understand the two important requisites to bring about change, which are to understand the attitude and motivational demands for bringing it about.
Darling-Hammond (1999: 23) commented that creating a condition for the change greatly facilitates change itself. The educational manager must try to delegate power as often as possible in order to create a condition for change in school. Readiness for change is a crucial point in the process of change. Personnel must confirm their commitment to change. The manager must wait for his personnel and the parents to be ready for change. He or she must prepare them for the change. He or she must implement the change gradually and systematically by talking to them during inter-alia personnel and parents meeting.

The apartheid regime and its educational system were characterized by the negative factors which affected both education and the way of life. Female teachers were not paid equal remuneration as male teachers. Furthermore, most of the principals had to manage the school on their own and the former Department of Education and Training made the managerial decisions. A principal was seen to be successful if he was a good administrator. (Department of Education, 2001: 5).

Under Bantu Education (a system of education meant for the black children during the apartheid era), many children went to school, but received inferior education. Learners became alienated from the education system because it emphasized rote learning and what they received only focused on examination purposes. Learners were not able to participate in the school system and they did not learn to solve problems or think critically. Black schools did not receive the resources needed and this created apathy and despondency.

Most South Africans rejected the apartheid system of education and many schools became sites of struggle against apartheid. In many areas, the resources and relationships, which made an institution of teaching and learning, were totally destroyed. In others, a strong culture of resistance to change was often strengthened.

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During the 1980's, resistance to apartheid had shown that certain education practice did not work and the culture of opposition undermined the legitimate role of school management and leadership. On the other hand, principals were at the receiving end of top-down management from the department. They had to face community criticisms. Information systems broke down and there were opportunities, growth incentives, and assessment. Principals worked in an environment, which was closely regulated and were used in receiving and giving instructions. Circuit and district structures were no more than administrative units and could respond to community needs. *(Department of Education SA, 2001: 6).*

South Africa now has a new system of education. It emphasizes equal access and improvement of the quality of education. Managers and leaders will, in future, be judged based on the education their school delivers. To successfully put into practice the new educational policy, management in educational institution has to change. An appropriate management system for education has to be build from the ground up, so that teachers and learners shape it according to their needs. New policies and new legislation have redefined the concept of leadership, management, and governance in schools. Schools are now encouraged to become self-managed and self-reliant. It is no longer good enough for a principal to be a good administrator. He or she has to be a proactive 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 educators. The SMT will be responsible for the day-to-day running of the school and putting the school’s policies into practice, while the school governing body (SGB) determines the policies.

In the past, many South African leaders, including educational leaders, have been authoritarian. They made decisions without consultation and school-level leaders did not allow staff and learners to openly disagree with them. As a result, members of the school community often did not feel the school belonged to them, or did not
feel committed to the decisions the leaders made. The new educational context in South Africa emphasizes transparency, responsibility, democracy and accountability. Now we expect leaders to allow people who are involved in the school to take part in making expected decisions. The leaders negotiate with others and bring them into leading and managing of the school. This helps to motivate the school community and to make the members of that community feel a sense of responsibility to the school. (Carnall, 1991: 3).

The present policy encourages the principal to form a School Management Team (SMT). In large schools, the SMT is likely to be made up of the school principal, the deputy principal, and the heads of department. It is the task of the SMT members to work together 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. However, the principal holds ultimate responsibility for making sure that the work is done and he/she chooses to share 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. (Carnall, 1991: 3).

SGB is made up of the most school stakeholders: mainly parents, but also educators and non-teaching staff, learners at the secondary school level and community members. The SGB is a community-level partnership and must take responsibility from ensuring that the children of that community get the kind of education that will make them citizens which South Africa can be proud of. The SGB plays an active role in framing the school’s direction, vision and mission. (Carnall, 1991: 4).

The new education policy requires school leaders and managers to work in democratic and participatory ways to build relationships and ensure efficient and effective delivery, but many school leaders and managers are struggling to
translate policy into practice. Poor resources and an absence of the culture of teaching and learning make it difficult, and even if school communities are willing to make a contribution, they are often living in poverty themselves, often being educated and unemployed. School managers and the management team are in the frontline of the struggle to develop new ways of doing things in schools (Carnall, 1991: 5).

1.2 THE AIM AND THE ACTUALITY OF THE RESEARCH

The aim of the study is in threefold:

- To analyze theory of change in general.
- To empower school managers in dealing with change at school level.
- To investigate the role of the principal in managing change.

The researcher being a parent, senior schoolteacher and a student of higher learning perceived that teachers have different experiences of education in public schools. These have been highlighted in various ways. There has been dissatisfaction with the way they are expected to implement changes within the education system. They have complained about lack of the proper consultation on the part of the Ministry of Education. Recently teachers complained about the review of Curriculum 2005 without their participation.

It is now almost seven years since the end of apartheid models of the schooling. This makes it imperative that the citizens of this country be able to evaluate the gains of the new system and also look at the pitfalls that have been emerged as consequences of the desegregation of schooling. (The Teacher, April 2002: 8).

It has been found in the previous years that the parents who are well educated and are in the age category of 35-40 years often send their children to former model C schools. This they do in their search for the best education for their children. There
are quite a number of advantages to this approach. Research has discovered that the parents have enjoyed an improvement in communication with their children. These schools often communicate effectively with the parents and this creates a sense of trust between the parents and teachers. Having noted the issues raised above there are still problems which have to be confronted in former model C schools the fee charged are still exorbitantly high and limits free enrolment by the large number of children in the country, the black population in particular. *(The Teacher, April 2002: 8).*

Although in terms of enrolment these schools now comprise more than 50% black pupils because of an accelerated migration of black middle class townships to the suburbs, these schools are still largely managed as they were before.

About 99% whites are still in the school governing bodies (SGBs). The Department of Education has in the past tried to transform the education of this country in terms of policies, but the former model C schools have frustrated the process of transformation with regard to the employment of teachers. *(Educator’s voice, April 2002: 8).*

It has been highlighted that these schools have attracted more than 50% of black learners but in terms of the teaching personnel, these schools still find it difficult to accept black teachers. Of late, black children in these institutions are advised to enroll for standard grade when it is discovered that their progress is satisfactory. The argument is not whether this assessment is fair or unfair but whether learners cannot be assisted to register for higher grade should they so wish. *(Educator’s voice, April 2002: 8).*

The introduction of arts and culture in the Curriculum 2005, and its intention by the Curriculum 21 Review Committee as one of the compulsory learning areas of the new curriculum, opened up a challenging situation for schools. The reality is that
there are very few formally trained arts educators in the majority of our primary schools and even fewer at high schools. (Educators Voice, April 2002: 8).

Historical circumstances, limited resources, together with lack of practical skills, content knowledge and arts methodologies have been identified as major constraints. Teachers working in South African schools have a difficult path to tread, in terms of dealing with the implications of how to make the paradigm shift often associated with radical change of personal attitude and practice. (The Teacher, February 2001: 3).

One of the critical issues facing the education system of our country is the dominant role played by English as a medium of instruction. Education policy makers have been trying to make pupils’ home language the compulsory medium of instruction for at least four years. The former Model C schools do support English as medium of instruction, but sometimes use English to force white culture on pupils, particularly with regard to pronunciation and attitudes. The tendency of these institutions of regarding Afrikaans the only alternative to English as lingua franca is highly questionable. (Educators' voice, April 2002: 8).

In response to the above it remains our responsibility as educationist to put the status and influence of these schools in a proper and acceptable direction. The needs to the legislation further protect the rights of parents who could probably not afford fees paid but are rather coerced to accept them. The current legislation accommodates parents with little income into these schools, but these are also evidence that suggests not always adhered to. (Educators’ voice, April 2002: 8). It denies them access to these schools and indirectly undermines the constitution of South Africa, which gives every child a right to learn. The equality of 11 languages as enshrined in the constitution must be upheld. English and Afrikaans should not be forced upon all learners. All languages should be treated equally. One however accepts that currently the status of English cannot easily be challenged because parents and their children always opt to be taught, and often prefer to
communicate in English. If these schools are allowed to further perpetuate these inequalities in the education system, the question of equality in this country will sadly remain a pipe dream. (Educators' voice, April 2002: 8).

In other instances, teachers have felt that lack of facilities like classroom and teacher – pupil ratio which is too high have demoralized them. Some of the educators believe that the abandonment of corporal punishment has resulted in the collapse of discipline in schools. (Joubert &Prinsloo.1999: 55). It seems that the policy of abolishing corporal punishment has infuriated many educators. At the same time the Department of Education requires that discipline be maintained at school related activities so that effective teaching and learning can be realized.

As a result of lack of funds with which to hire new teachers for undersupplied schools in needy areas, government in negotiation with teachers unions proposed the redeployment of teachers who were working in schools where the learner-teacher ratio is low. This strategy was to be phased in over a period of five years, effective as of 1st April 1995. It was agreed that rationalization would proceed in two stages: a limited period voluntary severance package would be offered to reduce the oversupply of teachers and the redeployment of excess teachers compulsory if necessary would take place.

The introduction of redeployment policy has de-motivated and frustrated many teachers. This policy is a two-edged sword. It has both positive and negative results. One may therefore assume that high failure rate in matric; in the year 1998 and 1999 was primarily influenced by this policy. Some schools benefited as others lost valuable staff members whilst other teachers who were in excess opted for severe packages and left the department. (Carnall, 1991: 9).

In the year 1994, democracy was welcomed by all, including educators who now had to face curriculum changes, training and bringing the education of the previously disadvantaged communities on a par with the rest of the world. These
changes were difficult, as change had to start with drafting policy, setting up structures and legislation disaster called redeployment. But despite the opportunities brought by democracy and the improvement in education standards, the behavior of some educators is worse today than in the harsh decades of apartheid. Some educators are drinking alcohol with learners. Some are impregnating them. These phenomena cannot go unchallenged; as learners are not just units of production - we have a responsibility to create responsible citizens. *(The Teacher, March 2002: 20).*

Change: Now there is a word to jingle the coins in the teachers’ pockets. And the shudder that causes those coins to jingle is probably less to do with autumn that go with transformation. Most would agree that the review of Curriculum 2005 was necessary and a courageous move by the department of Education. It was a candid acknowledgement of fundamental weaknesses in the emerging education system; a positive end point needs to be made, though, the real meat of the revised curriculum - the eight learning area statements and assessment standard for each urgently needs to be released. Many in the education sector are waiting with bated breath for these crucial guidelines so that they can finally move forward with certainty. *(The Teacher, March 2002: 23).*

Perhaps even more important than the changes made through this review process, though will be re-establishing a sense of stability and continuity. Educators must be assured that the massive shifts that have characterized their working lives are finally subsiding and certainty re-planning them. The risk, otherwise, is to give the impression that the education system is in a relentless state of flux, endlessly lurching from one grand plan to last getting somewhere, and that the destination is approximately permanent. *(The Teacher, March 2002: 23).* But as positive as these improvements to the curriculum may be, it’s hugely frustrating that the same commitment to drive change can’t find its way to school-based issues. One burning issue that comes to mind is that of language. Accommodating the mother tongue of the learners is detailed and guaranteed in policy after the law and bill of rights yet
learners are still denied instruction in the language of their choice. Perhaps the most disturbing side to it is the fact that some schools use language as the basis for marginalizing or excluding groups of learners. The question is: why the fine policies and laws around the issue of language are not being implemented with the same level of political will that is directed at curriculum changes? (The Teacher, March 2002: 23).

1.3 PROBLEM STATEMENT

According to McMillan & Schumacher (1993:73), a research problem implies the possibility of empirical investigation that is, of data collection and analysis. The research statement introduces the reader to the importance of the problem, placed in an educational context, and provides the framework for reporting the results. The problem statements orientate the reader to the significance of the study and the research question to follow.

In the 1960s, and 1970s, when Bantu Education had its claws in black South Africans, most educators preserved the dignity of this noble profession. There was poor performance measured by the matric results, educators who did not teach, and those who were under-qualified. The 1980s were the roaring years, as our schools become trenches of war. We watched with anguish as our learners become the "lost generation" and some lost their lives. We saw them fill prison cells and bid them goodbye as they went into exile. Our communities could not understand why we did not protect our learners. (The Teacher, March 2002: 20).

The main research question regarding the research topic is:

How can the school principal at secondary schools of the Limpopo Province effectively manage change in general?

The problem can be divided in a number of sub-problems, namely:

The role of the principal in managing change at secondary school level in the Limpopo Province.
What are the strategies that can be used to empower teachers so that they will be willing to change?
➢ What are the effects of change to educational managers and teachers?
➢ How effectively is the principal managing change?

1.4. RESEARCH DESIGN AND METHOD

1.4.1 METHOD

The study on the role of the school principal and management in managing change at secondary levels is qualitative, exploratory and descriptive. Qualitative research is a form of social inquiry that focuses on the way people interpret and sense of their experiences and the world which they live in. A number of different approaches exist within the wider framework of this type of research, but most of these have the same aim: to understand the social reality of individuals, groups and cultures. Researchers use qualitative approaches to explore the behavior, perspective and experiences of the people they study. The basis of the qualitative research lies in the interpretive approach to social reality. (Holloway, 1997: 1).

According to McMillan and Schumacher (1993: 31) research design refers to the plan and structure of the investigation used to gain evidence to answer research questions. The design describes the procedure for conducting the study, including when; from whom and under which conditions the data will be obtained. The research design indicates how the research is set up: what happens to the subjects and methods of data collection are used.

In this research, qualitative approach is deemed most suitable, as it provides school managers and teachers opportunity to define their own perceptions and problems. The research is designed to be exploratory and descriptive. Data will be
analyzed using methods typical of qualitative methodology. The following methods will be employed to collect and analyze data.

1.4.1.1 Observation

Observation will contextualize the problems and ensures that generations do not occur by focusing upon the perceived reality in schools.

1.4.1.2 Interviews

In-depth interviews will be used in this research to elicit data from school managers, head of departments and senior educators in the school.

1.4.2 SAMPLING

Researcher chooses a group comprising number of individuals who have interest. These may be the members of a culture or a setting or phenomena under study. These key informants have had experience of an event or condition and are informed about the culture or topic under investigation. In some cases a convenient sample can be justified. This means that researchers have access to a number of participants and interview these for the study. (Holloway, 1997: 142).

The researcher will select five secondary schools in the Vhembe Region, Limpopo Province where there are 285 secondary schools. Five schools have been selected through systematic sample. Firstly a number will be drawn randomly from the first 10 elements in the list and from there onwards every 10 elements will be chosen. For the purpose of this study, the minimum sample size is proposed. The table below gives the proposed minimum sample size.
<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>5</td>
</tr>
<tr>
<td>Heads of Department</td>
<td>5</td>
</tr>
<tr>
<td>Educators</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Qualitative sampling is generally purposeful. Qualitative researchers choose certain criteria in advance of their study on which the selection of sample is based. In purposive sampling generalization is less important than the collection of rich data and understanding of the ideas of people chosen for the sample. *(Holloway, 1997: 142)*.

Sampling decision does not only include people, but can also include a process or place. In purposive research, researchers seek to gain as much knowledge as possible about the context, the person or the other sampling units. This means that the sampling is not fixed in advance ideas. *(Holloway, 1997: 142)*.

**1.4.3 DATA COLLECTION**

Data collection involves the gathering of information for a research project through a variety of data sources. Qualitative researchers sometimes reject the term collection of data. They use instead ‘generating’ data. These terms sometimes seem suitable in qualitative approaches because researchers do not merely collect and describe data in a neutral and detached manner, but are involved in a more creative way. *(Holloway, 1997: 45)*.

The researcher will interview two participants from each sampled school, namely the principal and one educator, tape-recording will be done and a journal will also be kept.
1.4.4 DATA PROCESSING

The researcher will carefully read the transcribed interviews. The transcribed tapes will then be analyzed according to qualitative methods. Data will be interpreted and the results presented.

1.4.5 LITERATURE CONTROL

The findings of this study will be placed in the context of what has already been discovered about managing change. This provides the basis for comparing, contrasting (Simelane, 1998: 28), categorizing, aggregating and ordering (Booysen, Lemmer and Smith, 1996: 155-156).

1.5 PLANNING OF THE STUDY

1.5.1 Chapter One

An overview and rational of this study has been stated

1.5.2 Chapter Two

Contains literature review: Theory of change

1.5.3 Chapter Three

Contains literature review: Change in education

1.5.4 Chapter Four

The research design and method of this study will be explained in detail
1.5.5 Chapter Five

The research results will be given and compared to what has been written in the literature on the way principal and management teams may manage change at secondary school levels. This is called literature control.

1.5.6 Chapter Six

Contains: findings and recommendations

1.6 DEFINITION OF TERMS

1.6.1 MANAGEMENT

According to Treffry, et al (1997: 458) the term “management” means the technique or practice of managing or controlling. Van Deventer (2000: ii) views management at school as a process whereby educational leaders in charge of learning and teaching attempt to utilize educators and learners as well as other resources as effectively as possible in order to cultivate a culture of teaching and learning. In this study the term management will refer to the technique used by the educational managers as well as other senior educators in school in order to cultivate a culture of teaching and learning.

1.6.2 MANAGEMENT OF CHANGE

It is a systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals. (Van Deventer 2000: ii).

1.6.3 CHANGE

The role of the principal in managing change at secondary school level in the Limpopo Province.
Change means to do things differently and the follow-through to make it happen.

1.6.4 MANAGEMENT TEAM

Management team is composed of a principal, deputy principal, heads of department and senior educators. Management team involves more people, thus affording more resources, ideas and energy than would an individual. Management team maximizes a leader’s potential and minimizes his weaknesses. It also provides multiple perspectives on how to meet a need or reach a goal, thus devising several alternatives for each situation.

1.7 LIMITATIONS OF THE STUDY

Only five schools were selected for the study and not all educators in the five schools were included in the study. A possibility will always exist that a different picture could have been obtained about the management of change in the secondary level if more schools were involved in the study.

The study involved one circuit in one district and possibly different results could have been obtained if more circuits and districts were involved. Therefore, the results of the study cannot be generalized to the larger population as it was stated in the research design chapter. However, the study would have made a significant contribution if the results could be generalized.

1.8 SUMMARY/ SYNOPSIS

The overview, problem statement, research question, paradigm perspective, research design and method have been stated. In the next chapter, literature review will be discussed. The theory of change will be explained in detail in Chapter 2.
CHAPTER TWO

2. THE MANAGEMENT OF CHANGE

2.1 INTRODUCTION

It is difficult to think of the researcher undertaking a research project without a specific purpose in mind. One of the primary purposes of this study is to generate information that will increase understanding and identify practices. (Mertens & McLaughlin, 1995: 09). The researcher does not start from scratch, there is a prior knowledge base established by other researchers. The objective of this chapter is only to discuss management of change in general. The information in this chapter, therefore, serves as a bridge to subsequent chapters, which describes other steps in the research process.

2.2 WHAT IS CHANGE?

According to the Department of Teacher Training of Technikon Pretoria (2001: 188), change is a phenomenon that affects all aspects of a person’s life. In other words, change represents the struggle between what is and what is desired. Change, in particular, may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices. (Carlopio, 1998: 2). However, the process of change is a complex process that requires thorough strategic planning in order to reach prescribed goals of the desired change.

In the context of education, for example, change means that the school managers are exposed to new controls and regulations, growth, technological developments and change in the workforce. (Kotter and Schlesinger, 1979: 106). Therefore, change has both technical and human aspects. It begins and ends
with individuals acting in unison to make schools effective. The aim of change can be viewed as improvement. Improvement, according to (Wissler and Ortiz, 1988: 157), is a systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals.

Alvin Toffler observed that change is so powerful that it can overturn institutions, shift our values and shrivel our roots; the accelerating pace of change is an elemental force with personal, psychological as well as sociological consequences; unless we can learn to control the rate of change we are doomed to a massive adaptation breakdown. (Sebakwane: 1997:391-404).

In short, change is a planned, systematic process affected by individuals. So, this process takes time to come to fruition. It may take some months, years or decades before it can be completed. Therefore, change may be initiated in a systematic way at any level in the organizational structure. Schools, like any other organization that forms part of the modern society, are not exempted from change. This study is therefore focused on the role of the principal in managing change at secondary school level.

2.3 THE NATURE OF CHANGE

Change, according to Kimbrough and Burkett (1990:131), can be distinguished between two kinds of organizational change: planned and unplanned change. Lipham and Hoeh (1974:107) and Herman and Herman (1994:3) indicate change, whether planned or unplanned, has the following forms: social change, interactive change, competitive change, transformational change,

2.3.1 SOCIAL CHANGE
This type of change, according to Lipham and Hoeh (1974:107), is generated by a variety of aspects such as change in the relationships between parents and children and between teachers and learners, change in role such as the reformulation of teacher’s tasks as well as change in philosophy such as a new perception or belief which informs a programme or policy.

2.3.2 INTERACTIVE CHANGE

Interactive change occurs between groups of people or school communities who decide on change to improve matters such as both mid and final year results. This type of change also occurs when there are changes in the classroom, the programmes and structures of a school, and in the educational system. (Lipham and Hoeh 1994:107).

2.3.3 COMPETITIVE CHANGE

This kind of change is brought about by competition and desire to be better than other schools. (Department of Teacher Training in Technikon Pretoria, 2001: 188). A common example is the introduction of morning studies to improve the results.

2.3.4 TRANSFORMATIONAL CHANGE

According to (Herman and Herman, 1994: 3), transformational change is the only rational change to be made when a school is working poorly. It can also occur when external or internal forces insist on radical changes in instruction or support services. This change is dramatic in form and rapid in impact and will ultimately change the entire culture of the organization radically. (Herman and Herman, 1994: 3).

2.4 THE PROCESS OF CHANGE

The role of the principal in managing change at secondary school level in the Limpopo Province.
In order to manage change successfully, one has to realize that change management is the core activity in realizing organizational goals, whilst implementation is the practical or physical process of delivering an innovation. People and relationships are the majority components of successful implementation and support mechanisms are required to achieve an improvement in practices and procedures. *(Honeywell Australia, 1999: 9).*

The identification of areas for improvement is the initial stage of the change process, followed by the generalization of possible solutions to address issues so identified. These first two stages of change are possibly the most easily achieved.

The third stage of the change process implementation of proposed innovations is the most complex and difficult to achieve. As one commentator notes “change is hard to conceive and even harder to put into practice”. An explanation for this is provided by Carlopio who says that the implementation of change is not linear, and must progress through stages over time, with commitment from all stakeholders that is achieved through shared decision-making, common-vision, collaboration and the establishment of support structures. *(Carlopio, 1998: 5).*

According to Fullan *(1991:15)*, it is useful to consider change in relation to four aspects of adoption: Emotional change, conceptual change, aspirational change and practical change.

