

**THE ROLE OF SCHOOL MANAGERS IN MANAGING
EDUCATIONAL CHANGES IN SCHOOLS IN
MOGODUMO REGION
IN LIMPOPO PROVINCE**

by

SELLO, MAKGOALE EMILY

Submitted in fulfillment of the requirements of the degree of

**MASTER OF EDUCATION IN EDUCATION
MANAGEMENT**

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR T.I. PUDI

SEPTEMBER 2009

DECLARATION
33791287

Student number

I Sello Makgoale Emily declare that **The role of school managers in managing educational changes in schools in Mogodumo region in Limpopo province** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....
Signature
Sello M E

.....
Date

ACKNOWLEDGEMENTS

My sincere and heart-felt gratitude to the following people without whose assistance this study would not have been possible to undertake:

- . Dr T.I. Pudi, my supervisor, whose encouragement, guidance and patience led me to this heights.
- . The Head masters of the following institutions for providing me the opportunity to conduct this study at their institutions, that is, Lebowakgomo, Thogoa , Matsemela, Sephakabatho and Derek Kobe Senior Secondary Schools.
- . All members of the SMTs of the mentioned schools who participated in the interviews.
- . My children (daughter Reabetsoe and son Thero) and in particular my husband for his tireless support throughout this study. You have been a pillar, Moraswi'a Phaahle.
- . My parents, Monare and Hlapogadi for the solid foundation they laid for this work during the early years of my education.
- . All my brothers and sister for their support and the contribution they made in my entire life.
- . All my friends and particularly Mama'a Moshe, Mahlatse, sesi Nurse and malome Maphila for their moral support.

ABOVE ALL, MY GRATITUDE GOES TO GOD MY CREATOR, FOR ENABLING ME TO RUN THIS RACE TO THE END.

LET ME ALWAYS TRUST IN THEE

SUMMARY

THE ROLE OF SCHOOL MANAGERS IN MANAGING EDUCATIONAL CHANGES IN SCHOOLS IN MOGODUMO REGION IN LIMPOPO PROVINCE

The purpose of this study was to investigate the roles that members of SMTs play in their efforts to manage the present educational changes in schools. Members of SMTs are leaders and managers who hold authoritative positions in schools. They are regarded as the key personnel who are supposed to manage schools successfully. Since the present education system in South Africa is characterized by a variety of changes, school managers are not only expected to understand these changes but also to be able to manage them effectively.

The study commenced by outlining the concept change and its nature. The intention was to lay a foundation for understanding what change entails. Some of the common changes that are experienced in schools were also discussed. These included curricular and non-curricular changes that pose challenges to school managers.

Focus was primarily placed on the educational changes and the way they impact on the managerial roles of school managers. These included the changes such as the implementation of OBE, NCS and IQMS. Reference was also made to the application of some of the educational policies that contribute towards the increasing managerial responsibilities of school managers. These include the application of the present policy on norms and standards for school funding, admission policy and the abolition of corporal punishment that pose managerial challenges to school managers.

Empirical research was conducted in four randomly selected schools in Mogodumo region in Limpopo Province. Semi- structured interviews were conducted with members of SMTs in these four schools. The research findings revealed that the present school managers find it difficult to meet the new managerial expectations that are brought about by the transforming educational environment. It became evident from the research that insufficient professional development for school managers contributed towards their failure to execute their expected managerial roles.

KEY TERMS

School Management Teams

Educational changes

Mogodumo region

Paradigm shift

Organizations

Stakeholders

Interview schedule

LIST OF ABBREVIATIONS

- ANC - African National Congress
- DAS - Developmental Appraisal System
- DoE - Department of Education
- DSG - Development Support Group
- EEA - Educators Employment Act
- IQMS - Intergraded Quality Management Systems
- NCS - National Curriculum Statement
- OBE - Outcomes-Based Education
- SASA - South African Schools Act
- SDT - Staff Development Team
- SMT - School Management Team
- WSE - Whole School Evaluation

APPENDICES

Appendix A - An interview guide

Appendix B - A letter of request for approval to conduct research in schools (from the HOD of Education in Limpopo Province)

Appendix C - A letter of request for approval to conduct interviews with SMTs.

Appendix D - The roles and responsibilities of SDTs

Appendix E - Norms and standards for educators

TABLE

Table 1 - The codes for schools and the respondents.