2.4.1 CONCEPTUAL CHANGE

This involves changes to the way we think about our work, conceive of our roles and responsibilities, how we assess our effectiveness, how we see the nature of change in our lives and our attitudes to the specific issue of change under consideration.
2.4.2 EMOTIONAL CHANGE

Here the focus is on how we feel about the changes proposed, the kind of challenges and demands will make on us, the emotion that will be aroused as we begin to grapple with new ideas and fresh expectations, our hopes of success and fears of failure.

2.4.3 ASPIRATIONAL CHANGE

This aspect deals with our hopes and ambitions for our work, our professional mission in life, our commitment to the school and its vision for the future, our career aspirations and hopes for the kind of contribution we want to make.

2.4.4 PRACTICAL CHANGE

This aspect focuses on how we stop doing things have always done and start doing other things never done before. It also involves how we adapt to new practices and approaches, how we acquire new skills and adopt new behaviors.

In considering these key issues we need to appreciate that change is as much an inner process of adjustment as a practical task. How we feel about what we are expected to do significantly affects how we do it. We need to realize that resistance to change is one way that people register, without actually saying so directly, that they are uncomfortable, perhaps afraid of what is proposed. Good managers never assume that anyone finds change easy or even acceptable. Expressing our concern about changes, which profoundly affect us, should be expected. (Fullan, 1991:18).

The behavior of managers in the change process is crucial. Effective leadership is the process of helping our colleagues to manage change in their lives in ways...
that acknowledge the challenges involved that provide the support required and which do justice to their own potential. Impatience to get things moving tends to indicate an undue preoccupation with the task and a lack of concern with those who will be responsible for implementing it. Traditionally, people have approached change in somewhat chemise matter, defining the tasks that need to be accomplished and driving people on. There are more effective ways, ones that respect human concerns and misgivings. (Whitaker, 1998: 188).

It is the role of managers and leaders to create the nourishing and conducive condition for change so that the choices that individual will make be for growth, challenge and achievement, and not a retreat into the familiar and comfortable zone. We can no longer afford the desperate and somewhat blind drive through the danger zones that we have traditionally taken; we need zones where appropriate attention can be given to the conceptional, emotional, aspirational and practical changes involved. We like to have control over our journey in life and we also like to choose our own method of transport. We all get there in the end, ready and prepared for what is to come. (Kimberly & Mae, 2001: 270).

2.5 STEPS IN THE CHANGE PROCESS

Lewin (1947: 364) identifies three steps that have to be followed in order to initiate change: freezing, movement and refreezing.

2.5.1 UNFREEZING

Davis and Newstrom (1985: 245) indicate that unfreezing is the replacement of old ideas and practices by the new ones within a school. For example, the occurrence of crises in a school is an indication that there are problems and that unfreezing is necessary for change to take place. Examples of the crises are a dramatic increase in failure rates or declining enrolments.
2.5.2 MOVEMENT

Movement, according to *Department of Teacher Training (2001: 188)*) involves the development of new norms, values, attitudes and behaviors through identification or change in the structure. In a school situation, for instance, movement means setting the process in motion that changes the established practices in favor of new procedures and behaviors.

2.5.3 REFREEZING

*Lewin (1947:364)* regards refreezing as the final step in the change process. In this step, all that was learned during the previous steps of unfreezing and movement are now realized in practice.

Change as a process should undergo various stages such as unfreezing, movement and freezing, therefore, the managers should be able to know all these stages. School like any other institution should follow these stages in order to have effective changes. The principal should be able to determine whether there is a need to replace the existing idea by the new one. The study will investigate the role of the school principal in managing the stages in the change process.

2.6 PLANNED AND UNPLANNED CHANGE

Change is inevitable, it occurs regardless of whether it is planned or not. According to *Kimbrough and Burket (1990:131)*, planned change implies a deliberate alteration in the status quo. In particular, planned change is more likely to result in desired outcomes, and the correct strategy is needed to promote this change. A manager or leader who is familiar with the research-based process of change has a great advantage in promoting new planned practices.
According to *Harms* (*Fullan, 1991: 18*), change is not always planned, but a plan is preferred. *Harms* states that planned change entails mutual goal settings by one or both parties, an equal power ratio and deliberateness, eventually at least on the part of both sides. *Harnsi* further noted that there are several kinds of change, including indoctrination, which indicates deliberate and mutual goal setting. This also involves imbalance in power. Hospitals and prisons usually fall into this category. Coercive change suggests non-mutual goal setting with an imbalanced power ratio and one-sided deliberateness. Technocratic change is accomplished solely by collecting data. Intersectional change demands mutual goal setting, power being distributed fairly, and no deliberateness by either party. Emulative change is the process associated with formal organizations. The superior-subordinate relationship is clear-cut. Natural change does not involve any apparent deliberateness nor does it involve goal setting by any parties to the change. (*Bishop, 1986:36-39*).

*Harris* (*1985:75*) indicates that change may also occur unplanned. This change occurs randomly and often not in the best interest of the organization. As always, this change has negative results in any organization including the school.

### 2.7 VARIABLES RELATED TO CHANGE

There are many variables that are related to the change process. *Barneff* listed several of the most important ones, such as expectation of change, dependence upon authority, accumulation of ideas, collaboration of effect, conjunction of differences, competition of rivals, deprivation of essentials and credit wants. (*Yiel, 1997: 5*). These variables will be discussed below:

#### 2.7.1 EXPECTATION OF CHANGE

Expectation of change may be the greatest force for change in organizations. When people come to expect change in organizations they tend to equate that
with goodness. Any particular change in the organization may or not be good, but progress and change have become synonymous with our expectations; people come to expect change as a force to reckon with, whether it is for better or for worse. For example, positive expectations are what keep customers going back to buy new cars even while the present car is still in perfect condition, "purr[s] like a kitten", and still looks good. (Barnett, 1998: 18).

2.7.2 DEPENDENCE UPON AUTHORITY

In organizations where greater independence of thinking and less dependence on authority exists; there will be evidence of greater change. If, in organizations where there is a great dependence on authority, the authority figure is amendable to change, chances for improvement are much greater than they are in organizations where the opposite is true. As a general rule, the more independent people are, the more innovative they become. For example, after having lived in the same house with others, a person living alone will change habits much more readily. The adjustments will be made partly because of necessity, but, for the most part, they will be made because of the independence one has when living alone. Individuals living alone change eating, sleeping and working habits to fit their newly-found independent style. The greater the freedom of the individual to explore his world experience and to organize its elements in accordance with his private interpretation of his elements in accordance with his private interpretation of his sense impressions, the more the reliance upon authoritative dictates, the less the frequency of new conceptualizations. (Bowe et al, 1992: 20 – 22).

2.7.3 COMPETITION OF RIVALS

Workers may change because they are in competition with the rival worker, sometimes because they want to look good or they do not want to be considered out of touch. Organizational systems will change for the same reasons. We all
know of organizations that take great pride in being on the cutting edge of trendy practices. They do not want someone or some system to get ahead in the race to be first in trying out new ideas. This view is confirmed by Limpham who contends that competition between and among organizations is an appeal to the sense of competitiveness in workers and reap great results in promoting an idea for change. (Kimbrough & Burkett, 1990: 137-8).

2.7.4 DEPRIVATION OF ESSENTIALS

Deprivation of essentials is a key aspect to effect change within organizational structures. Deprive persons of something they think have a right to or expect and will change in order to keep or get their rights. Essentials are whatever we define as such; luxuries become essentials, depending on conditions. Managers should constantly point out to teachers the essentials of which are deprived through their reluctance to change. When workers realize that are deprived of what is essential from meeting their needs, they will change. (Kimbrough & Burkett, 1990:140).

2.7.5 CREDIT WANTS

Barnett discovered that innovativeness is often not rewarded in many cultures, with the result that most people are not motivated to come up with new ideas. One example of the reward systems is the emphasis on patents for inventions. He stated that in by far the majority of cases has been relatively little possibility of assigning credit; it has so often been weak or absent. In many societies the amount of prestige that goes with the conception of a new idea is so small, the granting of it is so uncertain, and its duration so fleeting that it can hardly be expected to function as an incentive. (Corrie, 1997:118).

It must be abundantly clear by now that the most important thing managers have to offer workers is recognition for their ideas and efforts. Managers should make
the most of this knowledge. It is not unusual for a worker to approach the manager with what is thought to be a brilliant idea for improving the working conditions in the organization. In such circumstances the wise manager receives the idea, gives the worker credit for the suggestion, and helps the worker pursue the idea to its limit. Too often, however, the manager may shrug off the idea as if it is of no consequence, and then some two months later consider it a great idea but present it as a personal creation. The dishonesty will be received for what it is — unethical conduct or plagiarism. In such circumstances the aggrieved worker is unlikely to make further contributions for fear that all the credit for brilliant ideas will be incorrectly and unfairly given to his supervisors.

2.8 ORGANISATIONAL RESISTANCE TO CHANGE

Resistance usually accompanies any form of change or non-change. Resistance to change is, however, the most commonly encountered response to an advocated change and it is typically given far less attention than it deserves. But it should always be borne in mind that if change is implemented, resistance may arise.

The point made above is supported by Corbett et al (1987: 36) who indicate that resistance to change is more common than acceptance thereof. From a revolutionary point of view, resistance to change is seen as a logical necessity in society to change existing systems and structures. In an educational context Groux (1983) and Chase (1988) argue that the use of resistance is related to moral and political injustice. That is why they see resistance as a positive means of bringing about a critical movement against a dominant ideology. Resistance is therefore an aid to change. Groux (1983) also makes the important remark that power cannot be exercised only by means of domination, but also by means of resistance. (Corbett et al 1987: 36).
According to Bishop, it is not in the nature of human beings to welcome change with open arms. All reforms inevitably clash with certain entrenched attitudes and values, their own values, and their motives. In doing so people tend to resist alien views and norms. And any innovation, to that extent that it is new, will be alien to an existing system. This resistance to change is strongly related to the extent to which the people who are required to change have not been involved in deciding what that change should be. (Bishop, 1996: 30).

Countries are individually unique and what happens to their innovations is often a function of their culture. The inertia of the instructions is also a vital element in the evolution of innovation. Educational systems have a considerable propensity and capacity for withstanding change. An agent of change is always faced with the pitfalls of extreme radicalism. (Bishop, 1986: 30).

Resistance is also seen as a logical necessity in an organization. This reaction arises when the existing systems, customs and practices are indeed changed. This view of resistance to change is thus a reaction to and a result of change that must be neutralized and avoided. (Van der Westhuizen, 1996: 173).

It is natural for them to be a resistance to change because the problem for all organizations is that are structured and arranged to deal with the work in the way that may not yet have been thought of. To organize for what will be rather than what is has been a necessity for only a small number of organizations; for example, the electronics and also the fashion industries. Most organizations do not have to make changes very often and they generally do it rather badly. This problem is compounded by the fact that most people within organizations do not like change. Mostly people prefer to stay the way they are, doing things in a way accustomed to. The force resisting change from the structure of the organization and the individuals within it is counter-balanced to some extent by the desire people have to search for new experiences and to conquer new problems. There
is always a force for change, but in most organizations it is not as strong as the force for inertia. (Carnoy, 1996:23).

2.9 IMPLEMENTING CHANGE

Usually when we think about change we focus on the need to create a vision and strategy for the change. But even more challenging is what follows the strategy and vision; this is the implementation itself which involves three broad roles according to Mohrmann et, al, (1989: 11):

Change strategists: the early work, identifying the need for change, creating a vision of the desired outcome, deciding what change is feasible, choosing who should sponsor and defend it.

Change implementers: these "make it happen" by managing the day-to-day process of change; they must respond to the vision from above and the responses from below.

Change recipients: the largest group including those who must adopt and adapt to the change; determine whether the change will hold on.

The implementer has the challenge of wrestling with the complex, real-time issues day after day in a changing turbulent environment. What makes this worse is that they often receive too little authority from above to make change happen entirely on their own and from below the more the "recipients" balk at the decisions implementers make, the more frustrating the task becomes. (Jick, 1991:114).

2.9.1 COMMON PITFALLS OF IMPLEMENTATION

Textbooks present a tidy pattern for change but this rarely happens; no matter how much preparation, organizations are rarely well prepared for major change. The literature on change projects is a very unrealistic view of sequential change
and unless those hoping for change understand the difficulties, change will fail. By making change seem like a bounded, defined, controlled, and discrete process with guidelines for success, the writing on change misleads managers who will find the reality far more daunting than expected. Rather than a controllable process, we find chaos. (Murray M, and S. C. Schoonover, 1988:17).

Change does not occur by following a well-defined path; rather it is a laborious journey on hands and knees toward an elusive goal with many wrong turns and missed opportunities. Only rarely does an organization known exactly where it is going and how to get there. No matter how much thought has gone into the change effort, there will be unforeseen external, uncontrollable and powerful forces that will have a profound impact on the success of the change effort. (Beckhard, Richard and Harris, 1987: 33).

A recent study by Dalziel, Murray M, and S. C. Schoonover (1988: 67) identified these problems a majority of firms experienced:

- change took more time than allocated
- unforeseen problems surfaced
- coordination of implementation activities was ineffective
- competing crises distracted attention
- insufficient capabilities and skills of those involved in the implementation
- inadequate training was given
- uncontrollable external factors had a major adverse impact (e.g. competitive, government, economic)
- inadequate support for change
- failure to define expectations and goals clearly
- failure to involve all those who will be affected by change
2.9.2 TACTICAL IMPLEMENTATION STEPS

Those involved with change search for a checklist to overcome the problems but there is no one best way to implement change; yet we can learn from the experiences of others. *Jick (1991: 114)* suggests a tentative list of suggestions that includes:

- **analyze the organization and its need for change:** look at the company's history of changes (successes and failures), patterns of resistance; analyze the forces for and against change (Force field analysis)

- **create a shared vision and common direction:** this should reflect the values of the company; the vision should include the rationale, the benefits, personal ramifications

- **develop a non-threatening and preferably participative implementation process:** skillfully present plans, make information readily available; explain the benefits for end users; start small and simple; go for quick wins; publicize

- **successes**

- **separate from the past:**

- **create a sense of urgency**

- **support a strong leader role:** the change advocate role is critical to create a vision, motivate employees to embrace that vision and craft a structure to reward those who strive towards realization of the vision

- **line up political sponsorship:** broad based support is important (both formal and informal support); identify target individuals and
groups whose support is needed; define the critical mass of support needed; identify where each key player is on the continuum (from "no commitment", "may let it happen", "help it happen" to "make it happen"

- craft an implementation plan: this plan maps out the effort
- develop enabling structures: examples include pilot tests, off-site workshops, training programs, new reward systems, symbolic changes like redesigned work spaces
- communicate, involve people and be honest: not every change effort calls for full involvement, communication and disclosure but most do; where possible there should be meaningful dialogue that gives people a stake in the change
- reinforce and institutionalize change: it is important to reinforce the change, reward those who take risks and incorporate the new behaviors

Implementation is both art and science. How a manager implements change can be almost as important as what the change is. Effective change involves listening to the various "voices" within the organization and to the requirements of a particular situation.

2.10 FACTORS THAT GIVE RISE TO RESISTANCE TO CHANGE

No change occurs without sacrifice and adjustments. Individuals initiating change must therefore take particular account of the various reasons that give rise to resistance to change. Talking from an educational perspective Jonhstone and Sharp (1974: 47) said that change could be a painful experience, but also
that the outcome can be refreshing and rejuvenating for the teacher as well as the pupil and the school as a whole. (Dennison & Shelton, 1987: 18). The following factors, according to Dennison & Shelton (1987: 18), need to be taken into account when dealing with resistance to change:

- **Competition:** Teachers are usually unwillingly to accept another individual's ideal in place of their own

- **A low tolerance for change:** Teachers often do understand the necessity for change but are emotionally unequipped to assimilate or implement it

- **Various perceptions in respect of change:** Teachers may argue that their promotion or posts could be in jeopardy

- **Non-involvement:** Individuals may be involved in change but not in the planning of the change. Because the school is a composite structure, all the interested parties should be involved in the planning and implementation of change

- **Pressure:** Too much pressure at work is usually associated with change because new documents and regulations must be compiled

- **Habit and dependence:** The status quo is often good only because teachers have become accustomed to it and feel dependent on the familiar. That is why an individual tends to act the way he/she has acted instead of changing or generally accepting change

- **Inadequate feedback:** Lack of effective evaluation methods sometimes makes it difficult to determine the relationship between the real and the set objectives of change
• **Lack of skills:** Teachers often offer resistance to change due to the change itself rather than lack of the necessary skills to handle both resistance and change.

• **Infrastructural support and communication:** As soon as the teacher lacks formal support for the implementation of change, resistance can be expected. Resistance will also be the normal reaction to change if the necessary communication channels and means are blocked, insufficient, or one-way. (Samoff, 1994: 23).

Change is not free from resistance, therefore, in order to have effective change there is a need to compromise. In most cases people also compromise their position in order to have effective change. This study will investigate the extent to which the secondary school principal manages the forces of change.

### 2.11 GETTING THE CHANGE RESISTERS ON-SIDE

There are a few in every bunch: the naysayer, the predictors of disaster, and the ones who did in their heels and fight you at every turn. No matter how well planned your efforts; you can’t avoid change resisters in the management ranks. They are a fact of organizational life, and you’d be wise to accept them; to plan for them; and, indeed, to love them. Most change programmes include top tier strategies for overcoming employee resistance by building a sense of urgency, creating feelings of inclusion and empowerment, and providing clear communication. (Sunday Times, 17 October 2004:10).

Although these are essential elements, they do not necessarily overcome resistance among individuals or small groups – where it can be at its most nefarious. One cannot and should not try to win everyone over. Once you’ve designated the areas of greatest resistance, begin an aggressive plan to
understand it, use it and overcome. One of the biggest mistakes change leaders can make is to assume that resistance is without merit.

According to Kaihan Krippendorff (Sunday Times, 17 October 2004:10), it's important to assess whether or not a resister has sound business reasons for not changing. Resisters who understand the business well can shed valuable insights about how proposed changes might be modified to increase the odds of success.

*Krippendorff* considered the following lessons for change effort:

- **Core beliefs hinder change.** An inquiry into the reason why one of *Krippendorff's* managers resisted the change programme revealed that he believed the firm was running well and could improve only with added resources not associated with the change effort. This core belief made him blind to the change’s benefits;

- **Beliefs are artificial.** Dissecting how beliefs are formed reveals that they rest on a shaky combination of logic and selected evidence, and persist in language. Identify the logic, evidence and language on which your target belief depends; and

- **Beliefs can be replaced.** Once you have identified your target belief's weak point, attack it with alternative language, logic or evidence that focuses on positive outcomes of the change programme.

It is important to understand change-resisters and develop strategies that can help them to tour along the line.

**2.12 PHASES IN MANAGING CHANGE**
According to Honeywell Australia (1999: 03) change can be seen as having five phases, which effectively means that there are six phases to be managed if change is to be effected successfully.

2.12.1 DIAGNOSIS

A need for change exists when any group of participants in the organizational process loses faith in current practices, activities and outcomes of action. The resulting dissatisfaction has to be unfrozen and diagnosed, which can happen in three ways. Firstly, the manager may become aware of a situation that requires alteration in the organization. Secondly, staff may become aware of a situation that needs to be altered and report this to the manager. Thirdly, members of the public may become aware of something that needs to be changed, and bring their concern to the attention of the manager. It is important to note that diagnosing the problem reveals the extent and reality of the situation. It is possible to establish whether the problem been raised needs to be taken seriously, and whether it actually has an influence on the person who reported it. (Van der Westhuizen, 1996: 149).

2.12.2 REFORM IMPLEMENTATION

The implementation of reform measures needs to be clearly communicated to all parties concerned. The dialogue between linear and non-linear approaches to organizational change can be confusing. Certainly it seems easier to follow maps and means. But the reality of organizations is their dynamic complexity, and the change process is often unfolded. (Fullan, 1993:2003).

Kimberly & Mae give the analog of the organization reform as surfing. He states that the idea is to ride the wave of the reform pattern as it unfolds, adjusting to shifting circumstances. The pattern is made up of goals and circumstances that must be handled in a balanced way. Crucial to success in both surfing and
organization reform are the successive, interrelated decisions the surfing reformer makes as he or she responds to unique and ever-changing situations. Organization improvements are neither free fall nor lock steps, and as with surfing, one's skills, knowledge, instincts, and sensitivity improve with practice. (Kimberly & Mae; 2001:296).

2.12.3 PLANNING

Planning refers to finding an alternative to the problem been diagnosed in a creative fashion, to analyze these alternatives and finally make a choice between possible solutions (Knoop, 1987: 16). Each of the planned alternatives should have the potential to limit dissatisfaction, activate further forces against of resistance to change. In seeking alternative solutions, various searching procedures should be instituted. (Van der Westhuizen, 1996:149).

2.12.4 IMPLEMENTATION

According to Knoop (1987: 16) implementation is the most difficult phase of the change process. Whereas planning serves as a blueprint during this phase of change implementation meaning that new structures are created, rules and regulations changed, objectives set, and training provided. Resistance to change may also appear during this phase. An effective support pressure to counter the forces of resistance will have to be found during the implementation phase. (Blasé & Anderson, 1995: 43).

2.12.5 STABILIZATION

New norms come into existence during the stabilization phase. Loyalty to these norms is achieved by increasing people’s involvement. People need to be encouraged and rewarded during the stabilization phase to ensure that support
for the changes is maintained, and to prevent restoration of old ways. (Van der Westhuizen, 1996: 151).

2.12.6 EVALUATION PHASE

The fifth and final phase of managing change requires an evaluation of the entire change process. This evaluation should indicate the degree of success of the change process and the change itself. This will enable the manager to ascertain the success of the change, and will also serve as a point of departure for the other change process that need to be tackled. (Van der Westhuizen, 1996: 151).

For any change to take place there is a need to analyze the existing ideas and practices and become satisfied that there is a need for change. One should bear in mind that even though all parties concerned did the analysis, resistance might occur during the implementation process. The school principal like any manager should be able to overcome those forces and have time to evaluate the entire change process before the entire process become fruitless.

2.13 THE NEED FOR CHANGE

Change is not something that simply necessitates itself. There are both internal and external forces that drive the need for change. (Yee, 1998: 15). Talking about “change drivers”, these are large-scale forces that produce complex change. Commenting on this perception Swenson (1997:33) notes that “globalization” of society has produced an imperative for continual reappraisal of practices in order to maintain a competitive edge.

2.13.1 SOCIETAL CHANGES

The role of the principal in managing change at secondary school level in the Limpopo Province.
Workplace practices have significantly altered in the last few decades. No longer is the accumulation of skills and knowledge the primary requisites for employment, but an ability to be able to adapt to new situations to continue to learn independently and to work cooperatively have become imperative. In support of this view, Rifkin suggests that an era where an employee’s worth is determined by the market value of their labour is coming to an end. (1995: 25). Creativity is replacing knowledge base extent in determining “value”, whilst ability to work in a term environment is a prerequisite for many employment opportunities. This produces a need to develop instructional roles that develop a self-directed, life-long learner.

2.13.2 ORGANIZATIONAL PARADIGMS

In their quest to achieve effective changes in a meaningful way, organizational institutions themselves must restructure the framework of their organization to form learning communities, rather than organizations whose core function is the dispensing of information. (Hough & Paine, 1997: 192). The unprecedented volume of information that is now available has generated a need for complex analytical skills to appropriately access this information in an efficient, meaningful way.

2.13.3 INFORMATION LANDSCAPE

In this global knowledge economy, it is imperative that organizations be adequately equipped to undertake appropriate access to data and manipulate it to fulfill their information needs. In the current “information age”, a new economy has emerged in which knowledge is traded as a marketable commodity. (Tinkler, 1996: 10).

2.14 A BALANCED APPROACH TO CHANGE

The role of the principal in managing change at secondary school level in the Limpopo Province.
In order for change to be managed successfully, one needs a balanced approach. This is best achieved through an objective approach. Commenting on this, Osguthorpe & Russell suggest that it is important to adopt what they call "champion and critic" personality. This refers to a person who wholeheartedly supports worthy initiatives but who also stands back and questions the results. As they feel impressed to do so, members trade roles, at one time arguing that a particular project be pursued, at another time raising questions about its worth. The ability of members to move back and forth between these two roles depends on the inner commitment to the change process and their readiness to accommodate to new information. To achieve balance in an organization's approach to change, Osguthorpe & Russell (1998:63), offer three suggestions:

- Fostering a culture of inquiry
- Experience edification, and
- Blending the champion and critics roles.

### 2.14.1 FOSTERING A CULTURE OF INQUIRY

Examining organizational culture has been identified as a key to understanding how to improve the organization by a variety of organizational writers. The manager alone casts a definable duty over every aspect of working conditions in an organization. For example some managers are warm and eagerly welcome visitors into their organizations; others seem to wish visitors would stay away. A manager in one organization might display a high degree of collegiality, whereas those in another may isolate themselves from their subordinates. If managers want to improve the way they conduct their work, they need to establish and sustain a culture of inquiry. Such managers question everything; to them no topic related to working conditions is off limits. If the manager believes that the organization is not effective, the production is not improving, or the role in monitoring workers is not what it should be, he/she openly discusses opinions. But as Saracen points out, managers seldom have time to consider new ideas in
depth, more often than not; the managers' days are full of appointments and preparation activities. (Osguthorpe & Russell, 1998:63-64).

2.14.2 EXPERIENCE EDIFICATION

In order for organizations to manage change successfully, it is essential that all participants engage in meaningful discourse about the process of change. Collaborative renewal cannot end; of course, questions are simply the underlying energy that keeps the change process alive. Participants in a process of change must strengthen each other in ways that will provide members of the group with the courage needed to venture into the unknown. If approached in the right way, experience edification can be more than intellectually stimulating or personally enlightening: it can also be edifying for all the parties concerned. Although the term "edify" has largely fallen out of use in today's organizations, it captures what most would like organization to embody: to construct. The word focuses more on the function of spiritual strengthening, drawing a person closer to "virtue briefly stated, edify means to build up the soul". (Osguthorpe & Russell, 1998:66).

2.14.3 BECOMING A CRITICAL CHAMPION

When members of a group modify their perceptions because of their own inquiry or because of someone's response to their inquiry, they have in essence accepted another's gift. And when they receive such a gift, they become compelled to reciprocate. This is largely because reciprocity is inherited in renewal.

In supporting the views expressed above, Osguthorpe & Russell (1998:663) contend that participants approach change differently, most need some kind of courage in both giving and receiving. For example the critic may dismiss any ideas that come from a champion, and the champion may never come to appreciate the critic's comment. The fundamental question is whether these two
roles can be combined in one individual. Can a person be both supportive and hesitant at the same moment or in the same conversation? In order to answer this fundamental question, those who brought together in their elementary teacher preparation programme, stakeholders who had known differences of opinion about how the program should be changed. Not surprisingly, those who held the firmest views about how a certain course should be deleted or expanded were usually those who knew the least about the other courses required to complete the major. As these participants learned more about the whole program, they gradually softened their demands for more credit hours in their particular content areas. Once participants are able to agree; art or dance should not be viewed as more important than literacy or that maths should not be considered as more valuable than science, the large group of planners become more willing to consider new ideas. (Osguthorpe & Russell, 1998:67-68).

2.15 THE MANAGEMENT OF CHANGE

Change management is not a matter of simply following steps. Since no two changes are exactly alike, following a recipe for change management is not enough. The right approach will be situation specific. If leaders do not understand the why, changes can fail even when standard processes are followed. To be effective at leading change, Leaders need to customize and scale their change management efforts based on the unique characteristics of the change. Theories and principles are essential for managing change with situational awareness and then making the necessary adjustments including scaling or modifying the change management process. Understanding the processes for individual and organizational change management is also important. (Honeywell Australai, 1999: 15). Principles of change management include the following:
Change agents must be conscious of both a sender's meaning and a receiver's interpretation
Employee resistance is the norm, not the exception. Expect some employees to never support the change
Visible systems and active sponsorship is not only desirable but necessary for success
Value systems and the culture of the organization have a direct impact on how employees react to change
The size and the type of the change determine how much and what kind of change management is needed. Just because a change is small does not mean that change management is not required
The "right" answer is not enough to successfully implement change
Employees go through the change process in stages and go through these stages as individual. (Schier, 1997: 33).

2.16 CONCLUSION

It is evident from the discussion in this chapter that changes in the broadest sense of the word is a planned process but more often unplanned, occurred as a result of reaction to stimuli from the environment. In order to manage the process of change, one has to realize that change management is the core activity in realizing organizational goals whilst implementation is the practical or physical process of delivering change.

This chapter focused in the management of change. It is therefore important that in order to manage change successfully, one has to be able to identify the phases of managing change. In this chapter the management of change is an overview of the literature in the general topic area of the research. From the survey, it is evident that management of change has progressed from a fashion fad to an integrated process in any organization, which forms part of the modern society. Today management of change is part of the total management process.
of the most successful organization. It is evident that modern organizations accept that their survival is directly related to the measure of success with which it is managed in a changing world. The organizations that learn from its own and others experience are likely to bring the desired change. In chapter three the researcher will explain in detail, issues relating specifically to the change in education.
CHAPTER THREE

3. CHANGE IN EDUCATION

3.1 INTRODUCTION

In the previous chapter, the researcher presented the theory of change in general. The focus was on the definition of change, the process of change, planned and unplanned change, variables related to change, organizational resistance to change, factors that give rise to resistance to change, phases in managing change, the need for change, a balanced approach to change and management of change. This chapter, in particular, sets out to discuss change in education in detail.

Educational institutions, like all other organizations, require constant monitoring to identify areas for potential improvement. Commercial enterprises, non-profit organizations, service industries, government instrumentalities and educational institutions all undergo change. As educational institutions have characteristics in common with each of the preceding, educational institutions may be considered as being typical of an organization that inevitably has to undergo change. (Whitey 1995: 44).

Whitey (1995: 44) notes that educational institutions are organized on many levels, from the individual classroom under the management of a single teacher, to groups of classrooms supervised by a head teacher or head of department, to a whole-school structure, under the guidance of the principal. Within each level of educational endeavour, there exists the possibility of improvement to practices.
3.2 PROFESSIONAL LEARNING IN EDUCATION

The researcher notes with sadness that teachers are not aware of their need to learn as they are aware of the need of the pupils they teach. Chisholm & Vally (1996: 33) also note that in a learning school, professional development of the staff assumes equal importance to that of pupils. Therefore, as changes take place, teachers have to stand up to the challenge and be willing to learn. Members of staff have tended to find an emphasis on professional knowledge and skill in programmes of in-service teacher education. Future development will involve a shift from the outer world of the behavior, performance and appearance to a focus in inner world of thoughts, feelings and experiences. Professional capability needs to be as concerned with human insight and understanding as it has traditionally been with pupils' behavior and attainment. It is useful to approach the skills and qualities involved in teaching from a management perspective and attempt to create a profile of the attributes needed. Such taxonomy places our professional capabilities firmly in the community of those concerned with management and leadership. Managing a classroom of learners, of whatever age, is a daunting and highly demanding task. Most managers in other occupational groups at least have the advantage of dealing with their clients individually, rather than in large multiple groups as teachers do. (Chisholm & Vally, 1996:33).

According to Chisholm et al (1999:11), continuous professional learning is the means by which educators develop their practice and seek to widen their understanding of the complex process involved in human development. There is nothing simple about these processes; they have clued categories definition for the whole history of education and school.

There is nothing as important in the educator's professional toolkit as a curiosity and fascination with the process of learning. So it must be with managers, whose work focuses on the co-ordination and support of these hard-pressed
educators. In management of education, there is a long history of ignoring the needs and concerns of workers. Commenting on the plight of these workers Chisholm et al (1999:11) point out that their inner worlds have been regarded as insufficient to their performance, and we have borne the fruits of this arrogant contempt through low productivity, poor motivation and relentless resistance to change and development.

Furthermore, professionals who work in schools generally experience an increasing sense of frustration about the management of schools. Teachers have to deal with a lot of changes that have been introduced to the education system. However, they have been blamed for the poor performance of learners in schools. Schools seem to have become the scapegoat of a society that is not at ease with itself, and confused about which direction it needs to take into the future. While we know that things are not as they used to be, we are not always clear as to why it is so. Whitaker (1998:02) notes that as we become more aware of the dynamics of this evolutionary crisis, we will be in a better position to plan the adaptations required to survive the pressures that bear down and threaten us.

The learning profession is one area which takes the process of change very seriously from seeing change as an occasional event in the life of the school, it sees changes as the key process of the times - the means by which an organization adapts and adjusts itself to new circumstances and fresh situations. The learning school recognizes that while the process of change is a familiar phenomenon to all of us, its dynamics are far from simple and that our understanding of its complexities is far from complete and sufficient in helping us to manage change. Therefore, the learning school needs to understand the significance of the change and its impact on those managing it. Traditional change management has tended to place the emphasis on the change talk, expecting people to rally behind decisions whether they like them or not. This is to place the cart very firmly before the horse. Whitaker (1998:185) contends that
change is not only the art of the possible; it is also the art of the desirable, deeply affecting all participants involved in its processes.

Most of the changes we are concerned with in schools involve us moving away from the known to the unknown. This often means that we have to give up things we are familiar with, and adopt practices we have never tried before, often within a short period and with insufficient opportunity for reflection and preparation. Mostly we can take the changes in our stride and modify our professional practice to new deeds and requirements. Sometimes, however, we do not like what we are expected to do but realize that adjustments have to be made. And this is where most problems arise because traditional approaches to change management fail to take sufficient account of the impact that change makes on our lives and how it affects our capacity to function effectively. It is with this issue that the learning school is concerned. As stated above the process of change involves moving from the known into the unknown.

3.3 MANAGEMENT OF CHANGE IN EDUCATION

According to Hall & Hall (1999:49), 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, determines to a great extent the school’s success and failure when change is implemented. The educators are currently experiencing a sense of disorientation in their lives, as if the future arrives before they are really ready for it. This creates an inexorable sense of crisis management in which somewhat haphazard events and incidents seem to run their lives, rather than their carefully formulated plans and intentions. In order to manage the educational institution effectively, both the educators and the principals should take into account the degree to which the total school community will be affected by change and the degree to which it is aware of the changes. This will bring the desired results of such changes.
This means that the school like an organization has a problem of managing time. Time management has become a major preoccupation as the educator and the principals are struggling to cope. Some of them hope and perhaps believe that a Guitar golden age will eventually arrive, when things will calm down and there will be time to consolidate and reclaim deeply held beliefs. The indications are however, that the pace of change will quicken rather than slow down. In supporting this view Whitaker (1998: 02) suggests that we are faced with nothing less than a revolution in organizational and management practices, a revolution that necessarily needs to challenge everything thought we knew about managing most fundamentally, the times demand that flexibility and love of change replace over long standing penchant for mass production and mass market, based as it is upon a relatively predictable environment now predict.

Bot & Schindler (1997:99-162) have noted that in recent years the theory of disordered structures has become a special interest to those who study the tenancy to increasing complexity in our lives. Chaos theory has been created to try to find explanations for what we assumed are disorderly structures in the world, but which on closer examination show remarkable signs of pattern and organization. Human systems such as schools are certainly complex and we seem to experience them as chaotic. Most days we engage in a mixture of unexpected and unpredictable chain of events and situations that do not seem to be held together by any logical framework. The new fields of complexity theory and chaos theory have much to offer to those who have found classical scientific theories altogether too tidy and mechanistic to explain the confusing patterns of events and behaviors present each day in school.

Whitaker, observing the nature of change in recent years notes that, the changes we are now experiencing are discontinuous and not part of an established pattern of change. Discontinuous change will require discontinuous, upside down thinking to deal with it. An environment in which fast and accelerating change is one of its most significant characteristics, poses a number of major challenges to
those who manage schools. First, there is the general challenge—learning to live and cope with a world that is changing faster than we feel comfortable with. This is not simply a matter of increasing pace or workload; it is a more fundamental of self-awareness, values, beliefs and vision. We have to acquire the capacity to know what is vital to hold on to, and what to leave. To deal with this, we will need new skills, conceptual as well as practical, in order to thrive in a world of increasing complexity and confusion. Second, we face a number of more specific challenges: to create school cultures that are optimistic, confident and future driven to develop a curriculum in par with a world of constant and accelerating change, to prepare pupils for a future world that will be significantly different from the present, to design management processes for schools that are more flexible, creative and open to continuous improvement.

Whitaker (1998:04) argues that in preparing for the future we need to bear in mind that the pace of change will continue to accelerate. Managing ambiguity, complexity and paradox will become the significant challenges facing organizations. Insight, awareness and understanding of human activity will be more necessary than ever. The ability to thrive and survive will depend upon an increased capacity to adapt quickly to new conditions and situations.

Apple & Beane (1995:55-60) predict that the effective management of schools as organizations will demand a new sense of future consciousness and a capacity to focus on the complexities of change. It will be vital to spot significant trends and tendencies and to respond to them skillfully, developing an ability to adapt and modify systems, processes and structures as changed circumstances require, this novel condition create a range of confusion dilemmas for those called upon to manage the education services.

Besides, the government, anxious to maintain a competitive edge in world markets, seems to be experiencing a deep confusion about how best to manage the education of the young in an increasingly fast-changing and turbulent world.
Its response has been set up in a series of reforms to alter the structure and content of schooling. Sadly, it has tendered to look at history for inspiration, to an age perceived as more certain, gentle, reassuring and successful. nostrums from a mythical golden age are offered as alternatives to ideas that comfort the increasingly confusing and uncertain future of which we are all part.

The central struggle described above presents itself in a number of ways. Hargreaves (1994: 4) lists a number of ways, first, as the pressure of post modernity is felt, the teacher's role expands to take on new problems and mandates though little of the old role is cast aside to make room for these changes. Secondly, innovation multiplies as change accelerates, creating senses of overload among teachers and principals or head teachers responsible for implementing them. More and more changes are imposed, the timeless of their implementation truncated. Thirdly, with the collapse of moral certainties, old missions and purposes begin to crumble, but there are few obvious substitutes to take their place. Finally, the method and strategies teachers use, along with the knowledge base which justify them, are constantly criticized – even among educators themselves as scientific certainties lose their creditability.

Since schools are part of societies within which they function, changes in society have a direct impact on schools. School managers are therefore faced with a mammoth task of reconciling societies and schools they manage. This calls for top level management skills through which schools can be improved in times of changes.

3.4 THE MANAGEMENT TASK OF THE PRINCIPAL AS A CHANGE AGENT

Van der Westhuizen (1996: 153 - 154) maintains that change is managed according to its phases. Planning is one of the key factors in the success rate of the implementation and acceptability of change. This means that the principal
has to give special attention to how he intends to manage change as a process, evaluate the effects of the changes and change strategy to persuade the school to accept the changes, communicate the aims of the changes to the school community, record in writing the planning for the proposed changes for circulation among members of the school community, share the information about the transformation that the changes will bring with the staff during staff meetings, class visit and in informal discussion, identify priorities for dealing with task, drive time schedules for reporting results and identify sources of aid in reaching the desired outcomes.

In addition, Nicholls (1984: 47) indicates that the school principals have the necessary authority to introduce innovations to schools, that he/she has the opportunity to see the school as a whole, thus identifying the need for innovation and that he/she has contact with messengers of innovations. Nicholls (1984:47) further notes that the headmaster is not only able to initiate innovation himself, but works in conjunction with an individual or group of teachers who also wish to introduce innovations. The relative autonomy of the teacher within his classroom puts considerable demands on the teacher’s leading skills when he himself wishes to introduce an innovation.

On the other hand Chisholm, Soudien, Vally & Gilmour (1999:13) suggest that the innovator has an important task to undertake before the innovative attempt is started. This is to carry out a thorough situation analysis to determine whether the conditions for likely success are present or could be established. Assuming that following the situation analysis a discussion is made to introduce the innovation, the innovator has further responsibility of monitoring the innovation and providing the support and resources that are needed for its successful planning and implementation.

According to Fullan (1991: 76), all major research works or projects on innovation and school effectiveness show that the principal strongly influences the likelihood
of change, but they also indicate that change is to be taken seriously and school managers have to support teachers both psychologically and with resources. The principal is the person mostly to be in a position to shape the organizational conditions necessary for success such as development of shared goals, collaborative work structures and climates, and procedures for monitoring results. The subjective world of principals is such that many of them suffer from the same problem in implementing new teaching roles. What the principal should do specifically to manage change at school level is complex affair for which s/he has little preparation. The psychological and sociological problems of change that confront the principal are at least as great as those that confront teachers. Without this sociological sympathy, many principals will feel exactly as teachers, do seem to understand the problem they face. (Fullan, 1991: 76-77).

According to Kimberly & Burkett (1990:129–130), the expectation of change has put great pressure on the principal to promote changes in the school. State legislators in most countries are demanding educational reform. The principal’s skills as a change agent will be of growing importance if education is to improve its status in the system. In the past the schools have provided with the skills to conduct needed research and increase technical knowledge. Economists have suggested that other countries, such as Brazil, have more natural resources than the United States. Yet one greater difference they single out to explain the comparative economic success of the United States is our educational system group of businessmen whom recently were appointed to study the future of the economy concluded that the growth of the economy in the United States will depend greatly on the quality of the educational system and that there is a need for change.

When parents have been somewhat critical of the lack of innovation in public schools, however, educators are not entirely to be blamed for this situation. Schools are operated within a plurality of interest groups with conflicting ideas. If poor change strategies are employed, many proposed substantive innovations
might embroil the principal and team management in a conflict with the community. Moreover, the changes desired by parental groups often result in turmoil for the principal, and too many public issues are not conducive to tenure or the job. According to Kimbrough & Burkett (1990:130), too many principals decide to avoid making any substantive changes rather than run the risk of being criticized and possibly lose their position. If the strategies used are well developed and administered, changes in ideas and practices in the schools need not to create great problems.

Furthermore, staff meetings are examples of informal organization. The principal who does not give attention to both the formal and informal organizations when promoting change is courting failure. Not allowing deliberate proceedings in promoting change is also a disaster. The principal who succeeds in promoting change will be patient when patience is required and assertive at the opportune moment for moving. According to Sebakwane (1997:391-394), promoting ideas for change requires engaging teachers in both the formal and informal organization and proceeding at a deliberate but patient pace.

A principal who is attempting to promote change of some significance, perhaps a different teaching method, must patiently, deliberately, and wisely work through both formal and informal organizations to promote the idea. The teacher should then be given time to meet with the informal groups (cliques) and discuss the matter. The wise principals will sense what the teacher is really thinking about the idea. The informal groups will decide how efficiently the ideas will be promoted or if it will indeed be worth promoting. By the next staff meeting, say after two weeks, the principal who has listened to the informal network, especially its leaders, will have a feel for the reception of the idea. Therefore, adjustments can then be made based on what has been learned from the teachers, and the principal can act accordingly by pursuing the idea in the next formal meeting. The leader should pursue this process of sifting thorough the formal and informal structures for as long as it's needed to achieve a near-consensus regarding the
idea. When the time comes to adopt the idea, it must be done formally. After the idea is brought to the staff in a meeting, formal implementation may begin. (Sebakwane, 1997:394-401).

3.5 STRATEGIES OF MANAGING CHANGE

According to Fullan (1991:27-28) the principal contemplating the introduction of innovation might well start with a certain set of beliefs and the researcher strongly support this view because such belief may prove invaluable for a principal attempting to manage change successfully. These are the essential beliefs:

3.5.1 SUBCONSCIOUS WANTS

There are certain wants that inspire teachers to change that are subliminal in nature. Most teachers who fall into this category have advanced their thinking and creative desires to the point where they get self-satisfaction from pursuing effort after meaning for the sake of knowing. Some of these subconscious needs come about because of boredom. For example, when people need to satisfy a subconscious need, they create the need when they are bored. The results of these creative wanderings should be given attention, for they can be valuable sources of ideas for improvement. The subconscious wants inherent in teachers can be a great source of ideas for improvement if the needs are harnessed and linked to the objectives of the school. (Kimbrough & Burkett, 1990:116-117).

3.5.2 LINKAGE OF WANTS AND EXPECTATIONS

Some wants for change are linked in that a certain want is dependent on another. A teacher's desire to change the content of a course may be linked to the content of the adopted text. The content of the course is, therefore, dependent on the
content of the text. The opposite would be true. Changing a text could be linked to changing the content of the course. The teacher may want to change the content of the course but can only do so if a new text is adopted. The best time for introducing and implementing change for the school program is when moving into a new building or when a major alteration and refurbishment has been completed. The expectation of something new and different is prevalent since the physical environment is different. The linkage between a new building and the expectation of a new, improved program is strong. (Dove, 1986:17-19).

3.5.3 ENTRAINED WANTS

The entrained of wants are due in part to the dynamic quality of the physical universe. All things change under the constant interaction of natural forces: winds blow and subside, men are born, grow old, and die, and the seasons change. Human wants are correlated with these alterations as well as determined by their own dynamics. Human beings wish for stability or for change, for more security or less of it, as the individual case may be. The achievement of any one desire merely sets another complex of forces to work, for which again there is a demand for greater or less stability. Effective principals use the entrained-wants notion to keep the sequence of change moving. One improvement should create a desire in teachers for another and another. Promoted properly, the entrained-wants idea leads to a pyramid of improvements in the school, each one building on the other. (Dove, 1995:21-23).