TABLE OF CONTENT

CHAPTER 1: INTRODUCTORY ORIENTATION Page number

1.1 INTRODUCTION.....	1
1.1.1 A paradigm shift in the management of education.....	2
1.1.2 The impact of the new policies on education.....	4
1.1.3 The participatory management approach.....	5
1.2 AWARENESS OF THE PROBLEM.....	6
1.3 PROBLEM STATEMENT.....	8
1.4 AIM OF THE STUDY.....	8
1.5 MOTIVATION FOR THE STUDY.....	8
1.5.1 Importance and necessity.....	8
1.5.2 Contribution to the study.....	9
1.6 RESEARCH METHODOLOGY.....	9
1.7 EXPLANATION OF CONCEPTS.....	11
1.7.1 Role.....	11
1.7.2 School manager.....	12
1.7.3 Competencies.....	12
1.7.4 Paradigm.....	12
1.8 PROGRAMME OF STUDY.....	13
1.9 SUMMARY.....	14

CHAPTER 2: THE NATURE OF CHANGE AND EDUCATIONAL CHANGES

2.1 INTRODUCTION.....	15
2.2 CHANGE DEFINED.....	16
2.3 THE NATURE OF CHANGE.....	17

2.3.1 Change as a process.....	17
2.3.2 The perceptions about change.....	18
2.4 THEORIES OF CHANGE.....	20
2.4.1 Evolutionary theory.....	21
2.4.2 Teleological theories.....	21
2.4.3 Life cycle theories.....	22
2.4.4 Dialectical theories.....	22
2.4.5 Socio – cognition theories.....	23
2.4.6 Cultural model.....	23
2.5 EDUCATIONAL CHANGES IN SCHOOLS.....	24
2.5.1 The organizational structure of schools.....	25
2.5.2 The leadership and management styles.....	31
2.5.3 Teaching and learning approach.....	33
2.5.4 Disciplinary measures.....	34
2.6 SUMMARY.....	35

CHAPTER 3: THE ROLE OF SCHOOL MANAGERS IN CHANGE MANAGEMENT

3.1 INTRODUCTION.....	36
3.2 THE ROLE OF SCHOOL MANAGERS.....	37
3.2.1 Professional development.....	37
3.2.2 The leadership and management approach.....	46
3.2.3 Restructuring the organizational structure of schools.....	51
3.2.4 Understanding the individuals.....	55
3.2.5 Understanding the organizational structures of the school.....	59
3.2.6 Development of other managerial strategies.....	60
3.3 SUMMARY.....	63

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION.....	64
4.2 RESEARCH DESIGN.....	64
4.2.1 Rationale for choosing qualitative paradigm.....	65
4.3 SELECTION OF SCHOOLS.....	66
4.3.1 Selection of respondents.....	67
4.3.2 Access.....	68
4.4 DATA COLLECTION.....	69
4.4.1 Research instrument.....	69
4.4.2 Semi-structured interviews.....	69
4.4.3 Interview guide.....	71
4.5 DATA ANALYSIS AND INTERPRETATIONS.....	72
4.5.1 Transcription.....	73
4.5.2 Interpretation and analysis of data.....	74
4.6 ETHICAL CONSIDERATIONS.....	76
4.6.1 Informed consent.....	76
4.6.2 Deception of respondents.....	76
4.6.3 Confidentiality.....	77
4.7 BIOGRAPHICAL DATA.....	77
4.8 SUMMARY.....	79

CHAPTER 5: EMPIRICAL RESEARCH AND FINDINGS

5.1 INTRODUCTION.....	80
5.2 CONDUCTING INTERVIEWS.....	80

5.3 DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	80
5.3.1 Perceptions of school managers on the nature of change.....	81
5.3.2 Educational changes in schools.....	83
5.3.3 The impact of educational changes and the role played by school managers	91
5.3.4 Leadership and management approach.....	99
5.3.5 The recommended managerial strategies.....	101
5.4 EMPIRICAL FINDINGS.....	103
5.5 SUMMARY.....	105
5.6 CONCLUSION.....	106

CHAPTER 6: SUMMARY, RECOMMEDATIONS AND CONCLUSION

6.1 INTRODUCTION.....	107
6.2 OVERVIEW OF THE STUDY.....	107
6.3 LIMITATIONS OF THE STUDY.....	108
6.4 RECOMMENDATIONS FOR FURTHER STUDY.....	109
6.5 CONCLUSION.....	109

BIBLIOGRAPHY.....	110
--------------------------	------------

APPENDICES

Appendix A.....	118
Appendix B.....	119
Appendix C.....	120
Appendix D.....	121
Appendix E.....	122

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The advent of the democratic dispensation in South Africa has brought about significant changes in the political, social and economic spheres of the country. As a microcosm of society, the education sector too has been caught up in the ebb and flow of these democratic changes (Zatman, Florio and Sikorski, 1997:3). Consequently new educational laws and policies that are consistent with the new dispensation have been put in place. Although the transformation from apartheid education to Outcomes-Based Education (OBE) was necessitated by the democratic demands, its implementation is not a forgone conclusion.

According to (ANC, 1995:8), “education and education systems are, above all, human and social institutions with all their capabilities and limitations”. Education institutions need to be managed. Unlike machines, they cannot be programmed for certain outcomes and then set to run by themselves. School principals together with other members of the School Management Teams (SMTs) as change agents and key personnel in schools, are faced with the challenge of managing these changes. Unfortunately many variables in the process of change are either unknown or cannot be controlled (Pudi, 2005:148). However, it is important to understand the roles that SMTs have to play for the effective management of the educational changes in schools. It is because of this that the roles and effective management of change in schools through SMTs is both important and necessary. The demands of a new education dispensation have in effect made necessary a paradigm shift in the management of schools.