3.5.4 COMPENSATORY WANTS

A teacher can be moved to change because of compensatory wants. They want to be compensated in some way, not necessarily by money, even though money may serve as a strong motivator for underpaid teachers. However, the receipt of merit award may be more important in the satisfaction of psychology wants, to
the need for recognition, than in the satisfaction of basic psychological needs. (Dove, 1995:26).

With so many traditional western economic strongholds looking increasingly precarious in the context of a global marketplace, school systems and their teachers are charged with onerous task of economic generation. They are being pushed to place more emphasis on mathematics, science and technology, to improve performance in basic skills and restore traditional academic standard on a par with or superior to those of competing economies. (Bishop, 1996:30).
This follows that there are certain needs on the part of educators that need attention if change is to be managed successfully. Such needs are as described above.

3.6 THE PRINCIPAL AND VISION OF THE SCHOOL TO CHANGE

The ideas of a vision for a school are a contradiction in terms. Vision is an internalized and highly motivating picture of how we really want things to be in the organization. This means that a vision, however articulated, needs to resonate with the individuals' aspirations and predictions of each staff member. This cannot be achieved without the active participation of all staff as vision builders. This does not mean that senior staffs are helpless in the process. Clearly they are accountable for the boundaries and principles, which give the organization its existence. It is senior staff that is responsible for explaining contractual obligations and the nature of the governance. It is also a necessary function of senior staff to set the agenda for vision building and to create the conditions within which all members of staff can bring their own ideas about how the school should develop. The principal is required to bring all participants into active collaboration in the vision-building process which involves four key
abilities: managing attention, managing meaning, managing trust and self. I will make brief comment about these abilities below:

3.6.1 MANAGING ATTENTION

Principals need to be vision focused. In their encounters with colleagues they should never miss an opportunity to link individual activities and achievements with the declared vision of the school. The bridge to the future is built when people come together to create and adopt a vision as their own, one that they can believe in and will strive for.

3.6.2 MANAGING MEANING

Principles are also about constructing, through dialogued conversation insight and understanding into the complexities of the process, so that each individual is helped to grasp the meaning of their own roles and responsibilities in relation to the visions and intentions of the school.

3.6.3 MANAGING TRUST

Trust is that elusive quality so vital to any enterprise built on shared endeavor. Principals need to ensure that all those involved in serving the purposes of the organization feel they are entrusted with the stewardship of its vision.

3.6.4 MANAGING SELF

There is a need for everyone to see their responsibility as collaborating in the creation of a powerful shared vision for the school. Principals need to be good at activating the pursuit of awareness, persistence and self-knowledge in their colleagues. This involves a commitment by everyone to the process of continuous professional learning. Good leadership is the guardianship of a
shared dream. It involves the fostering of big ideas and bold ambitions. It is relentless in its determination to create both a big picture of the way things will be, but also to help generate the more detailed plans and programmes upon which quality and effectiveness will ultimately depend. (Kimberly & Mae; 2001:134).

In our schools, change involves the principals as the vision-bearers. Senior staff members are also involved in order to create and adopt the vision of the school. The responsibilities and roles of the individuals are focused to the vision and intentions of the school. The principal ensures that everyone is committed to achieve the vision of the school, through engaging in deliverables that have been spelt out to all stakeholders.

3.7 THE SCHOOL CAPACITY TO CHANGE

According to Stenhouse (1991: 167), a record limitation on the school is parental and social option. Middle-class parents, in particular, do exert pressure on schools. Examination results, sports programs and uniforms are valued and schools are pushed towards them. At present morale in South African schools is often low. This is by no means general. Many of the schools needing betterment are those where the morale is at its lowest. It is difficult to see how they can gather their energies to change without strong initiatives and support from outside. All these point to the difficulty of change, but also point to the need of change. Stenhouse (1991: 167) further suggests that it is not a simple change of heart that is needed in schools. It is a change of organization and pedagogy, which is found on a development of the professional skills and knowledge of teachers since morale is found on professionalism.

Stenhouse (1991: 167) also comments that curricula changes of real significance almost always involve changes in method and ways of working. To a considerable extent, the control element in the relations of teachers and pupils
rests on the teachers fulfilling the expectations the pupils have about how they will behave, and change also threatens this. Accordingly, any innovations at classroom level must face the problem of control, and too many innovative proposals have given insufficient attention to this. Change does threaten control and order and that it is assent to the propositions that teachers should be concerned about. Most teachers would assent to the proposition that coercion is preferable to disorder. The professional satisfaction and even the personality of the teacher can be destroyed by the disciplinary problems. And there is more fear of disorder than is commonly admitted. (Stenhouse, 1991: 168).

Recognition is emerging that successfully altering the functioning and outcomes of even one school, much less school nationwide, is a very complex, long and often arduous process. Legislators and upper level administrators somewhat arrogantly presupposed that change is something that authorities could legislate or invent, and once local sites staff were exposed to the inherent wisdom of the change they would see the error of their ways and leap at the opportunity to behave as desired. Kimberly & Mae (2001:133) contend that effective schools literature may also have inadvertently oversimplified outside perception of the change process by citing a list of seemingly replicable factors without revealing how an effective school becomes so, how long it took, and if it stayed effective. Increasingly, however, individuals in the field of innovation are becoming aware that schools are highly complex and dynamic organizations, and innovation is not a linear, rational process that can be offered like a gift, prescribed like a medication, enacted like a law or guided with cookbooks and manuals, still among most legislators upper level education administrators, the media and the public, there is no clear, coherent sense of how change proceeds at the local site level.

Lacking this knowledge, would-be school reformers fall prey to faddism, superficiality, blaming the victims, misunderstandings concerning resistance,
seeking premature results, and an outright failure to sustain support for reasonable change efforts.

3.8 FACTORS THAT AFFECT ORGANIZATIONAL CHANGE IN EDUCATION

According to Taylor (1996: 140), there are several identifiable factors that determine the process and success of an organizational change in education. Following below is short discussion of these factors:

3.8.1 THE COMMUNITY AND LOCAL ENVIRONMENT

Education is located in the area of social contestation and as such is always political. The dominant political ethos has an influence on education, which in turn forms part of the overall socio-economic policy of the nation. This is also the case at local level. (Van der Westhuizen, 1996: 141).

3.8.2 THE CONTENT OF CHANGE

The importance of the envisaged change depends primarily on the form the change takes, and the relative advantages flowing from the change. (Carnoy, 1996: 18).

3.8.3 TEACHERS’ ORGANIZATION AS AN AGENT OF CHANGE

According to Connell (1995:18) teachers’ organizations such as the National Associations for Teacher’s Associations (NAPTOSA), South African Democratic Teachers’ Union (SADTU) play a vital role in dealing with changes related to
conditions of work for teachers in the newly created Education Labour Relations Council as borne out in the discussion that follows:

3.8.4 RESTRUCTURING TEACHERS’ WORK

Post apartheid approaches to the organization and control of teachers’ work need to be situated within the context of the larger canvas of reform of the injustices and inequalities of apartheid education. Democratization of the wider society and diffusion of democratic values throughout the system have rendered obsolete older forms of control. The Byzantine system of eighteen racially based education departments has given way to one national and nine provincial education departments. Chisholm & Vally (1996:8-13) argue that underpinning the vision of the new state is the view that educational development should aim at fostering a new culture of learning and teaching in which autocratic and authoritarian forms of management have no place, and in which the aim of teaching and learning would be to foster creative, critical, independent thinkers, with skills and competencies that are transferable; and attitudes and values that are compatible with the ongoing transformation of society.

According to Chisholm (1997:39) South Africa’s transition has occurred, however, not only in the context of its own past, but also in the context of global changes which, in the educational terrain, have seen the dismantling of welfare systems, the discrediting of public alternatives, the promotion of marketed forms of education and a resuscitation of human capital theory in which the role of teachers in the school system is re-conceptualized in narrow terms as producers of human capital for “economic growth” and competitiveness. As such, new discourses and practices centered on marketing and management have emerged to ensure the restructuring of control over teachers.

However, the actual, potential and historical changes in the conditions of teacher’s work in South Africa echo those of teachers across the developing
world, where countries have become subject to structural adjustment policies. South Africa effectively adopted its own internal structural adjustment programme. This has meant an emphasis on fiscal discipline and austerity. (Chisholm 1997:39). On the basis of the argument that relative to all other countries, spending on education is already high, South Africa has sought to undertake massive social change while keeping social expenditure within limits and without any expansion of the educational budget. Instead of expanding the budget, South Africa has sought to redistribute resources from white to black schools, from higher to primary education and from richer to poorer provinces. In addition, new policies have been introduced promoting new forms of management (conflict resolution, human resource management and management of learning organizations), teacher accountability, development and support, competency and outcomes-based curricula. (Blasé & Anderson, 1995:115).

3.8.5 CHALLENGES TO APARTHEID CONTROLS

The retraining of school principals and educational managers in the new management has become a major growth industry in South Africa, particularly in the context of the decentralization of a range of powers and controls to schools. Symbols and images as well as methods, procedures and value are freely borrowed from commerce and industry. The widely used metaphor of the school as a factory or industry seems best to illustrate this point. The evaluation of teachers provided a focal point of opposition for teachers in the run-up to the election acting as a microcosm of demands for the democratization of schools and control over teacher’s work. In the process of the transition to new educational authorities, however, contestation broadened from a contestation within schools to one between teachers and policy mandarins of commerce and industry as the latter sought to appropriate and give a new and different meaning to the issues. (Mokgalane et al, 1997:36).
According to Hofmeyer & Jaff (1994:82) the call for democratization of control of teachers' work thus became converted at a policy level into a managerial mechanism of control rather than empowerment, as originally conceptualized. The emphasis by SADTU on training of schools and teachers in the developmental, peer review and process centered on principles underpinning new forms of appraisal were overtaken by the promotion of the older check-lists of behaviors implemented by managers and which had been reflected in the mass resistance of the early 1990's. Thus, new managerial conceptions of the organization of work collided with professionally located notions of control constructed in the process of opposition to bureaucratically based apartheid controls. By the beginning of 1998, however, the Education Labour Relations Council was formulated and begun to be implemented at the beginning of 1999.

Social relations inside many schools were already in the process of democratizing as a result of a campaign aimed at delegitimizing the symbols of authority in schools. As a result, almost all the principals, their deputies and heads of department in the schools undertook management studies to help find solutions to problems. The language of flexible and negotiated management provided a new language to management for approaching school-based issues. (Department of Education and Training, 1996:64-66).

3.8.6 SUPPORT BY THOSE INVOLVED FOR THE PROCESS OF CHANGE

One of the most important indicators of the successful change is the nature and intensity of support given by those involved in the change to those implementing it. (Bishop, 1986: 66).

3.8.7 THE UNIT OF CHANGE

Educational change is affected by, among other factors, the system of educational provision, the organization of schools, and teachers. Educational
provision includes physical elements such as the syllabus and content of courses. A consideration of the school as an organization sees change affecting the structure, culture and climate of the school. Although teachers cannot be seen as the sole determinants of the success of change, nevertheless fulfill a key role in the process of change by virtue of determining what happens in the classroom. (Bishop, 1986: 67).

It is evident that education is not free from politics since it is dominated by the people in power. It is meant to serve the socio-economic and political needs of the community it serves. The teachers also play a role in determining what happen in the classroom. The changes that are brought by teachers and the community cannot be effective in the absence of the principal as the central figure in the school. (Bishop, 1986: 67). Therefore, the study in particular, will investigate the role of the secondary school principal in bringing change.

3.9 CONDITIONS NECESSARY FOR CHANGE AT SCHOOL

Referring to creating conditions that are conducive to change Nicholls (1984:54) suggests that considerable time might have to be allowed for innovative attempt. The amount of time necessary will vary according to the needs of particular schools and possibly according to the complexity of the innovation. Even before the actual innovative attempts begin, time is needed for the innovator to carry his analysis of the situation.

Analysis would be concerned first, with an examination of the extent to which the proposed innovation is congruent with the overall purpose of the school and then with an assessment of the extent to which the proposed conditions exist or can be created. The analysis is likely to indicate how much time might have to be spent on such activities as planning, discussion, developing knowledge and
understanding of principles related to planning and implementation. Time may be required also for a range of re-educative activities. (Nicholls 1984:54).

In order to bring the necessary change in schools, the principal should involve all stakeholders in analyzing the extent to which the proposed change can be created. This will help the principals to avoid what happened during the phasing in of Curriculum 2005 in 1998 where there was a lot of postponement; the principals should create conditions that are conducive for effective change to take place. This study will investigate the extent to which the secondary school principals involve other stakeholders to analyze the time that will be taken in order to achieve the proposed change.

3.10 STEPS NECESSARY TO PROMOTE CHANGE IN EDUCATION

There are steps, which according to the Department of Education (1996:65) need to be followed when implementing change. These include the following:

3.10.1 DETERMINING THE NEED FOR CHANGE

The first step in initiating change is to determine the need for change. Determining this need requires careful consideration. The need must then be sorted out in terms of importance, urgency and approachability. Change is often centered on a movement that is popular at the time. For example if everyone else is promoting experiential learning, it is assumed to be the real need of a particular school. Yet when the real need for change is assessed, the solution may be something much more basic and immediate than trendy experiential learning. It logically follows that the real change must not be determined by what everyone else is doing; that is letting faddish over responsible administration. The need should be determined and agreed upon by the principal and teachers...
of the school. It may not be the most important or urgent need, by the real need according to the teachers, the ones directly involved in the change process. The need may not be the most important one that should be addressed for the purpose of change, but it has to be the agreed-upon, feasible need.

The need for change derives from the desire of the people in the organization who will be affected by the change. No change of consequence will be implemented if the persons who are directly affected by change do not desire it at a particular time. All individual needs are established on the personal premise. Every personal action may be initiated by a self-serving motive. This is not to say that it is only self-satisfying. For example, a teacher who works long hours after school and makes great personal sacrifices to provide the best possible teaching and learning environment for the students does so with the best interest of the students in mind. However, teachers must have a basic need for self-satisfaction, praise for a job well done, or they will not make extra efforts. Hence, the need for change must be based on well-thought-out; long range planning by professional administrators, but the sequence of the needs to be established in the process of planned change must be based on the choice of those most concerned with implementing the change, the teachers. (Corrie, 1997:102-113).

3.10.2 PROMOTING THE IDEA

Once the need has been determined the task of implementing the idea for change must begin. Promoting an idea for change may be one of the most demanding responsibilities of a school principal. It will test the patience of even the most determined principal because promoting change is usually a slow, arduous process. Change agents warn that one can initially expect to invest great amount of energy with little movement; however, as movement is achieved, the process will speed up. Osguthorpe & Russell say, “trying to bring changes in education has been compared to moving cemetery”. Bernard’s approach based on formal and informal organizations would do much for setting the pace when
promoting the ideas. (Osguthorpe & Russell; 1998:37-38). Barnard contends that effectiveness (the organizational by dimension) is accomplished through formal organization and that efficiency (personal side of organization) is determined by informal organization.

3.10.3 DECIDING TO CHANGE

Change will take place when there is an imbalance between the forces for change and the forces for stability on the part of teachers. Teachers cannot be expected to change and outweigh the need for stability. Ideas for change cannot be successfully promoted until that imbalance has been established. When the rewards are adequate and appropriate, teachers will want to change. In other words, in order to get people to change one must motivate them to want the change.

Kimbrough & Burkett emphasize the importance of getting people to want the change. They list the reasons for people wanting to change as credits wants, subconscious wants, linkage wants, convergent wants, compensatory wants, and trained wants and voluntary wants, creative wants, relief and avoidance wants, the desire for quantitative variation wants, and vicarious wants. (Kimbrough & Burkett, 1990:112-113).

It is self-evidenced from the discussion in this study that the principal should determine the need for change. He or she should involve teachers in discussing such change. The principal should promote and motivate the teachers to the idea for change. The study will investigate whether the secondary school principal have the role in determining the need for change, promoting the idea for change and motivating teachers to change?

3.11 THE SUBSTANCE OF CHANGE IN EDUCATION
A very public debate currently rages on about what should be and who should formulate the goals and objectives of public education, albeit this debate is largely confined to scholars and the elite of various interest groups. On the one hand, some maintain that party and interest groups, politics preclude consensus and that agreement can never be or is far from being achieved. This implies that there is still some choice on whether goals for public schools and standards for learning will be set, as well as at what level the substance of these standards will be decided. Our nation’s long history of interest group and party politics encourages this perception, as well as the view that the various groups do not want the same things from schools, consequently, scholars and many educators continue to rise at the setting of standards and the increased use of standards and the increased use of standardized tests as society’s gatekeepers. (Kimberly & Mae, 2001: 277).

With regard to class size, public school classrooms are becoming much more diverse. In many systems, it is not unusual for schools to have students variously speaking a total of 10 or more different languages. Add to this special need children being mainstreamed and you have teachers faced with a range of complexity, the likes of which have seldom been seen before. To bring cohort students with such broad academic needs to the cognitive levels called for by current standards will require a different type of teaching. For these ends greater use of constructivist techniques are recommended. As this approach to instruction cannot be advantageously done with large classes, it will necessitate smaller class size. (Hyslop, 1990: 48-51).

Indeed, class size does make a difference. New research is finding that class size does affect achievement, particularly early in the elementary grades. A study just released by the Department of education (2000) concludes that smaller classes, that is, no more than 15-20 students, promote student achievements in the early grades; move the average child from the 50th to the 60th percentile, and for disadvantaged and minority children the increase is even
larger. Parents and teachers also perceive positive effects on the quality of classroom activity when class size is reduced. (Whitaker, 1998:181).

People always want teachers to change. Rarely has this been truer than in recent years. These times of global competitiveness, like all movements of economic crises, are producing immense moral panics about how we are preparing the generations of the future in our respective nations. At the moments like this, education generally and schools in particular become the wastebasket of society, policy receptacle into which society's unsolved and insoluble problems are unceremoniously deposited. Few people want to do much about the economy, but everyone - politicians, the media and public alike want to do something about education. (Hargreaves, 1994: 5).

This follows that the education department in partnership with the politicians needs to discuss the budget for erection of more classrooms in schools. The department of finance in its annual announcement of the national budget should pump more funds into school infrastructure development.

3.12 BARRIERS TO EFFECTIVE CHANGE IN EDUCATION

No change occurs without sacrifice and adjustments. Individuals initiating change must therefore take particular account of the factors that prevent effective change to take place in education. Johnstone and Sharp (1974: 47) said that change can be a painful experience, but also that the outcome can be refreshing and rejuvenating for the teacher as well as the pupil and the school as a whole. (Dennison & Shelton, 1987: 16). Therefore, effective change to any organizational structure, philosophy or practice is not an easily obtainable goal. At each level of organization, there are dynamics in operation, which may resist the proposed change. However, organizational culture, the perceptions of stakeholders, a lack of holistic approach, competition of rivals and absence of
follow-up or support were identified as barriers to effective change in education. (Fullan, 1993:81 & Samoff, 1994: 23).

3.12.1 ORGANIZATIONAL CULTURE

Schools, perhaps more so than other organizations, are characterized by "balkanization" (Fullan, 1993: 82) created by faculties at secondary level, and year teaching cohorts at K-6 level. These factions are often insular in nature, and may have cliques within each group. However, Whitaker (1998: 29) notes that in order to grow, the coexistence of several subcultures is necessary to generate "creative tension". Senge (1992: 08) agrees with this appraisal and states that "creative tension" between groups and subgroups assists in organizational growth.

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

3.12.2 COMPETITION OF RIVALS

Teachers may change because they are in competition with a rival teacher. They want to look good. They do not want to be considered out of touch, a school system will change for the same reasons. We all know of a school system that takes great pride in being on the cutting edge of trendy practices. According to Limpham, "Thus, competition between and among school is an appeal to the sense of competitiveness in teachers and reap great results in promoting an idea for change". (Kimbrough & Burkett, 1990: 137-138).
3.12.3 PERCEPTION OF STAKEHOLDERS

Schools are possibly unique amongst other types of organizations. Stakeholders are not only those within the physical boundaries of a school, nor those beyond the school charged with its administrations. Parents and primary caregivers are also greatly concerned with activities within the school. Tertiary institutions have expectations of school leavers, as do employer groups and social welfare organizations. Wider society is similarly concerned with educational structures and procedures. Each of these stakeholders has perceptions, which form barriers to the implementation of innovation, and the resultant changes that occur. (Hargreaves, 1993: 16).

3.12.4 LACK OF HOLISTIC APPROACH

The rapid rate of ill-conceived changes without consideration to the effect on individual parts of the system or the system as a whole (Senge, 1990: 15) has resulted in a piecemeal approach that produces a fragmentation rather than a coagulation of the organization.

Similarly, Newman (1998: 32) comment that incremental reforms, which she refers to as "tinkering to remove defects" aim to improve existing structures, whilst fundamental reforms transform and permanently alter structures. Further, Newman (ibid) notes that attempts at these fundamental reforms frequently mutate into a series of incremental reforms.

3.12.5 ABSENCE OF FOLLOW-UP

The implementation phase of change does not represent the conclusion to the effective creation of change. Not only will support structures collapse without continued attention, but the absence of an evaluative procedure is evidence that there are deficiencies in either the original strategy or the implementation.
procedure, future evaluation procedures are necessary to identify required amendments. Should the outcomes have been successfully achieved, continual monitoring is required to ensure their sustained success. However, these monitoring and evaluation procedures have budgetary implications, and are therefore frequently omitted from strategic plans. (Mayer, 1992: 11).

3.12.6 ABSENCE OF SUPPORT

Despite the background research that precedes any major organizational change, it is noted that “top-down” policies are almost without exception ineffective. Addleson (1998: 16) asserts that “structures and strategic plans” have little to do with organizational achievement, as organizational structure is composed of relationships between individuals and groups, and is shaped by the individual’s attitudes towards others both within and beyond the organization. It is therefore obvious that the implementation of changes requires a support structure for the individuals and groups involved.

3.12.7 THE CHANGE PROCESS

The process of change is itself a barrier to achieving change. Whilst change may be ongoing, follow a “meta-strategic cycle” (Limerick et al, 1994: 29) or be episodic and characterized by “punctual equilibrium”, the mechanism and methodology of the change has less of an impact than the actual process of change. Any disturbance to the status quo is likely to create friction, and Fullan (1993: 77) cautions that this conflict is inevitable but necessary.

Most of the principals are unable to overcome barriers to effective change in their schools. Some of the principals blame parents or learners for lack of involvement in education. It is evidence that these barrier occurred in schools where the principals are unable to involve other stakeholders in discussing the proposed change and the time that it will take to start and to complete the proposed
change. So, the study will investigate the extent to which the secondary school principals overcome the barriers to effective change.

3.13 CONCLUSION

As evidenced in the discussion in this chapter, the education system in South Africa is undergoing drastic changes. These changes have presented all the stakeholders in the education fraternity with major challenges that need to be confronted and dealt with in a manner that will ensure that every stakeholder feel that he/she has a meaningful role to play within the new education system.

In particular, it is important for educators to show willingness to accommodate these changes and continue to widen their understanding of the complexities involved in the whole process. Educational institutions, like all other organizations, require constant monitoring to identify areas for potential improvement.

It is the duty of the principal to not only monitor the progress and challenges in their schools, but to focus very closely on coordinating and supporting the efforts of fellow educators in implementing the necessary changes. It is imperative that, in order to effect changes successfully in their schools, the principals discard the general tendency to ignore the needs and concerns of co-workers. This will, hopefully, not only eliminate the problem of relentless resistance to change often evident in education circles, but it will also improve staff morale and in turn have a positive effect on the learning process as a whole.

The whole idea of change presents people with the sense of uncertainty. Hence, the often-predictable resistance that people generally tend to display when faced with something new. Taking this aspect into consideration, the researcher has, in this chapter, discussed various factors and strategies that, if implemented properly, will help ease the tension brought about by the need for change. These
factors include how the principal could use innovation for educators to accommodate change.

Finally, this chapter focuses on the creation of conditions that prompt change in education. It is important that in order to implement changes successfully school managers create the appropriate conditions and take the necessary steps to promote change. Such steps would include determining the need for change, promoting change and most importantly working in close co-operation with teachers' organizations, because these are important agents of change that school managers can only ignore for their own peril.

In this chapter, the researcher has explained in detail the theory of change in education. In the next chapter, the researcher will explain thoroughly the research design and methodology employed in the study.
CHAPTER 4

4. RESEARCH METHODOLOGY

4.1 INTRODUCTION

The aim of this chapter is to investigate the role of the principal in managing change at secondary level in Limpopo Province. This chapter focuses on methods and techniques employed in the study. In addition, the researcher will conduct a practical field study in selected secondary schools. Furthermore, this chapter will describe the research design that will be followed for the collection, recording, analysis and interpretation of data in this research project. The chapter starts of with a brief discussion of the term research design; this is followed by a description of the qualitative research approach, research methods, population, sampling, instrument design, data collection procedure, data analysis procedure, research ethics and the trustworthiness of the research.

4.2 DESIGN OF THE INVESTIGATION

Schumacher and McMillan (1993:157) define research design as a plan for selecting subjects, research sites and data collection procedures to answer the research questions. They further state that research design is the plan and structure of the investigation used to obtain evidence to answer research questions. In other words research design describes the procedures for conducting the study, including aspects such as when, from whom and under what conditions the data will be obtained.

Bester, de Meillon, Olivier and Oosthuizen (1980:172) on the other hand, refer to a research design as the plan, structure and strategy of investigation conceived so as to obtain answers to research questions or statements and to control the variable.
Furthermore, according to Creswell (1994:1) and McMillan (1992:9), educational research is either qualitative or quantitative. In this investigation, an instrument based mainly on the qualitative approach will be prepared and administered by the researcher.

4.3 THE RESEARCH APPROACH

Commenting on qualitative research, Gay (1996:208) states that this type of research can best be defined by describing "what it entails and its rationale". Holloway (1997:1) on the other hand, maintains that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Therefore, a small scale of qualitative research will be considered appropriate, thus allowing for flexibility and the opportunity it affords to obtain personal viewpoints and answers to the research problem at hand. (Maykut & Morehouse, 1994:43- 44, Louisy; 1997:202-203; Neuman, 1997:328,428).

In addition, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. For this research, the researcher will enter and spend two weeks in each school. This will be in keeping with the assertion by Neuman (1997:430) that qualitative researchers go to particular setting under the study because they are concerned with context. Qualitative methodology users or implementers feel that action can be best understood when it is observed in the setting in which it naturally occurs. Qualitative research is descriptive, context bound and the data collected are in the form of words. In this study the participants; the principals, the educators and the heads of department will be directly interviewed by the researcher.

Furthermore, the researcher will use the qualitative approach in striving to understand programmes and situation as a whole. The researcher will search for
the unifying nature of particular settings. This is based on the philosophy that the holistic approach assumes that the whole is greater than the sum of its parts. It also assumes that a description and understanding of a programme in its social and political context. (Patton, 1987:17).

Qualitative design differs from quantitative design in that in the former there is more emphasis on discovery and less emphasis on hypothesis testing and verification (Leedy, 1997:106). In addition, qualitative research allows for the phenomenological understanding of an action of event in context. (Rubbin & Babbie, 1993:362). The phenomenological enquiries allow the researcher to inductively and holistically understand human experience in context-specific setting. (Patton, 1990:37).

This study is typified as qualitative research because:

➢ The study will be conducted in a school situation (Creswell, 1994:162). Within the
  ❢ natural setting, the participating principals, educators and heads of department will
  ❢ be directly interviewed, which will enable the description of people, places and
  ❢ conversations
  ❢ The researcher in this research project studies the phenomenon as an outsider. In this regard, the researcher is basically an outsider and will be only visit the schools to investigate the role of the principals in managing change at secondary level in Limpopo Province
➢ Qualitative research normally investigates a small group (Van der Westhuizen, 1999:127). For this particular research project, five principals, five educators and five heads of department are going to be considered
The data that is going to be collected will not be analyzed by any statistical quantitative method; rather this will be done by means of qualitative method.

4.4 RESEARCH METHODS

In order to sustain qualitative design or approach a case study with interviews will be used. Therefore, a case study is primarily used as the research method to conduct this study. *Denscombe (1998:30)* describes a case study as “a spotlight on one instance.” *Creswell (1994:12)* on the other hand describes a case study as a method in which the researcher explores a single entity or phenomenon which is bound by using time and activity and collects detailed information by using a variety of collection procedures during a sustained period of time. *Orum, Feagin and Sjobart (1991:1)* describe a case study as an "in-depth, multifaceted investigation using qualitative research methods, of a single phenomenon". *Yin (1989:23)* describes this very specific focus as an attempt to “illuminate a decision or set of decisions, why they were taken, how they were implemented and with what results”.

This case study focuses on a single case (five secondary schools in Vhembe District of the Limpopo Province), and not the whole population (all secondary schools) of cases. Hence, this implies that in this case study the researcher is not necessarily looking for findings that can be generalized to the wider population. *Denscombe (1998:32)* indicates that the case study is particularly useful when the depth of the study is considered more important than breadth of study; this effectively underlines the fact that the particular is more important than the general.

The researcher will now shift focus and proceed to discuss the characteristics of case study method and how it relates to this study. The case study makes use of many data collection techniques (*Denscombe, 1998:31*). In this study, the
researcher will make use of a number of data collection techniques. These are literature review and individual interviews.

The case study is used to investigate new innovations in a specific teaching context (Schulman 1988:14). Even though the role of the principals in managing change at secondary level is not considered "new" or "innovative" in the first world countries, it presents fairly new and innovative area of focus, as evident in this study, as set out in the new educational mandate for this particular study. Principals are expected to change their approach of managing the schools. In relation to conducting research on this phenomenon, Tuckman (1978:205) is of the view that there are no specific rules on how to obtain an adequate sample, although a sample of ten to twenty percent of the population is often used. Five secondary schools will be selected using purposive sampling procedure. The sample of this study will be composed of educators, principals, heads of department and SGB members. This study is a multifaceted, in-depth investigation of a single phenomenon. (Orum, Feagin & Sjoberg, 1991:12).

4.5 POPULATION IDENTIFICATION

In the context of research study, the term 'population' refers to the entire group of items or individuals from which the samples under consideration are presumed to come. Melville and Goddard (1996:29) state that a population is any group that is the subject of research interest. Population is sometimes referred to as the universe and it is defined as the entire group whose characteristics are to be estimated. (Ndagi, 1984:75). The population is the group of interest to the researcher, the group to be generalizable. (Gay, 1996:172).

The population of this study is comprised of 102 secondary schools in Vhembe Region Schools. In these secondary schools there are 102 principals, uncounted number of educators and uncounted number of heads of department. Principals,
educators and heads of department will be selected because they are the principal implementers in managing change. Even if this population cannot be accurately counted, the researcher selected only twenty participants from five schools in the Vhembe Region schools for interviews.

4.6 SAMPLING PROCEDURE

The researcher will use stratified random sampling where all educators and heads of department in Vhembe Region will be given an equal chance of being chosen to be in the sample of the study. A table of random numbers with a set of randomly assorted digits will be used to select the sample of the study. The researcher will assign each educator and head of department a number. Furthermore, the principals will be selected by virtue of their responsibilities. The researcher will randomly select a starting point in a table of random numbers. The researcher will read all numbers moving down columns while selecting the participants.

4.7 SAMPLE SIZE

Huysamen (1994:39) maintains that a sample is a number of individuals selected from a population for a study, preferably in such a way that they represent the larger group from which they were selected. Echoing these views, Schumacher and McMillan (1993:598) define the concept “sample” as a number of individuals selected from a population of a study. A sample represents a large group from which it was drawn. Sample is defined as a subset of participants drawn from the population to represent the whole population (Mudau, 2004: 25). In terms of what constitutes an appropriate sample, Tuckman (1978:205) is of the view that there are no specific rules on how to obtain an adequate sample, although a sample of
ten to twenty percent of the population is often used. For the purpose of this study the following participants will be selected:

➢ Five principals
➢ Five heads of department
➢ Ten educators

In total twenty participants will constitute the sample size of this study. Therefore, twenty interviews will be conducted.

4.8 INSTRUMENT DESIGN

Only one type of instrument will be used for the purpose of data collection namely interviews. Patton (1987:108) asserts that an interview involves asking open-ended questions, listening to and recording answers, and then following up with additional relevant questions. In this study interviews will be conducted with the following participants from five different schools in the region because they are directly involved in the management of change in secondary schools:

➢ Five principals
➢ Five heads of department
➢ Ten educators

4.9 DATA COLLECTION

Qualitative research is descriptive. The data to be collected will be in the form of words or pictures rather than numbers. The written results of this research will contain quotations from the data to illustrate and substantiate the presentation. The data collected will focus on interviews only (Patton 1987:108). The researcher will design an interview schedule pertaining to the meaning of change, the nature of change, the process of change, steps in the change process, variables related to change, organizational resistance to change,
implementing change, factors that give rise to resistance to change, phases in managing change, the need for change, a balanced approach to change, the management of change, management of change in education, the management task of the principal as a change agent, strategies of managing educational change, the principal and vision of the school in relation to change, the schools capacity to change, factors that affect organizational change in education, conditions necessary for change in education, steps necessary to promote change in education, the substance of change in education and barriers to effective change in education.

In order to collect data, the researcher will first seek permission to conduct the study from Vhembe District. The researcher will conduct interviews personally; covering letters with appropriate explanation for the purpose of the study, the importance of the respondents’ contribution and their participation, as well as the significance of the study itself will be handed to the participants.

4.10 DATA ANALYSIS PROCEDURE

Creswell (1994:153) stated that data analysis is the process of systematically searching and arranging the interviews transcript, field notes and other materials that can accumulate to increase the researcher’s own understanding of them and enable him/her to present what was discovered to others. Several components might comprise the discussion about the plan for analyzing data. The process of data analysis is elastic, there is no right way. Accordingly, several factors can guide the development of the analysis of qualitative data. The envisaged plan is that the data analysis will be conducted as an activity simultaneously with data collection, data interpretation and narrative reporting writing.

Miles & Huberman in Creswell (1994:154) concur with the concept of display of the information, a spatial format that presents information systematically to the reader. These displays take the form of tables of tabular information. Data to be collected will be qualitative in nature and therefore the presentation and analysis
of data will be mainly descriptive and supported by frequency distribution and percentages. The researcher will give results in the form of tables supplemented by the researcher's interpretations.

4.11 RESEARCH ETHICS

There are principles by which the researcher should bind himself. In this study, the researcher will follow the following research ethics:

4.11.1 Protecting the participants

In this study all the necessary steps will be taken so that an individual is not to be coerced to take part in this study. The researcher will explain that the study is for educational purpose only.

4.11.2 The right to non-participation

No participant will be forced to participate in the study. Participants will form part of the population only if they give their consent.

4.11.3 The right to confidentiality

Subjects' confidentialities will not at any time be compromised, as their names will not be used in the collection of data. No private or secret information is to be divulged as the right to confidentiality of the subjects has to be respected. (Huysamen, 1994:134).

4.11.4 Personal Integrity
The researcher will have personal integrity. The reader of the research report must be able to believe that what the researcher says had happened, really happened otherwise it is all for nothing. (Gay, 1996:85).
4.11.5 Researcher's responsibility

A researcher has to be responsible at all times, vigilant, mindful and sensitive to human dignity. In this investigation, all these aspects will be adhered to.

4.12 THE TRUSTWORTHINESS OF THE RESEARCH

The qualitative research revolves around issues of trustworthiness as opposed to objectivity (Maxwell, 1996:86). It is important that the qualitative methods ensure the quality of the research findings. Qualitative researchers refer to the trustworthiness of the research. (Van der Westhuizen, 1999:145). In this study two strategies for determining trustworthiness are suggested: validity and reliability. The following paragraphs are used to describe the strategies that may be employed to ensure the trustworthiness of the study:

4.12.1 Validity of the study

Validity refers to the extent to which a specific measurement provides data that relate to commonly accepted meanings of a particular concept (Babbie, 1995:133). Hitchcock and Hughes (1995:105) refer to validity as the extent to which the description of events accurately captures instruments or techniques, data, findings and explanations of what is claimed. Validity pertains to whether the researcher is observing, identifying and measuring what he/she says is being observed, identified and measured. (Mason, 1996:27).

The researcher will, through interviews, investigate the role of the principals in managing change at secondary school level. Validity will be confirmed through internal validity and external validity, two concepts that will be discussed in the next paragraphs.
4.12.1.1 Internal validity

A fundamental question that needs to be asked if one is to understand the concept of internal validity is posed by Cohen & Manion: “How do we know that the results of this one piece of research represent the real thing, the genuine product?” (Cohen & Manion, 1989:129). Creswell (1994:158) explains this genuine product to be the result of triangulation or find congruence among sources of information. Hitchcock and Hughes (1995:106) speak of validity checks and between methods training. The researcher will achieve this through individual interviews.

4.12.1.2 External validity

This answers to the question, “How do we know that the results of this piece of research are applicable to other situations?” (Cohen and Manion, 1989:129). Creswell (1994:158) mentions that the intent of questioning respondents is not to generalize findings but to form a unique interpretation of events. In this regard, an external and internal moderator will evaluate the validity of the findings.

4.12.2 THE RELIABILITY OF THE STUDY

The final test is judging the findings of the research. The objectivity, according to Yin (1984:40), is to be sure that if later another investigator follows exactly the same procedure as described by an earlier investigator, he/she should arrive at the same findings and conclusions. Mason (1996:24) state that reliability involves the accuracy of research methods and techniques.

In this relation to this study, the reliability will be verified by taking the transcribed tapes, responses to interviews to the external and internal moderator. The external and internal moderator will independently analyze the data using a data reduction technique.
4.13 CONCLUSION

The discussion in this chapter focused on describing the research design that will be adopted for this research project. Case study was also described as well as data collection techniques and the analysis of qualitative data. Finally, research ethics and the trustworthiness of the research (validity and reliability) were also discussed. In the next chapter the researcher will analyze the data collected during the research.
CHAPTER 5

5. DATA ANALYSIS AND INTERPRETATIONS

5.1 INTRODUCTION

This chapter presents the findings of the study based on the in-depth interviews conducted with the principals, heads of department and the educators on the role of the principal in managing change at secondary school level in the Limpopo Province.

5.2 DATA OBTAINED FROM THE PRINCIPALS

This section presents the findings and analysis of the data obtained from five principals of schools A, B, C, D and E. The principals were asked the same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing the data the participants were named according to their respective schools, for example the principal from school A was named principal A. The data covered the following areas of the study: general understanding of change, process of change, factors that give rise to resistance to effective change, management of change in education, the need for change in schools and barriers to effective change.

5.2.1 General understanding of change

This section required the participants to present their understanding of change. The participants were asked to define the word ‘change’. They defined the word ‘change’ as follows: Principal A defined change as, “the setting aside of old things and making ways for new things”. It was stated by Principal B that, change “is doing things differently for better”. Principal C indicated that “change is
transformation". According to Principal D, "change is to make a difference or to bring something different in the organization". Lastly, Principal E defined change as, 'the manifestation of some underlying performance. It is a development on what was there before'.

The comments by the principals suggest that all share a fairly similar understanding of the word 'change'. The principals' view is that change is the phasing in of new things. Although they have the same understanding, the problem seems to be on how they are going to phase in the new things. Here Principal A indicates that people have to do away with the old things and make ways for new things whilst others emphasize that change deals with the improvement of old ways in doing things for better results.

The participants were further asked to describe the nature of change. The participants made the following comments: Principal A mentioned that: "this regards development or improvement on the culture of teaching and learning for education to respond in some way". According to Principal B, "change is not something pleasant. It is characterized by contradictions". Principal C indicated that, "it is a process which is influenced by external and internal forces". According to Principal D, "it must be from within i.e. once a mindset has been changed, the mind and the heart can bring about the necessary change". Principal E mentioned that, "it may be social, economic, political and educational. This regards development or improvement on the culture of teaching and learning for education to respond in some way". This might mean that the principals are aware of the nature of changes happening within and outside their institution. It may be simple for them to manage things of which they have a clear understanding.

In addition, the participants were also asked to give their understanding with regard to planned and unplanned change. Principal A indicated that, "planned change is done simultaneously. Unplanned change is rushed and often
confusing. Use short period of time". According to the Principal B, "planned change is when one has definite strategies to follow. Unplanned change is something that comes without someone's knowledge. It is disastrous." It was indicated by the Principal C that, 'planned change refers to arrangement of activities to do things differently. Unplanned change is doing different things without a management plan". Principal D indicated that, "planned change is unlocking and utilizing human potential. It is a cultivation of future direction. Unplanned change is reactive rather than proactive". Principal E indicated that, "planned change is where there is an organized plan with systematic plan of development. Unplanned change is a change which is done without systematic development plan".

The comments by the principals suggest that all were in favor of planned change because it involves all the people and follow a set of guidelines. People have to plan before phasing in new changes. It is evident from the principals' comments that they do not like unplanned change because it is disastrous and it does not follow a set of guidelines, rather it is reactive. Also unplanned change comes without someone's knowledge and without preparation.

5.2.2 Process of change

The participants were asked to share their understanding with regard to the process of change. It was clear that all the participants have different understanding. Principal A indicated that, "process of change is good as it encourages development in life". Principal B said that, "process of change starts from somewhere and unfolds gradually. The physical and behavioral attitude will be noticed gradually". Principal C indicated that, "this involved the process of bringing in different mechanism". Principal D mentioned that, "change occurs when one introspects himself/herself in the organization. Change occurs when one changes behavior". Principal E indicated that, "process of change is the
sustenance of the exploration in development whereby improvement brings quality change”.

The results might mean that all participants agreed that process of change involve guidelines that need to be followed when you are about to initiate change in an institution. It is apparent that all participants agree that for change to take place there should be guidelines that are followed.

The researcher further asked the participants to share their experiences of the steps in the change process. Different views regarding the steps in the change process were mentioned. Principal A advised that, “you have to allow for other people’s views before implementation. Implement change after considering the views of other people. Monitor the outcomes of the change”. Principal B indicated that, “the most important step is to involve other people in the planning.” On the other hand Principal C made the following comment: “Identify the area that needs improvement. Involve other stakeholders. Make recommendations about the change that is needed. After these steps you can adopt the change”. Principal D said that, “initially, one must identify shortcomings or weaknesses of the expected changes. It is necessary to have determination to proceed forward. It is advisable to have certain goals ahead”. Lastly, Principal E stressed the need: “to provide relevant information to other people.”

The comment by the principals suggests that all have the same understanding regarding steps in the change process. They view the involvement of other stakeholders as the most important step in change management. This tells us that for any change to be effective there should be an involvement of all stakeholders in the planning of such change where all people will be informed about the idea of change and the necessary processes involved. This was supported by Principal E who indicated that, “provide relevant information to other people”.

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5.2.3 Factors that give rise to resistance to change

In this section, the researcher was interested in finding out the factors that influence people to resist change in an organization. It was evident from the results that participants have different views regarding the factors that influence people to resist change in an organization. Principal A mentioned that, “fear of being negatively affected by the change. They think of being overburdened by work and also think of failing”. Principal B indicated that, “fear of the unknown and the uncertainty of their future”. Principal C stated that, “people are afraid to start new things. They are comfortable with the old things”. Principal D indicated that, “people are used to old fashion things. They tend to prevent changes”. Lastly, Principal E indicated that, “laziness also influenced people to resist change in an organization. People do not want to learn new things. Sometimes they do not appreciate criticism”.

It is important to note that all principals offered different opinions with regard to the factors that give rise to resistance to change. According to Principals A, B and C the only factor that give rise to resistant is fear; it may be fear of job losses, fear of change itself or fear of what change will bring. It was Principals D and E also stated related comments. According to Principal E, it is laziness that influenced people to resist change. They seem to be satisfied with the old way while in reality are also afraid to learn new things. In this sense, it can be summarized that the fear of the unknown influence people to resist change within an organization.

In addition, the respondents were asked to mention the factors that give rise to resistance. Principal A indicated that, “people fear to fail at the end. Change may result in unintended influences. Evaluation may result in redeployment of educators”. Principal B mentioned that, “lack of satisfaction in the job. Too much control of a manager and lack of goal setting”. Principal C cited that, “people fear the responsibility of managing new changes”. Principal D stated that, “failure to
respect other people’s point of views. Frustration on the part of the staff that has been sidelined for many years can cause great damage”. Lastly, Principal E stated that, “misunderstanding about the new ideas”.

It is important to note that all principals have different views regarding the factors that give rise to resistance to change. Principals A and C have related views. According to Principals A and C some of the factors that give rise to resistance to change are unknown factors such as fear of change itself. It is noted that people who are afraid of change itself thought that maybe change will lead to their failure or inability to manage new things. According to Principals B, D and E the behavior of the people within an institution may give rise to resistance to change. Some of the behavioral factors, according to Principals B, D and E, may be misunderstanding of the new idea, lack of satisfaction in the job and too much control of a manager and failure to respect others.

5.2.4 Management of change in education

In this section, the researcher was interested in knowing how change can be managed in schools. Participants mentioned different reasons on how change is managed. Principal A cited, “training leaders through workshops needs to be done regularly”. Principal B indicated, that “prepare for implementation and chose the implementation team”. Principal C recommended, “update every stakeholder about the change and provide the necessary support to the implementers”. Principal D encouraged that, “Comparing with other organizations”. Principal E advised the need to, “supervise and monitor the implementation of change by assessing the objectives of change”.

It is interesting to note that all principals have different views regarding the management of change. Some of the views highlighted include training, preparing the implementation, involving other stakeholders about the change, and supervising the implementation. These are all important in the management
of change in an institution. It is, however, also important to note that Principal C has a different view. According to this respondent it is easy to manage change if you are comparing your organization with others. The comment by Principal C may force the school to fall behind other schools as it will copy everything from other schools without knowing why those schools resort to use the particular style of management.

In addition, the participants were further asked to indicate their understanding with regard to the phases in managing change. All the participants show different understanding with regard to the phases in managing change. Principal A indicated that, “you should plan, choose particular sample to start with piloting and provide relevant materials”. Principal B stated that, “identify the weaknesses, challenges, and analyze the situation. Be patient to those who are resisting change and have workshops and meetings to discuss the achievement”. Principal C indicated that, “all stakeholders should be involved in the change process”. Principal D made the following comment: “You should workshop the implementers”. Principal E stated that, “you should communicate effectively with different stakeholders within the schools set-up”.

The comments by Principals A and B are related. According to them phases of managing change involve piloting. It is during piloting where one would be able to identify the strength and weaknesses of a particular change. Also the comments by Principals C and E are related. According to them, phases of managing change include the involvement of all stakeholders in the change process. It is only Principal D expressed a different view. According to Principal D the educators should be work-shopped about the particular change. From all these comments it is important to note that according to school A and B piloting the particular change is an important phase of managing change.

Furthermore, the participants were asked to mention different strategies of managing educational change. A variety of strategies of managing educational
change were suggested. Principal A stated that, "involve various stakeholders and do research about the proposed change. Give incentives to the implementers". Principal B mentioned that, "consultation with other stakeholders helps in managing educational change". Principal C recommended that, "consentising learners and educators and coaching them about change. Provide the support needed". Principal D made the following comment: "Involve all stakeholders". Lastly, Principal E indicated that "plan in advance with the situational analysis in mind. Prioritize these effects of change and make assessment with time frame".

It is evident that the principals have different strategies of managing educational change. It is fascinating to read their survival strategies. Whilst Principals A, B, C and D preferred involving other stakeholders, Principal E emphasized that planning should be done. What is important is that certain strategies may be adopted to manage educational change. However, it is important to note that such strategy could not be fixed since the strategy of managing educational change is dependent on the situation and the uniqueness with which the principal might find himself/ herself having to deal with.

The participants were further asked about their role in managing change in their schools. In response to this question, principals made different statements. Principal A indicated that, "to train and supervise the educators". Principal B indicated that, "the role of the principal is to make educators familiar with the legislations that have been passed and encourage educators to study". Principal C indicated that, "update educators and arrange workshops". Principal D stated that, "make innovation and rewards and the implementers". Principal E made the following comment: "To initiate change for improvement and be an agent of change, and monitor change and to implement change for better results".

It is important to note that there are different roles played by the principals in managing change. Whilst Principals A, B and C emphasized that educators
should be trained and work-shopped, Principals D and E emphasized that they should initiate change. It is also important that apart from initiating change Principal D also rewards the implementers. In addition to initiating change Principal E also recommended monitoring and implementing change for better. This can be summarized thus: the role of the principals is not fixed; it depends on the situation which the principal finds himself or herself in. It also depends on the particular change to be effected.

5.2.5 Need for change in schools

In this section, the researcher was interested in knowing whether there is a need for change in schools. All participants indicated that there is a need for change in school. The participants mentioned different reasons for the need of change in schools. Principal A indicated that there is a need for change, "because we are living in a world of technological change". Principal B mentioned that there is a need for change because, "change is essential to align the school in its commitment to better education". Principal C indicated that there is a need for change, "because we are in a changing world, things change everyday". Principal D indicated that there is a need for change because, "the National Curriculum Statement and Outcomes-Based Education (OBE) requires changes. We need to adapt and we should not stick to the old education system". Lastly, principal E mentioned that there is a need for change because, "technological on human development demands change in schools".

In terms of the need for change all principals recognize the need to change. Whilst Principals A, C and E emphasized the need to meet technological changes that is taking place countrywide, Principals B and D want to change in order to meet the demands of the new education system. In this sense, it can be summarized that all the participants are in favor of change in order to meet the demands of the technologically developed world.
The participants were also asked to determine whether the principal is or not an agent of change. The participants agreed that the principals are the agents of change. They emphasized that the principals are responsible for any change in the school. The following comments were made by the participants. Principal A indicated that, "the principal is the initiator of change". Principal B indicated that, "he/she generates energy, inspire other employees with the shared vision. Cultivate shared vision". Principal C described his role as that of, "a visionary person within the school, who should implement change everyday". Principal D indicated that, "the principal should give direction. He/she must be a good listener. Both staff and learners should have trust in him/her. If he/she fails educators and learners may take an advantage". Principal E indicated that, "the principal is the overseer of all changes in the school".

It is evident that principals can play different roles as the agents of change. Some of the highlighted roles of the principal as the agents of change include to initiating change, overseeing the changes in a school, giving educators direction and inspiring with vision. This tells us that there is no fixed role of the principal as the agent of change. Each principal has his/her own role depending on the situation which he/she finds himself or herself in. Based on these findings it can be summarized that the participants view the principal as the agent of change.

Participants were asked to mention the factors that affect organizational change in education. The participants mentioned various factors that affect organizational change in education. Principal A indicated that, "the emergence of HIV/AIDS forced the Education Department to include its teaching in the school curriculum. Change in the organizational activities like National Curriculum Statement (NCS) also affects organizational change in education". Principal B stated that, "lack of participation by other stakeholders" affect organizational change in education.

Principal C indicated that, "resistance to change, fear and lack of responsibility" affect organizational change in education. Principal D suggested the following
factors, "the new legislation which affects education, the introduction of NCS and the teaching of OBE and its supervision and in adequate workshops and seminars and lack of participation by relevant stakeholders affects the organizational change in education". Lastly, principal E cited, "lack of motivation and job satisfaction".

Some very interesting revelations are made about the factors that affect organizational change in education. Some of the factors highlighted include amongst others, the emergence of HIV/AIDS and the NCS. While these factors are mentioned in schools A and D, it is very important to note that in school B, lack of participation by other stakeholders affects change. Resistance to change, fear and lack of responsibility are often a concern of the school C. It is the researcher's opinion that fears of the unknown are the major concern of the Principal C. This seems to be a problem because if the principal is afraid of what change would bring to them so what about the ordinary educator and other stakeholders who do not have enough knowledge regarding the proposed change.

What seems to be interesting is the fact that lack of motivation is also a concern to school E. About this concern one should ask himself or herself the following question: "who should motivate the educators?" If it is the principal, so the comment by Principal E seems to have no ground. It is in the researcher's opinion that principals should come up with strategies that could motivate the educators to work for better results. In this sense, it can be summarized that the common factors that affect organizational change in a school is the introduction of new programmes which would require the involvement and training of all stakeholders.

The participants were also asked to mention the conditions necessary for change in education. Principal A indicated that, "provision of modern equipments and
equipping teachers with new skills is a necessary condition for change in education”.

Principal B indicated that, “upgrading of teachers and equipping them with new skills” are necessary for change in education. Principal C indicated that, “departmental follow-up support” is the condition necessary for change in education. It was mentioned by Principal D that “empowerment and stimulation of effort and feedback from meetings are necessary”. Principal E indicated that, “motivation” is the necessary condition for change in education.

It is evident that the principals’ comments are different. While it was emphasized by Principals A, B, C and D that teachers must be given new skills and the provision of modern equipment, it is also important to note that motivating teachers to use such skills is also a best condition necessary for change in education. In this sense, it can be summarized that training and provision of modern equipment relevant to change are the conditions necessary for change in education.

Moreover, the participants were asked to indicate the steps necessary to promote change in education. It emerged during the interviews that two of the participants felt that the first step in promoting change is to involve various stakeholders in the planning of change. The following comment was made by Principal A: “Consultation with various stakeholders is the only step necessary to promote change in education”. Principal C made the following comment: “Involve all stakeholders in planning of changes in education”.

Principal B indicated that the steps necessary to promote change in education are to, “plan in advance, share the plan with other stakeholders, motivate the implementers, give support to the implementers and delegate for the smooth running of the school activities”. Principal D stressed the need to, “attend workshops for management and professional matters and implement what you have learnt”. Principal E emphasized the need for motivation. It was indicated
that the steps necessary to change involve having to "motivate the implementers and give them necessary support".

It is evident that the comments by Principals A, B, C and D revolve around the involvement of all stakeholders when change is about to be introduced in an organization. It is only principal E who indicated that educators should be motivated when change is about to be implemented.

5.2.6 Barriers to effective change

In this section, the researcher is interested in knowing the barriers to effective change in education. It was mentioned by Principal A that "laziness, inadequate materials, few knowledge for the implementers and rushed changes" are the barriers to effective change in education. Principal B mentioned that, "lack of sufficient resources, under-qualified educators" is the major barriers to effective change in education. Principal C mentioned that, "poor follow-up support after training by the Department of Education" is the barrier to effective change in education. It was mentioned by the Principal D that, "lack of educator’s empowerment" is the barrier to effective change in education. Principal E mentioned that, "shortage of quality human resources" is the barrier to effective change in education.

Some of the interesting revelations are made about the barriers to effective implementation of change in education. It is important to note that the principals of school A, D and E blamed all those involved in change for their laziness. It is also noted that lack of materials and inadequate knowledge for implementers and rushed change are the barriers to effective change. In addition to lack of sufficient resources, Principal B also indicated that inadequate knowledge of the educators is also a barrier to effective change in education. As always, the Department of Education is also blamed for proving to be a barrier to effective change in education. Principal C is not happy with the support from the

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Department of Education. After training the educators the Department of Education is blamed for not doing the follow-up support to the trainees. In this sense, it can be summarized that lack of necessary materials, under-qualified educators and inadequate follow-up support are the major barriers to effective change in education.
Summary

This section is used to present the summary of the findings of the data obtained from the principals of the five secondary schools. It was established during the study that the principals have a clear understanding of change. They view change as the phasing in of new things or improvement of old things for better results. It is important to note that in many organizations change does not happen without resistance. Amongst the factors that contribute to resistance to change are fear of job losses or what change will bring, laziness also seem to be common.

The principal should be able to exercise his/her powers to overcome resistance to change and to manage the process successfully. It was evident during the study that some of the roles of the principals in managing change include the provision of training and conducting workshops to various stakeholders involved in the change process. Principals should initiate change, oversee the changes in a school, give educators direction and inspire with vision. This shows us that there is no fixed role of the principal as the agent of change.

5.3 DATA OBTAINED FROM THE HEADS OF DEPARTMENT

In this section the researcher conducted an interview with the educators. The researcher was interested in knowing the extent of the knowledge of the heads of department with regard to the role of the principal in managing change at secondary school level in the Limpopo Province. This section presents the findings and analysis of the data obtained from five heads of department of schools A, B, C, D and E. The heads of department were asked the same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing the data the participants were named according to their respective schools, i.e. head of department (HoD) from school A was named HoD A. The data covered the following areas of the study: general understanding
of change, process of change, factors that give rise to resistance to effective change, management of change in education, the need for change in schools and barriers to effective change.

5.3.1 General understanding of change

In this section, the researcher was interested in knowing the HoDs' understanding of the word "change". All the participants indicated that change is doing things in a different way from how it was done before. During the interview HoD A confidently mentioned that change is, "the introduction of new things to take the present state to another level". The HoD B indicated that change is, "the transformation from one state to another in order to learn new experience in life or transforming from what you know to things you do not know". The HoD C indicated that change is, "a shift from the old practice or method of teaching". The last participant made a different remark. The HoD D mentioned that change is, "a shift from the old practice or method of teaching to new or improved style of teaching". The HoD E indicated that, "change is doing things in accordance with the law of education and the constitution".

It is important to note that HoDs A, B, C and D emphasized that change is the transformation from the old state to the other. All these comments suggest that these HoDs have a common understanding of the concept of "change". It is only the HoD E who regards change as doing things in accordance with the law of education and constitution. It is therefore important to note that the comment by the HoD E is also related to other four comments because if the law requires them to move from the former state of doing things to the next he or she would do as such. In this sense, it can be summarized that 'change' is doing things in a different way from what it was done.

Participants were further asked to indicate their understanding about the nature of change. The HoDs gave different understanding with regard to the nature of
change. HoD A indicated that, "nature of change deals with the involvement of all stakeholders". HoD B indicated that, "nature of change refers to the field and the kind of that which is to be changed". The HoD C indicated that, "changes may be planned or unplanned". The HoD D stated that, "the nature of change must be positive, challenging and developmental and dynamic". The HoD E made the following comment: "There are different kinds of change. Some are social; others are economic, political and educational".

It is evident from the data that participants have different understanding of the nature of change. It is only the HoDs C and D who seem to have a clear understanding of the nature of change. The other two HoDs A and B seem to be not quite sure of what they were talking about. This might mean that the HoDs are implementing something which they are not well aware of. This can lead the researcher to think that the HoDs do not know how to differentiate the nature of change. It may be difficult for them to support the principals if they are not aware of the different changes.

5.3.2 Process of change

In this section, the researcher is interested in knowing the heads of department's understanding of the process of change. The heads of department demonstrated different understanding. The HoD A mentioned that, "the process takes a short time while others take a long time". The HoD B indicated that, "change is a lifetime process and is influenced by time and developments". The HoD C made the following comment: "it is a way of getting new experience in life and learning new approaches in the process of life". The HoD D indicated that change process is "the paths that the proposed change is to go through." The HoD E made the following comment: "is the stages that change have to go through".

It is important to note that the comments by HoDs B, C, D and E are related because according to them, change process is the stage that change have to go
through. These stages are influenced by time. The HoD of the school A seems to have a problem in understanding the process of change. One can be tempted to say that in school A they do not understand the process of change.

The participants were further asked to indicate their involvement in the change process. All participants indicated that they are involved in the change process in their schools. The participants made different comments. HoD A made the following comment: "I am a member of the school development team which is composed of the principal, a member from the school management team and a representative of the educators". HoD B stated the following comment: "I involve all stakeholders in education". HoD C indicated that, "I am a management wing of the school". HoD D made the following statement: "I am busy engaged in the process of integrated quality management systems". HoD E comment was that: "I am busy with the outcomes-based education and the change is not yet completed to the point where it is optimally used".

It is important to note that all HoDs are involved in the change process. While HoDs A, B, C and D are involved in the school management teams, the HoD E is busy implementing the changes in the classroom. The results might mean that all participants are involved in the change process as they are involved in management structures.

5.3.3 Factors that give rise to resistance

In this section, the researcher is interested in knowing the opinion of the participants regarding the resistance to change by educators, principals and heads of department. Different opinions were stated. HoD A indicated that, "those who resist change might be those who favored the old order". HoD B made the following comment: "Because they see change as a threat to their position". HoD C indicated that change is resisted, "because transforming from usual life you understand the most to something new which you do not
understand almost brings confusion”. HoD D indicated that people resist change, “because they regard it as a threat to their status and because of little knowledge about transformation”. HoD E indicated that people resist change because of, “inadequate learning material and poor learning environment and overcrowding of learners”.

It is important to note that the HoDs have different explanations for people resisting change. While fear of what change would bring to them is seen as the most common reason for the people to resist change, lack of adequate resources also influenced people to resort to old ways of doing things. In this sense, it can be summarized that fear of the unknown and lack of necessary resources are the major factors that influence people to resist change.

In addition, the participants were asked to give factors that give rise to resistance to change. It was mentioned during the interviews by HoD A that the factor that lead to resistance to change is, “failing to see the benefits to be derived by change”. It was mentioned by HoD B that, “people are used to an old order and are comfortable with it. There is also the fear of the unknown. New things have not been tried yet”. The HoD C made the following comment: “The fear of the unknown and lack of knowledge about the changes give rise to resistance to change”. The HoD D made the following statement regarding factors that give rise to resistance to change: “Loss of interest in the teaching profession gives rise to resistance to change” The HoD E mentioned that “lack of knowledge of the curriculum, poor learning environment and inadequate facilities as factors which contribute to resistance to change”.

It is important to note that apart from fear of what the changes hold for them, the HoD sees lack of knowledge as the factor that gives rise to resistance. In addition lack of interest in the profession also gives rise to resistance to change. People also fear that the proposed change may be harmed by lack of adequate resources. As the proposed changes are expected to help all stakeholders, it is
important for all stakeholders to communicate about the proposed change to cast away the fears amongst them. It is imperative that the gains should be mostly stated so that everyone should be able to see the benefit of such change.

5.3.4 Management of change in education

In this section, the researcher was interested in knowing how change is managed in schools. Different styles of managing change in school were revealed by the respondents. It was mentioned by HoD A that, "there should be monitoring, support and guidance by the school management teams". HoD B stated that, "different stakeholders should be involved and taught to understand change in such way that its management will be effective". HoD C made the following comment: "There should be monitoring and support by the school management teams". HoD D stated that, "the trainer or the person who brings change should be more knowledgeable to bring about the success of the changes". HoD E made the following comment: "Change should be managed in such a way that it would be effective by allowing all stakeholders to have a say in the management of change".

The results show that all participants are aware of how to manage change in their schools. They have expressed different styles of managing change in schools. Whilst HoDs A, and C emphasized that change should be managed through monitoring, supporting and guiding the implementers. HoDs B, D and E look at involving different stakeholders and to teach them to understand changes. What is clearly evident here is that the strategies of managing change are different. This suggests that there are no fixed strategies of managing change in these schools. There are no strategies which can be described as the best. The strategies of managing change depend on the situation and the uniqueness with which the HoDs handle their schools. However, these strategies are useful in managing change.
In addition, the participants were asked to indicate the phases of managing change. Different phases were mentioned. HoD A made the following comment: "The principal should monitor the whole process, whether all structures are doing their work or not". HoD B indicated that, "the implementers of change should have knowledge about transformation and its factors". HoD C indicated that, "all stakeholders should be given more information about the particular change in time". HoD D made the following comment: "Principals should provide in-door workshop and give educators more information about the particular change in time". HoD E confidently indicated that, "educators should be work-shopped about the coming change in time".

Some very interesting revelations are made about the phases of managing change in schools. Some of the phases highlighted are that the implementers should be work-shopped. The phase was emphasized by HoDs B, C, D and E. It is also important to note that the HoD A also emphasized that the principal should monitor the whole process of change. It is evident that the phases of managing change revolve around the school manager as he/she should device means of conducting in-door workshops and monitoring the implementers of the proposed change.

Furthermore, the participants were asked to indicate their role in managing change in schools. Participants indicated that they play different roles in managing change in their schools. HoD A indicated that, "I influence the school management team, educators and learners not to resist change because it is inevitable". HoD B indicated that, "I collect more information about the particular change and share with others". HoD C indicated that their role is to, "see to it that change is implemented". HoD D indicated that, "I manage the school and see to it that change is implemented". HoD E made the following comment: "I see to it that the new system (OBE) is implemented in the right way"
From the comments of the HoDs, it is evident that the HoDs play different roles to promote change in their schools. HoDs C, D and E see to it that change is implemented. It is also evident that the HoD A encourages other stakeholders to accept change. All these suggest that the HoDs are playing their role to see to it that change is implemented and properly managed.

Moreover, the participants were asked about the strategies that can be used to manage educational change. Participants made different comments. HoD A made the following comments: “Sell the idea to the parents and learners first then to the community at large”. HoD B stated that, “it should not be top-down approach but down-top approach”. HoD C made the following comment: “Educators should be re-skilled in time. Facilities should be offered in time. Workshops and seminars are essential”. HoD D indicated that this can be achieved, “through conducting workshops and internal workshop to those who could not attend”. HoD E made the following statement: “You should commit yourself to changes and involve other stakeholders in the change process”.

From the comments of the HoDs it is evident that the strategies of managing change differ from one HoD to another. Whilst HoDs A and E emphasized the involvement of other stakeholders, others emphasized that the management should start from the grassroots level. Two HoDs, C and D, emphasize that management of change should be possible if the educators are re-skilled. This might mean that parents, learners, educators, heads of department and principals should have a say in ensuring proper management of change in schools. It can be summarized that in order to manage change all stakeholders should be involved and offered training related to the proposed change and tolerate those who are slow learners.

5.3.5 Need for change in education
In this section, the researcher is interested in determining whether there is a need for change in education. All participants stressed that there is a need for change in order to keep up with time. HoD A made the following comment: “Because of the new system, the change that is needed has to do with resources, like building more classes and employing more educators”. HoD B stated that, “I think there are many things that need to be reviewed and replaced in the education curriculum”. HoD C indicated that, “life never becomes still. New experiences in life demand changes to cope with”. HoD D indicated that there is a need to change, “in order to move with the changing world”. Lastly HoD E stated that, “in order to keep-up with time there must be a change in the school”. From the comments of the HoDs C, D and E, it is important to note that the HoDs feel the need of change in order to move with time. It is also mentioned that there should be change in order to meet the demands of the new curriculum. It is also evident to note that the HoDs need change for different reasons depending on their environment but these reasons can be summarized to mean that change is needed in order to move with the changes that are happening in the education system and within the community.

In addition, the participants were asked to indicate the conditions necessary for change in education. Different comments were made. HoD A mentioned the need to, “retrain educators”. HoD B indicated that, “everybody should have been work-shopped. Resources should be made available”. HoD C stated that, “Reskilling team should be organized. There must be one change at a time to avoid confusion and there should be consultation before the change is introduced”. HoD D stated that, “all stakeholders must be involved”. HoD E indicated that, “Stakeholders should be informed in time. There should be communication about the coming changes”.

The comments from the HoDs, B, C, D and E help one to understand the fact that all stakeholders are important in the management of change. This may lead one to conclude that change is only possible if all stakeholders are informed in
time and work-shopped about the proposed change. However, it is also important to note that in addition to retraining of the educators, HoD A emphasized that resources should also be made available.

Furthermore, the participants were asked to indicate the steps necessary to promote change in education. Different steps were mentioned. HoD A indicated that, “there should be a provision of adequate resources”. HoD B indicated that, “the Department of Education should provide them with adequate resources”. HoD C indicated that, “there should be practical training in whatever is done”. The comment of HoD D reads as follows: “Introduce change to people and assure them of the gains as against the loss”. HoD E made the following comment: “The Department of Education should provide the schools with adequate resources”.

The comments of the HoDs suggest that there are different steps to promote change. Three of the HoDs (school A, B, & E) suggest that provision of adequate resources can play a role in promoting change in schools. The Department of Education is also regarded as the force behind the success of change as it is entitled with the responsibility of providing the schools with the necessary resources. However, the provision of practical training about the new changes was also suggested as the strategies to promote change in school C while it was also noted that communication with the people who are involved in the implementation of change can also help to promote change. The data can be summarized thus: the availability of resources and involvement of all stakeholders and the provision of practical training are the major steps in promoting change in education.

However, participants were also asked to mention the factors that adversely affect organizational change in education. Various factors were mentioned during the interviews. HoD A indicated that, “fear of job losses”, affect organizational change in education. The comment by HoD B reads as follows: “Lack of
resources". HoD C singled out, "poor management style". HoD D made the following comment: "Lack of skilled leadership style". HoD E indicated that, "change of management and staff personnel".

From the comments made by the HoDs, it is evident that there are various factors that affect organizational change. Amongst the factors identified the HoD A of school A stressed that the fear of job losses affect organizational change. It is evident that the HoD has the fear of the unknown. Lack of resources was also identified as a factor that negatively affects organizational change. It is evident that school B does not have any strategy to make other material available to promote organizational change. The comments by HoDs C, D and E are related. They are all based on the manpower. It is evident from school C that the management style can affect organizational change while it was also clear that lack of adequately trained leadership can also affect organizational change. It is also important to note change that may happen in the management and in the staff can also affect organizational change. This means that organizational change in education is affected by fear of the unknown caused by the gloomy prediction of the future events.

5.3.6 Barriers to effective change in education

In this section, the researcher is interested in knowing the barriers to effective change in the participants' schools. HoD A gave an example of, "poor knowledge and lack of resources". The comment by HoD B reads as follows: "Poor communication amongst the educators and inadequate resources". HoD C indicated that, "lack of understanding and discussion about the new changes and lack of training about the process". The HoD D made the following comments: "Resistance to change and lack of resources". The HoD E indicated that, "educators do not have enough knowledge and information about the changes".
The comments by HoDs A, B and D focused on the resources. This means that for any change to take place in school there should be the resources that will be able to promote such change. In addition, HoDs D and E are talking about the inadequate training. They emphasized that lack of training can act as a barrier to effective change. It is in the opinion of the researcher that before any change, the implementers should be adequately trained. The data can be summarized that inadequate provision of resources and poor training are the major barriers to effective change in schools.

5.3.7 Summary

This section is used to present the summary of the findings obtained from the heads of department. It was established that the HoDs have common understanding with regard to change. They emphasize that change is the transformation from the old state to the other. It is also established that there are certain steps that need to be followed in order to implement change. It is important to note that all HoDs are involved in the change process. The results might mean that all participants are involved in the change process as they are involved in management structures.

It has been established throughout the study that HoDs confirm that people have different reasons of why resisting change. It is evident that according to the HoDs people resist change because of fear of what change would bring to them and lack of adequate resources also influenced people to resort to old ways of doing things. It is important to note that apart from fear of what the changes hold for them, the HoDs see lack of knowledge as a factor that also gives rise to resistance.

It was established in the study that HoDs do not have fixed strategies of managing change. The most common strategy in managing change was to start by providing workshops to all stakeholders regarding the proposed change.
There should be workshops conducted for all stakeholders and provision of adequate resources. During the process, there should be monitoring. The implementers should also be given full support during the implementation process.

5.4 DATA OBTAINED FROM THE EDUCATORS

In this section the researcher engaged in an interview with the educators. The main purpose of the interview was to gauge the knowledge of the educator with regard to the role of the principal in managing change at secondary school level in the Limpopo Province. This section presents the findings and analysis of the data obtained from ten educators of schools A, B, C, D and E. The educators were asked the same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing the data the participants were given numbers from 1 to 10, i.e. educators 1 and 2 are from school A, educators 3 and 4 are representing school B, educators 5 and 6 are representing school C, educators 7 and 8 are representing school D while educators 9 and 10 are representing school E. The data covered the following areas of the study: general understanding of change, process of change, factors that give rise to resistance to effective change, management of change in education, the need for change in schools and barriers to effective change.

5.4.1 General understanding of change

In this section the researcher was interested in gauging the understanding of the educators with regard to the concept 'change'. Educator 1 indicated that, "change is what you go to for the better results". Educator 2 stated that, "change has to do with transformation". Educator 3 made the following comment: "Change is
anything that has been brought about which was not there before". Educator 4 stated that, "change is the transformation of the present state of things to new".

Educator 5 indicated that, "change is to stop doing something and start doing something better". Educator 6 indicated that, "change is the transformation of traditional methods of teaching, management and behavior of educators towards learners". Educator 7 stated that, "change is moving from the system we are used to, to another". Educator 8 made the following comment: "Change is the state of transformation from one state to another". Educator 9 indicated that, "change means doing new things in a way that is acceptable to the law of education and policies". Educator 10 indicated that, "change is when doing things in a way that is different from the old way".

From the comments of the educators of school A-E, it is evident that they share a similar understanding with regard to the understanding of the word "change". They regard "change" as the shift from the old practice to another. The data can be summarized that change is when people are doing things in a way that is different from the old ways.

In addition, participants were asked to indicate their understanding with regard to the nature of change. It was mentioned by Educator 1 that, "change is inevitable and not acceptable". Educator 2 indicated that, "change is not easily acceptable because it brings the feeling of uncertainty". Educator 3 indicated that, "it brings fear and uncertainty". Educator 4 stated that, "change is not acceptable". Educator 5 indicated that, "change is a dynamic process". Educator 6 indicated that, "change is inevitable". Educator 7 stated that, "change is hard to accept". Educator 8 indicated that, "the nature of change is stages which change goes through. Those stages may be planned or unplanned". Educator 9 indicated that, "it is the way that will have to take". Educator 10 indicated that, "change may be social, economic and political".
From the comments by the educators it is only the educators of school E who seem to understand the nature of change. The educators regard it as political, economic, social and educational. They also indicated that the nature of change may be planned or unplanned. It is important to note that these educators seem to be aware of the changes that are happening in an institution. It is also important to note that those educators may be able to come up with the strategies that may be brought by these changes. The data might mean that the participants regard the nature of change as a planned or unplanned path which should be followed in order to handle the process successfully.

5.4.2 Process of change in education

In this section, the researcher was interested in knowing the participants understanding regarding the process of change. Participants mentioned different views regarding the process of change. Educator 1 mentioned that, "it is about the different steps which are to be followed to make change to be acceptable by people". Educator 2 indicated that, "these are ways that are followed painstakingly to ensure that change is brought about". Educator 3 stated that, "it is not an overnight process". Educator 4 indicated that, "these are the ways that are followed to ensure the completion of successful change".

Educator 5 indicated that, "it is the ways that are followed until change is implemented completely". Educator 6 indicated that, "these are the stages that change will go through". Educator 7 indicated that, "these are the ways that the proposed change will go through". Educator 8 indicated that, "these are ways of getting new experience". Educator 9 indicated that, "these are processes of bringing in new things". Educator 10 stated that, "these are different ways that need to be followed to ensure the success of change".

From the educators' comments, it is evident that the educators have the same understanding of the meaning of change process. All of them regard change
process as the stages that change should go through. It is important to note that the educators would prefer to be told about the change process. The data shows that the process of change is the stages that change should have to go through in order to have successful transformation in an institution.

In addition, the participants were asked to indicate their involvement in the steps of change process in their schools. All participants indicated involvement in the change process because are involved in different management structures. They made the following comments: Educator 1 stated that, “we talk about change”. Educator 2 stated that, “we inform other stakeholders about change”. From school A, it is evident that the educators are involved in the steps of change process in the same way. It is important to note that the educators are involved in discussions about change in their schools.

Educator 3 indicated that, “we implement changes in our school”. Educator 4 indicated that, “we monitor the process of change”. The comments reveal that the educators are involved in change process in different ways. Whilst the former is involved in the implementation step the latter is involved in the monitoring process. It is evident that the educators are involved in the change process.

Educator 5 indicated that, “we disseminate changes through school improvement plan and School Development Plan”. Educator 6 indicated that, “I am a member of the school management team tasked with facilitating change”. These comments reveal that the educators are involved in the steps of change process. They disseminate information to others.

Educator 7 made the following comment: “we are implementing a new education system”. Educator 8 indicated that, “we implement changes in our school”. It is clear from the comments of the educators of school D that they are involved in the change process in the same way. They are the implementers of changes in their schools. Educator 9 indicated that, “I am a member of the school governing
body so I am involved in managing the decisions taken at the meeting”. Educator 10 indicated that, “I am involved in monitoring the outcomes of the changes”. The involvement of the educators of the school E is the same. Both of them are involved in the management of change in school. They have key role to play in the steps of the change process as they are involved in monitoring the decisions taken in their school. The comments by all educators show that all educators are involved in the change process.

5.4.3 Factors that give rise to resistance

In this section, the researcher was interested in knowing the factors that give rise to resistance to change. Different factors were stated by the respondents. Educator 1 indicated that, “lack of proper consultation when change is imposed to the educators”. Educator 2 mentioned, “Insufficient information and knowledge regarding the proposed change”. The comments reveal that resistance to change occurred in situations where there is inadequate consultation about the proposed change. So it is in the researcher’s opinion that information should be made available to educators.

Educator 3 indicated that, “uncertainties about the future give rise to resistance to change”. Educator 4 stated that, “policies are not thoroughly explained”. It is evident from school B that the factors that give rise to resistance are the fear of what the proposed change will bring unto them. In addition the educator also indicated that lack of information also contributes to resistance to change. It is evident that if the information is adequately given to the educators there would be no resistance to change.

Educator 5 stated that, “fear of the unknown is a factor giving rise to resistance to change”. Educator 6 cited, “fear of competition”. Educator 7 stated that, “fear of job losses” give rise to resistance to change. Educator 8 mentioned the, “failure
by the leaders to have a clear direction with regard to the proposed change". The comments from school C and D are related. The educators seem to be afraid of what they do no know. They are afraid of what change will bring for them due to lack of information given to them.

Educator 9 stated that, "lack of resources" give rise to resistance to change. Educator 10 mentioned that, "lack of support from the relevant stakeholders give rise to resistance to change". It is evident that lack of resources regarding the proposed change also gives rise to resistance to change. It is therefore important to note that in school E change was introduced without the relevant materials to promote it. Apart from lack of resource in school E, the school also seems to experience lack of adequate support from relevant stakeholders. It is evident that those factors have an important role to play in delaying or preventing change from taking place. The results can be summarized thus: lack of information which may cause fear amongst the educators as well as inadequate resources in schools can lead to resistance to change.

In addition, the researcher was also interested in knowing the opinion of the educators regarding why educators, heads of department and principals resist change. Different views were mentioned. Educator 1 indicated that, "fear of the unknown influenced people to resist change". Educator 2 indicated that, "lack of proper consultation influenced people to resist change". Educator 3 stated that, "failure to be prepared for new challenges influence people to resist change". Educator 4 cited, "lack of proper training". Educator 5 indicated that, "fear of job losses" influenced the people to resist change. Educator 6 mentioned the following comment: "Fear to learn new things". The following comment was also mentioned by Educator 7: "fear of new challenges". It was also mentioned by the Educator 8 that, "they regard change as a threat to their position". Educator 9 singled out, "lack of information". Educator 10 indicated that people resist change because, "they regard change as a threat to their status". The comments from educators from schools A, B, C, and E are related. According to the educators
from these schools, people resist change for different reasons but the main reason is inadequate consultation about the new changes. This influenced them to have fear. This fear is usually one of the unknown. The educators fear something which they think will come with change such as fear of job losses, fear to learn new things.

5.4.4 Management of change in education

In this section, the researcher was interested in finding out the strategies of managing educational changes. Participants mentioned different strategies. Educator 1 made the following comment regarding the strategy of managing educational change: “Provide in-service training to the educators”. Educator 2 indicated that, “provide workshops to the educators” is the only strategy to manage educational change. In school A the educators made the same comment regarding the strategies of managing change in education. They emphasize that the implementers should be given adequate information regarding new changes.

Educator 3 indicated that, “informing the educator of every step in the change process” is the best strategy to manage educational change. Educator 4 stated that, “involving all stakeholders” serve as the strategy of managing educational change. In school B the educators mentioned different strategies of managing educational change. It was clear that if all stakeholders are involved in the change process and involved in all steps of the change process it would be possible for change to be managed effectively in school B.

Educator 5 indicated that, “you should workshop the implementers of proposed change”. Educator 6 stated that, “you should provide necessary facilities regarding the proposed change”. It is important to note that different strategies of
managing change were suggested in school C whilst one of the educators emphasized the provision of workshop to the implementers; the other the provision of adequate resources to school. It is important to note that if these strategies are followed, depending on the situation of school C, it would be easy to manage change.

Educator 7 indicated that, "parents should be work-shopped about the proposed changes". It was mentioned by Educator 8 that, "the best strategy of managing educational change is to involve all relevant stakeholders". Educator 9 singled out, "involvement of all stakeholders in planning the educational changes". Lastly Educator 10 recommended, "providing all the necessary information regarding the proposed change to other stakeholders". Comments from schools D and E are related. They emphasize the involvement of other stakeholders in managing change. This seems to be the best strategy in school D because everyone would have a clear understanding of what is expected from him/her. It would be easy for the parents to support the educators and the school as a whole. The results from schools A, B, C, D and E might be summarized to mean that there is no fixed strategy to manage educational change. The strategy depends on the situation in which the manager might find himself/herself.

In addition, the researcher was also interested in knowing the role of educators in managing change in their schools. All participants indicated their roles in managing change in various ways. Educator 1 mentioned that, "giving people information and implementing change". Educator 2 said one must, "inform other stakeholders about change". From these comments, one may learn that these educators have the same role to play in managing change. They discuss change with other stakeholders and implement such changes. It is important to note that the educators are supporting the school manager to manage the school.

Educator 3 described the role as, "instill other educators to be positive about change". Educator 4 stated, "to implement new changes". From the comments
made by the educators it is evident that the educators have significant role to play in managing change. Their role ranges from encouraging fellow educators to accept and implementing change. It is evident that the educators are helping the school managers to manage change in school.

Educator 5 stated that, "I draw the school time table". Educator 6 stated that, "I am in charge with the management of the school trips". It is evident that the educators play different role in managing change. They are involved in the management team of the school. It is evident that the educators draw the school time table and organize the school trips. These suggest that the educators are supporting the managers in managing the school.

Educator 7 stated that, "I am involved in implementing change in the classroom". Educator 8 stated that, "I am a class teacher. I am responsible for managing my class". Educator 9 indicated that, "I organized relevant materials about the new changes". Educator 10 mentioned that, "my role is to implement change". The roles of the educators from schools D and E are related. These means they deal with classroom matters. These roles are also important in supporting the management of change in school.

The roles of all the educators can be summarized to mean that from schools A, B, D and E play important roles in the management of change in schools. These roles range from managing to the implementation of changes in school. All these respondents support the managers in managing change in school.

5.4.5 Need for change in education

In this section, the researcher was interested in knowing whether there is a need for change in the schools. All participants emphasized that there is a need for change in their schools. Educator 1 indicated that there is a need for change, "because education is not static and change is vital in the school". Educator 2
stated that there is a need for change, "in order to move with changes in the education". Educator 3 indicated that there is a need to change, "in order to meet the demand of the changing world". Educator 4 stated that there is a need to change, "in order to meet the needs of the outcomes-based education".

Educator 5 indicated that, "transformation in education compelled the schools to change the way of running and handling matters in the school". Educator 6 stated that, "the formation of single Ministry of Education compelled the schools to overhaul its practice". Educator 7 stated that, "the abolishment of corporal punishment in schools forced the educators to change". Educator 8 indicated that, "the introduction of new learning areas such as Technology compelled educators to change". Educator 9 mentioned that, "the change in the role of educators in teaching also compelled the educators to change". Educator 10 mentioned that, "the involvement of parents in education also compelled educators to change".

The comments by the educators in schools A, B, C, D and E are related. These comments can be interpreted to mean that there is a need for change in order to meet the demands of the changing world. This means that changes in the community have a strong influence in education. These force the school to change to meet the technological developed world.

In addition, the researcher was interested in knowing the necessary steps to promote change. All participants presented their views regarding the steps necessary to promote change. Educator 1 mentioned that, "relevant workshops should be conducted in all departments". Educator 2 indicated that, "school support services should be emphasized". The comments reveal that the educators of the school A emphasize that the major step to promote change is to conduct workshops in schools. These workshops should be focused on the proposed change so that the coming change would not be resisted by anyone.
Educator 3 stated that, “schools should be provided with relevant resources to implement change”. Educator 4 also indicated that, “schools should be given adequate textbooks”. These comments are related. It is evident that the steps in managing change involve the provision of adequate resources. These resources may be in the form of text books. This may enable the educators to support the managers in their role of managing change in secondary schools.

Educator 5 indicated that there should be “transparency in the management of education”. Educator 6 indicated that, “there should be an identification of the needs of change.” The educators of school C made the comments that relate to the management. It was emphasized that whatever is done in the management should be transparent to other stakeholders. It was further stated that the management should also identify the needs of change. This means that the management should involve other stakeholders in issues that relate to changes in school.

Educator 7 indicated that, “needs should be identified by the school management”. Educator 8 indicated that, “there should be the training of all stakeholders involved in the education regarding the imminent changes”. It is evident that in school D the educators emphasizes that there should be identification of needs in order to bring about change. It is noted that educators in school D also emphasizes the need for training for educators.

Educator 9 stated that, “relevant workshops should be conducted in all departments”. Educator 10 indicated that, “relevant workshops should be conducted with the people who are expected to implement change”. The comments in school E are related. The educator emphasizes that workshops should be conducted before the introduction of change in school.
The results can be summarized that the involvement of all stakeholders in identifying the needs of the school might enable the principal to manage the secondary schools.

Moreover, the researcher was also interested in knowing the conditions necessary for change in education. Educator 1 cited, "involvement of all stakeholders in educational change". Educator 2 pointed to the, "resources should be made available in schools". The comments in school A are different. The educator emphasizes that all the involvement of all stakeholders is a necessary condition for educational change. The Department of Education should also provide necessary resources to the school.

Educator 3 stated that, "there should be a thorough preparation which will involve all stakeholders before phasing in of any change." Educator 4 mentioned that, "there should be a collective agreement of all stakeholders involved in education to phase in changes".

Educator 5 stated that, "all stakeholders should have a say in bringing about the changes in school". Educator 6 stated that, "involvement of all stakeholders" is the only condition necessary for change in education. The comments in schools B and C are related. Both comments emphasize that the involvement of all stakeholders as a condition necessary for change in education.

Educator 7 indicated that, "necessary material should be provided to the schools in time". Educator 8 made the following comment: "All stakeholders should undergo training". The comment in school C emphasizes that the condition necessary for change is the provision of resources in schools. The educators also emphasized that involvement of the stakeholders also serve as the necessary condition for change in school. This might mean that the school should be provided with necessary materials and involve all stakeholders in the
planning of change. This will enable the educators to support the principal in managing the secondary school.

Educator 9 indicated that, “the trainers should be well equipped to deal with the imminent change”. Educator 10 mentioned that, “there should be workshops about the imminent change”. The comments by the educators in school E are related. The educators emphasizes that educators should be work-shopped to ensure the success of the role of the principal in managing the school.

The results can be summarized as follows: the involvement of stakeholders, the provision of materials and training of the educators should be done to enable the educators to support the principal.

5.4.6 Barriers to effective change in education

In this section, the researcher was interested in knowing the barriers to effective change in schools. Educator 1 cited, “lack of knowledge about the proposed change”. Educator 2 indicated that, “lack of resources” is the barrier to effective change in school. Educator 3 stated that, “lack of adequate facilities from the Department of Education” is the barrier to effective change in school. Educator 4 indicated that, “lack of adequate information” is the barrier to effective change in school. Educator 9 made the following comment: “Incompetence from the side of the educator” is the barrier to effective change in school. Educator 10 mentioned that, “lack of adequate resources and facilities in school hindered the effective change in school”. In schools A, B and E, it was highlighted that lack of knowledge about the proposed change and inadequate resources are the barriers to effective change in school. The researcher is of the opinion that the provision of resources and information can enable the principal to manage the school effectively.
Educator 5 made the following comment: "Lack of involvement of parents in education" is the barrier to effective change in school. Educator 6 indicated that, "lack of cooperation between different departments in the school" is the barrier to effective change in school. The comments made in school C are the same. The educator emphasized that there should be a cooperation of different stakeholders to enable the principal to manage the school. The researcher is of the opinion that all stakeholders should be involved in education to enable the principal to manage change in school effectively.

Educator 7 mentioned "lack of thorough explanation of the policies by the school management" as the barrier to effective change management. Educator 8 stated that, "inadequate training received by the educators" is the barrier to effective change. The comments made by school A are related. The educator emphasizes that there should be adequate training in school. This would enable the principal to manage change in an effective way.

The data can be summarized in the following manner: lack of adequate training, lack of resources and inadequate involvement of other stakeholders in education are the barriers to effective school management.

5.4.7 Summary

This section presents the summary of the findings obtained from ten educators. It was established that the educators share the same understanding with regard to the meaning of the word "change". They regard change as doing things in a way that is different from the olden ways. It is also important to note that the process of change has to follow certain stages for it to be successfully completed. These stages require the involvement of all stakeholders. It was evidence that all the educators are involved in the change process. They have key role to play in the steps of change process as they are involved in monitoring the decisions taken in their school.
It was revealed that it is not an easy task to introduce change in an organization. It is important to note that people have different views which may lead to resist change. The common factors which lead people to resist change is the lack of adequate information about the new changes and inadequate resources coupled by fear of what change would bring. It is evident that we could not expect people to participate fully in the changed process if they have developed negative views regarding the proposed change.

It was also established that there are no fixed strategy of managing change amongst the educators. All educators have suggested their strategies of managing change. The strategies include the provision of adequate information to all stakeholders and the provision of necessary resources to the implementers. Having the understanding of these strategies of managing change does not mean that it would be easy to manage such change, it is therefore important to be able to address some factors that may lead people to resist change. Those factors include amongst others lack of knowledge about the proposed change, lack of adequate resources and fear of the unknown future.

5.5 DISCUSSION

The following is the discussion of the findings as reported in this chapter.

According to the results, the views of the three types of the participants from school A, B, C, D and E regarding their understanding of the word “change” are related. All three types of participants regard “change” as the setting aside of old things and make way for new things. This might suggest that all participants have clear understanding of changes that are happening in the world around them. The participants’ definition of change also support what was stated by Wissler and Ortiz (1988:157) who indicated that change is “an improvement, systematic,
sustained effort aimed at altering the process of learning and other related matters with sole purpose of attaining educational goals”. This means that the participants share the same understanding with others regarding change and this would enable them to manage it.

The results reveal that the principal E, HoD E and Educator 10 from school E have clear understanding of the nature of change. They view the nature of change as may be social, economic, political and educational. The Educator 10 further indicated that the nature of change may be planned or unplanned. The explanation given by the participant relate to the explanation given by Kimbrough and Burket (1990:131) who indicated that the nature of change whether planned or unplanned have the following forms: social change, economic change and transformational change. This may lead the researcher to claim that the participants are aware of the nature of change. This might mean that the principal, HoD and the educator from school E may be able to distinguish between the nature of change that may be happening within and outside their institution. This would enable them to come up with relevant strategies to manage it. The results might mean that the participants from schools A, B, C and D are implementing something which they do not understand. This can lead the researcher to think that these participants do not know how to distinguish the changes that are happening in their institution. In addition, this might mean that it may be difficult for them to support each other in providing relevant strategies to manage the change.

Furthermore, it is interesting to note that all participants, including the participants from schools A, B, C and D who failed to present clear understanding of the “nature” of change, were able to define “planned and unplanned” change. This might suggest that the participants from these four schools are able to understand change but failed to know the nature of change. The participants regard planned change as an alteration of the status quo with the correct strategies put forward to promote change whereas unplanned change was
defined as something that comes without someone's knowledge. The respondents' unplanned change is disastrous. The fact that all participants are able to define "planned and unplanned" change may lead the researcher to claim that the participants understand change. It is also important to note that the comments by all participants suggest that they desired planned change because it involves all the people and follow a set of guidelines. People have to plan before phasing in new changes. It is evident from the principals' comments that they do not like unplanned change because it is often disastrous and it does not follow a set of guidelines, rather it is reactive. In addition, it comes without someone's knowledge and without preparation.

The results show that all three types of participants have different roles to play in managing change in education. It is important to note that the roles of the principals are the same. The principals from all five schools are the ones who inform and workshop other stakeholders about the new changes. The role of the HoDs from five schools is to manage and monitor the implementation of change in their schools. With the exception of Educator 1 from school A who plays the same role as the principal and Educator 3 from school B motivates other people to accept changes and Educator 9 from school E who has organized relevant materials for the implementation of changes, the role of the rest of the educators from all five schools is to implement changes. The result might mean that Educators 1, 3 and 10 are part of the school management team. They have the greatest responsibility of managing the school. The results might also suggest that the principals have the greatest responsibility of training the educators about the proposed change while the HoDs are responsible for managing and monitoring the whole process of change.

When asked about the factors that give rise to resistance to change, the comments by the principals and four HoDs from school A, B, C and D show the same meaning. All principals emphasize that people are afraid of what change would bring to them. It is only HoD E who stressed that people resist change
because of inadequate materials. This might also mean that people resist changing because they expect that would have inadequate materials to implement changes in their institution. The results might suggest that people resist change because of fear of the unknown which is caused by inadequate information given to them about the proposed change. According to the results the factors that lead to resistance to change from the educators' point of view are related to what the principals and HoD have stated. The educators from school A, B, C, D and Educator 9 from school E stressed that people resist changing because of insufficient consultation before the implementation of change.

It is interesting to note that Educator 10 from school E stressed that resistance to change is caused by lack of support from relevant stakeholders. The comment by Educator 10 seems to be the outcome of inadequate consultation about the proposed change. It is clear that one cannot expect people who do not have adequate information to support the process of change and its implementation. This emphasizes that lack of consultation delays changes in an institution. The comments reveal that resistance to change occurred in situations where there is inadequate consultation about the proposed change. So it is the researcher's opinion that the information about the proposed change should be distributed to relevant stakeholders. It is evident that if the information is adequately given to the educators there would be little or no resistance to change. The findings support Hargreaves' (1994:16) statement which indicated that each stakeholder has perceptions which form the barriers to effective implementation of change. It is therefore necessary to note that the implementation of change requires a supportive structure for the individuals and groups involved.

5.6 CONCLUSION

The study intended to determine the role of the principals in managing change in secondary school level. This was done by selecting a sample of five principals, five heads of department (HoDs) and ten educators in order to find their views
regarding the management of change in secondary schools. The results show that the views of the three types of the participants from schools A, B, C, D and E regarding their understanding of the word "change" are related. The fact that all participants regard change as the setting aside of old things and making way for new things might lead the researcher to conclude that all participants have a clear understanding of changes which are happening in their institution. This can also lead the researcher to claim that all participants are involved in promoting change in their institutions.

Given the roles of the principals, heads of department (HoDs) and the educators, one is enabled to make a clear distinction of their responsibility in promoting change in their schools. The principals provide training and workshops to the educators while the HoDs manage and monitor the implementation of change. It is the responsibility of the educators to implement change while those who are in the school management team also help in the management and monitoring of change. Based on the findings of the study, the researcher concludes that the success of change does depend on the three types of participants; other stakeholders such as parents should also be involved in the promotion of change. This was evident during the presentation of the findings when it was indicated that lack of support from other stakeholders such as parents negatively affect change in an organization. This has led the researcher to conclude that lack of involvement of other stakeholders in the planning of change may adversely affect the success of such change because individuals or groups have different perceptions that can lead to either the success or failure of change.

The next chapter will present a summary of the study, limitations and recommendations.
CHAPTER 6

6. SUMMARY, LIMITATIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The purpose of this chapter is to present the summary, limitations and recommendations of this study.

6.2 SUMMARY OF THE STUDY

The purpose of this study was to investigate the role of the principals in managing change in the secondary school level in the Limpopo Province. The rationale of the study was that the present policy encourages school principals to constitute a school management team, which is responsible for the day-to-day management of the school and the implementation of school's policies, which have been formulated by the school governing body. The school management team has many responsibilities, tasks, and duties such as planning, decisions making, delegating and coordinating the work, solving problems and monitoring the school. Most of the principals seem to be confused about the role they are to play in managing change in the school. Nevertheless, they are in the frontline of the struggle to develop new ways of doing things in schools.

The rationale led the researcher to the formulation of the research question: "How can the school principal at a secondary school level in the Limpopo Province effectively manage change?" In order to provide answers to the research question, it was deemed necessary to establish the theory of change
management. The following concepts were outlined in the theory of change management:

- Meaning of change
- The nature of change
- The process of change
- Steps in the change process
- The difference between planned and unplanned change
- The variables related to change
- Organizational resistance to change
- The implementation of change
- The factors that influence resistance to change
- Strategies of getting change resistors on-side
- The phases in managing change
- The need for change
- A balanced approach to change
- The management of change

Firstly the participants were conversant with the theory of change. Furthermore, they understood that change is inevitable. They understood that change needs to take place and new ways of doing things should be accommodated.

Secondly, it was also necessary for the researcher to discuss change management in education. The following concepts were discussed:

- Professional learning in education
- Management of change in education
- The management task of the principal as a change agent
- Strategies of managing change in education
- The principal and vision of the school in relation to change
- The school capacity to change
- Factors that affect organizational change in education

The role of the principal in managing change at secondary school level in the Limpopo Province.
Conditions necessary for change at school
Steps necessary to promote change in education
The substance of change in education
Barriers to effective change

It is, therefore, necessary to adapt change in order to make it easier to manage the school which in itself is evolving as time elapses. The school environment is a dynamic one which will from time to time necessitate change. Adapting to change will make it easier for the management to run the school.

The above-mentioned concepts were established by means of a literature review, which was presented in chapter two and three respectively.

Chapter four covered the research design of this study, which was conducted by means of qualitative instruments. This study could be described as a case study, looking at the method of data collection which is literature review and in-depth individual interviews. The data was collected from five principals, five heads of department and ten educators in the Vhembe District Municipality (VDM).

Chapter five of the study was data analysis of the study. The data analyzed was based on the following: general understanding of change, process of change, factors that give rise to resistance to effective change, management of change in education, the need for change in schools and barriers to effective change.

6.3 FINDINGS

In chapter one, the research question was formulated as follows: “How can school principals at secondary schools level of the Limpopo Province effectively manage change?” The main aim of this study was to investigate the role of the secondary school principals in managing change. In this regard, the literature review provided the researcher with information regarding the general
management of change. The literature review also presented the researcher with information regarding how change is managed in the education sector.

Furthermore, the study was conceptualized from literature review around the following:

➤ Change is a very complex process which requires determination and commitment from all who are involved. It is a phenomenon that affects all aspects of a person’s life. It represents the struggle between what is not and desired. It may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices. The process of change is a complex process that requires thorough strategic planning in order to reach prescribed goals of the desired change. In education, change may be described as planned or unplanned systematic improvement aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals that may occur without anyone’s knowledge.

➤ Change has four forms, which include social change, interactive change, competitive change and transformational change. Social change is generated by a variety of aspects such as changes in the relationships between educator and learners, principal and educator, change in role such as the reformulation of educator’s tasks as well as change in philosophy such as a new perception or belief which informs a programme or policy. Interactive change occurs between groups of people, for instance, school communities decide on change to improve matters such as both mid and final year results. Competitive change is brought about by competition and desire to be better than other schools. Transformational change is the only rational change to be effected when a school is working poorly. It can also occur when external or internal forces insist on radical changes in instruction or support services.
The process of change has the following stages: the identification of areas for improvement, the generalization of possible solutions to address issues identified and the implementation phase which is the most complex and difficult to achieve.

Change process has to follow the following steps: unfreezing phase which is the replacement of old ideas and practices by the new ones within a school, movement which involves the development of new norms, values, attitudes and behaviors through identification or change in the structure, refreezing which is the final step in the change process.

There are many variables related to change. Some of these variables are the expectation of change, dependence upon authority, accumulation of ideas, collaboration of effect, conjunction of differences, competition of rivals, deprivation of essentials and credit wants.

It is not the nature of human being to welcome change. Often people tend to resist alien views and norms. In addition, any innovation, to that extent that it is new, will be alien to an existing system. This resistance to change is strongly related to the extent to which the people who are required to change have not been involved in deciding what that change should be.

The implementation of change involves three broad role players: Change strategists, which is the early work, identifying the need for change, creating a vision of the desired outcome, deciding what change is feasible, choosing who should sponsor and defend it, change implementers that involve these that will make change happen by managing the day-to-day process of change. Change recipient, which include; those who must adopt and adapt to the change. They determine what change will hold.
There are six phases in managing change: diagnosis, reform implementation, planning, implementation, stabilization and evaluation phase.

Change is not something that simply necessitates itself. There are both internal and external forces that drive the need for change. The forces may be societal change, organizational paradigm and information landscape.

Change management is not a matter of simply following steps. Since no two changes are exactly alike, following a recipe for change management is not enough. The right approach will be situation specific to change. If leaders do not understand the why part of change, changes can fail even when standard processes are followed. To be effective at leading change, principals need to customize and scale their change management efforts based on the unique characteristics of the change.

There are three steps, which need to be followed when implementing change in education: determining the need for change, promoting the idea of change and deciding to change.

Individuals initiating change in education must therefore take particular account of the factors that prevent effective change to take place in education. Some of these factors are organizational cultures, competition rivals, perception of stakeholders, lack of holistic approach, absence of follow-up and the change process.

The findings of the qualitative study can be summarized as follows:

All the participants shared a similar understanding of the word 'change'. The principals' view is that change is the phasing in of new things to development what was there before. It is a setting aside of old things and
making ways for new things. The only problem lies with the principal A who indicated that people have to do away with the old things and make ways for new things. According to this principal, it means that we have to remove the existing things or systems in order to phase in changes. The responses of all the HoDs and the educators are related. According to them, change is the phasing in of new things to replace the old ones. Change may be in the form of transformation, which would mean the total replacement of the old things or may be in the form of reform, which means the improvement of the old state. In view therefore, the researcher may claim that all participants shared the same understanding of the word change.

➢ The problem that most of the principals, HoDs and educators are faced with is with regard to the nature of change. It is important to note that with the exception of educators, principals and HoDs of school E, not all the participants have clear understanding of the nature of change. Therefore, the researcher may conclude that it would be difficult for most of the participants to manage something whose nature they do not know without relevant support from the Department of Education.

➢ The results revealed that all participants were able to define the planned and unplanned change. It was revealed that all participants were in favor of planned change because it involves all the people and follows a set of guidelines. The researcher may claim that the participants would be able to manage change if they were given guidelines before implementation. It is important to state that the participants were against change that came as a surprise to them.

➢ The results revealed that people resisted change because of fear, i.e. fear of job losses and fear of change itself or fear of what change would bring. This fear may be regarded as the fear of the unknown. It is unknown
because people do not know what the proposed change holds for them. Shortage of teaching and learning materials as well as overcrowding in their schools also influences people to resist change. The researcher may conclude that people resist change because of laziness. They don’t want to think or learn new things.

➢ The results revealed that when managing change one should involve and train all stakeholders involved in the implementation of such changes. You should also pilot the project in order to identify the weaknesses and strength of a particular change. What the researcher can conclude is that the best strategy of managing change is to involve all stakeholders involved in the implementation of such change, e.g. parents, learners and educators.

➢ All the participants expressed the need for change because they are living in a technologically developing country. They have to change in order to meet the demands of the new education system because they are living in the changing world. The researcher may claim that all participants were in favor of change in order to meet the demands of the technologically developing world.

6.4 LIMITATIONS OF THE STUDY

Only five schools were selected for the study and not all educators in the five schools were included in the study. A possibility will always exist that a different picture could have been obtained about the management of change in the secondary level if more schools were involved in the study.

The study only involved one circuit in one district and possibly different results could have been obtained if more districts were involved. Therefore, the results of the study cannot be generalized to the larger population as it was stated in the
research design chapter. However, the study would have made a significant contribution if the results were generalizable.

6.5 RECOMMENDATIONS

In order to improve the management of change in secondary school level in the Limpopo Province, the following recommendations derived from the study were made:

- The study revealed that shortage of teaching and learning materials and overcrowding in their schools influenced people to resist change, therefore the Department of Education should provide schools with relevant learning and teaching materials in order to promote the implementation of change in schools.

- The study revealed that lack of training regarding change influences people to resist change. Therefore, before the initiation of any change, the Department of Education should train all the stakeholders involved in the day-to-day implementation of changes. This will minimize resistance during the implementation stage.

- All stakeholders should be involved in the planning of change to promote the understanding of the need for change.

- The results revealed that not all the principals, HoDs and the educators are aware of the nature of change. It is therefore important to provide workshop that would provide them with the understanding of the nature of change.

- The study revealed that most of the principals have problems in explaining the process of change. The researcher therefore recommends that the educators and the HoDs work hand in hand to support their principals in

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order to ensure the smooth running and management of change in their schools.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

➢ This study has achieved its aim, i.e. to investigate the role of the secondary school principals in managing change. It has therefore opened up the following avenues for further research:

➢ This study was confined to secondary schools in the Vhembe District Municipality of the Limpopo Province. Not all districts were covered in the Limpopo Province, therefore a further suggestion would be that a similar study be conducted in other districts in order to assess whether the study could yield similar findings regarding the role of the secondary school principals in managing change.

➢ This study focused on the investigation of the role of the secondary school principals in managing change, therefore a suggestion would be that future study, which would investigate the role of the school management teams in managing curriculum change, be conducted. Such study would make a significant contribution directly towards the improvement of change management in secondary school because it will involve people who have responsibility in managing the school.

➢ The findings of this study revealed that stakeholders such as parents should be involved in the planning of change. It is important to investigate the role of parents in the management of change in school.
6.7 CONCLUSION

The coming to power of the democratic government has meant changes in all spheres of government including the Department of Education. Those changes, specifically in the Department of Education, have meant changes in the roles of the principals, educators, learners and parents in education. Although the literature review revealed that the principals are the agents of change, they are struggling to fit into their new roles. They are confused about which roles are expected to perform in the new system of education which most of the school's activities revolve around them. The confusion creates an inexorable sense of crisis management in which somewhat haphazard events and incidents seem to run their lives, rather than their carefully formulated plans and intentions. The confusion lies in the fact that the principals fail to differentiate their roles from those of the school governing body and those of the school management teams. Most of the principals confined their roles only to monitoring the progress and challenges in their schools and focus very closely on coordinating and supporting the efforts of fellow educators in implementing the necessary changes. This motivated the researcher to undertake a study to investigate the roles of the principals in managing change.

During the field study, it was revealed that the role of the principals is to prepare for implementation of change by updating every stakeholder about the eminent change and provide the necessary support to the implementers. The principals also choose the implementation team. Once change has been implemented, the role of the principal will be to supervise and monitor the implementation of change by assessing the objectives of change. It is during the implementation phase where the principals reward the implementers for better results.
The role of the heads of department is to collect more information about the particular change and share with others; influence the school management team, educators and learners not to resist change because it is inevitable and to see to it that the new system (OBE) is implemented in the right way.

The role of the educators is to inform other stakeholders about change, instill other educators to be positive about change, to implement new changes, to draw the school timetable, to implement change in the classroom, to managing the class, organized relevant materials about the new changes and to implement change.

Looking at the roles of the principals, HoDs and the educators, it is evident that these roles are interrelated. They are geared towards the achievement of common goals of educating the South African citizens to be responsible adults. Therefore, in order to manage the educational institution effectively, both the educators and the principals should take into account the degree to which the total school community will be affected by change and the degree to which it is aware of the changes. Therefore, if the principals are closely working together with the heads of department, the educators and parents, there is no doubt that the schools will be properly managed. The lost culture of teaching and learning would be regenerated and the schools will become a dynamic environment for both learners and educators.
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APPENDIX

1. Interview schedule
   A. Educator interview schedule
   B. HoD interview schedule
   C. Principal interview schedule

2. Letters Sent
   D. Head of Department
   E. Circuit manager
   F. Principals of school

3. Letter Received
   G. Head of Department

The role of the principal in managing change at secondary school level in the Limpopo Province.
APPENDIX A

EDUCATOR’S INTERVIEW SCHEDULE

In this section the researcher will engage in an interview with the educators. The main purpose of this interview is to gauge the role of the principal in managing change.

1. What is change?

2. What is the nature of change?

3. What do you understand by the process of change?

4. Can you please share with the researcher the steps in the change process?
5. What do you understand by planned and unplanned change?

6. According to your opinion why do individuals resist change in an organization?

7. What is your role in managing change?

8. What are the factors that give rise to resistance change?

9. According to your understanding what are the phases in managing change?
10. Is there any need for change in the school? If yes, why?

________________________________________________________________________

________________________________________________________________________

11. How can change be managed?

________________________________________________________________________

________________________________________________________________________

12. Do you agree with the ascertain that the principal is the agent of change? If yes, why?

________________________________________________________________________

________________________________________________________________________

13. What are the strategies of managing educational change?

________________________________________________________________________

________________________________________________________________________

14. What are the factors that affect organizational change in education?

________________________________________________________________________

________________________________________________________________________
15. What are the conditions necessary for change in education?

16. What are the steps necessary to promote change in education?

17. What are the barriers to effective change in education?
APPENDIX B

HEADS OF DEPARTMENT INTERVIEW SCHEDULE

In this section the researcher will engage in an interview with the heads of department. The main purpose of this interview is to gauge the role of the principal in managing change.

1. What is change?

2. What is the nature of change?

3. What do you understand by the process of change?

4. Can you please share with the researcher the steps in the change process?

5. What do you understand by planned and unplanned change?
6. According to your opinion why do individuals resist change in an organization?

7. What is your role in managing change?

8. What are the factors that give rise to resistance change?

9. According to your understanding what are the phases in managing change?
10. Is there any need for change in the school? If yes, why?

________________________________________________________________________

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________________________________________________________________________

11. How can change be managed?

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12. Do you agree with the ascertain that the principal is the agent of change? If yes, why?

________________________________________________________________________

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________________________________________________________________________

13. What are the strategies of managing educational change?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. What are the factors that affect organizational change in education?

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________________________________________________________________________

________________________________________________________________________
15. What are the conditions necessary for change in education?

16. What are the steps necessary to promote change in education?

17. What are the barriers to effective change in education?
APPENDIX C

PRINCIPAL’S INTERVIEW SCHEDULE

In this section the researcher will engage in an interview with the principals. The main purpose of this interview is to gauge the role of the principal in managing change.

1. What is change?

________________________________________________________________________

________________________________________________________________________

2. What is the nature of change?

________________________________________________________________________

________________________________________________________________________

3. What do you understand by the process of change?

________________________________________________________________________

________________________________________________________________________

4. Can you please share with the researcher the steps in the change process?

________________________________________________________________________

________________________________________________________________________

5. What do you understand by planned and unplanned change?

________________________________________________________________________
6. According to your opinion why do individuals resist change in an organization?


7. What is your role in managing change?


8. What are the factors that give rise to resistance change?


9. According to your understanding what are the phases in managing change?
10. Is there any need for change in the school? If yes, why?


11. How can change be managed?


12. Do you agree with the ascertain that the principal is the agent of change? If yes, why?


13. What are the strategies of managing educational change?


14. What are the factors that affect organizational change in education?
15. What are the conditions necessary for change in education?


16. What are the steps necessary to promote change in education?


17. What are the barriers to effective change in education?


Head of Department  
Planning and Research Directorate  
Department of Education  
P/Bag X9489  
POLOKWANE  
0700

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH AT SECONDARY SCHOOLS IN THE VHEMBE DISTRICT

I hereby wish to request for permission to conduct a research at secondary schools in the Vhembe District. The title of the research project is: The role of the principal in managing change at secondary school level in the Limpopo Province. The names of the schools where research will be conducted are as follows: Mugaguli Secondary School, Makakavhale Sec School, Magalanengwe Sec School, Tshienuemu Sec School and Denga Tshivhase Sec Schol.

Respondents who will be involved in the research are: Principals, heads of department and educators.

The period during which the research will be conducted is August and September 2005.

Thanking you in advance.

Yours in educating the nation

Tshubwana T.S.(0837466550)
District Senior Manager- Vhembe
Department of Education
P/Bag X 2250
SIBASA
0970

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The period during which the research will be conducted is August and September 2005.

Thanking you in advance.

Yours in educating the nation

Tshubwana T.S.(0837466550)
The Principal
Department of Education
P/Bag X 2250
SIBASA
0970

Dear Sir/Madam

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Respondents who will be involved in the research are: Principals, heads of department and educators.

The period during which the research will be conducted is August and September 2005.

Thanking you in advance.

Yours in educating the nation

Tshubwana T.S.,(0837466550)
TO WHOM IT MAY CONCERN

Sir/Madam

The bearer, Tshubwana T S, has been given permission by Limpopo Department of Education (LDoE) to conduct research at schools in Vhembe District. The research is about 'The role of a principal in managing change at school level in the Limpopo province.' This research will be conducted during the first three terms of the calendar year.

The Department requests learners, managers and educators to cooperate with the researcher when research activities are conducted.

It is envisaged that the research report will assist LDoE in many ways.

Thank you

[Signature]

DATE: 30/9/2005

HEAD OF DEPARTMENT

DEPARTMENT OF EDUCATION
HEAD OFFICE