1.1.1 A paradigm shift in the management of schools

The introduction of OBE, the Integrated Quality Management Systems (IQMS), the National Curriculum Statement (NCS) and other educational changes in schools made imperative a modified or changed teaching approach from educators. More significantly effective implementation of OBE requires development of new management strategies and competencies from all the members of the SMTs. However the author is concerned about whether the current members of SMTs are sufficiently equipped with the necessary skills that will enable them to manage the current turbulences in schools. According to Zatman et al. (1997:3) it is convincing that school managers today are faced with a perplexing situation of trying to satisfy the needs and requirements of South Africa`s diverse population.

Gultig and Butler (1999:7) stress that the management development programmes should no longer focus on school principals only, but on other middle managers as well. These authors maintain that under conditions of decentralization and a significant shift towards school-based management, the focus should primarily be on the broader and more inclusive understanding of education management development. School development programmes should not be seen as the preserve of the few seniors at the top of the school management structure. To meet the needs of the present democratic society, school principals and the rest of the management team are expected to be involved in self development programmes and develop other stakeholders in the school. The latter could be members of the community who should feature in school governance structures.

According to Gultig and Butler (1999: vii) the paradigm shift in the management of schools has affected the way in which educators as classroom managers have to manage their classes. The dictates of OBE stresses team work and cross consultation with the learners.

DoE (2002:08) points out that since OBE is focused on the outcomes, and that the process of obtaining these outcomes are in essence different, there have to be different ways of managing not only the outcomes but also the process of arriving at these outcomes.

In the classroom, the OBE approach has led to a paradigm shift from teacher domination to active participation of learners as stakeholders in the teaching and learning process. School managers are required to ensure that educators implement the participatory mode of teaching effectively.

Gultig and Butler (1999:29) stress that prior to the birth of the democratic society in South Africa, leadership and management practices in some institutions including schools, were mainly focused on how efficiently educators executed their prescribed duties without giving them opportunity for creativity and innovation. According to Bertram, Gultig and Ndlovu (1999:61) in the present education dispensation members of SMTs and educators are given freedom to participate in school management and education of the learners. Participation is promoted by the constitution of the Republic of South Africa and other relevant management and leadership models that are not only participatory but also promote democracy.

According to Seller (2001:257) the present OBE approach “encourages an open school climate that promotes sharing of challenges, a cross-pollination of ideas and collaborative decision-making which is vital for high morale as well as increased efficiency and effectiveness”. This approach emphasizes alignment of school management with the democratic principles. The focus of this study is on investigating whether the members of SMTs in Mogodumo region in Limpopo province are capable of meeting the managerial expectations of the current democratic society that is brought by educational changes such the implementation of OBE in schools.

In the present era, school managers are expected to become responsive to the changing needs that are imposed by the democratic changes and educational transformation. Legislations and school policies are pivotal in achieving this ideal.

1.1.2 The impact of the new policies on the roles of school managers

The introduction of the present education policies and legislations demand members of SMTs to possess new managerial competencies that will enable them to implement these policies effectively (Gultig and Butler, 1999:64). The introduction of the current education Acts such as the South African Schools (Act 84 of 1996), with its emphasis on active participation of parents in school governance, has undoubtedly impacted on the roles of school managers.

Section 9(3) and 9(4) of the Constitution (S.A Constitution, 1996a) stipulate that “no person (including learners) may be directly or indirectly discriminated against on the basis of race, gender, colour, ethnic or social origin.” This has in part led to the introduction of the current admission policy in South African schools. The spin-off to the present admission policy which encourages schools to open up the doors for learning to all without discrimination, has led to an increasingly diversity of learner population. This diversity can create racial and discipline-related problems that can challenge the managerial capabilities of the current school managers.

Lemmer and Squelch (1993:27) note that school managers are faced with learners of different population groups and a multicultural ethos. These authors further point out that the introduction of this non discriminatory admission policy was an attempt to desegregate education so as to accommodate learners from all racial groups. However, the impact of this admission policy on the managerial capabilities of school managers cannot be left to chance.

One of the other policies that impact on school managers in Mogodumo region in Limpopo province is the policy on corporal punishment. This is stated in section 10(1) of the South African Schools Act (SASA, 1996b). The Act stipulates that “no person may administer corporal punishment at a school to a learner.” This can be interpreted as upholding human dignity and respect to learners as human beings. Learners are therefore protected from being treated in a cruel,

inhumane and degrading manner that may have been consistent with the previous dispensation and its relevant management practices. However, the impact of the abolition of corporal punishment has created serious disciplinary problems which demand school managers in Mogodumo region in Limpopo province to become more creative with regard to the application of appropriate alternative disciplinary measures for the maintenance of discipline and the effective teaching and learning in schools. The (DoE 2001:6) cites poor discipline as one of the manifestations of lack of transformation of management practices to conform to the changing times and environment.

School management, from curriculum to non curricular activities is achieved as a participatory endeavour where all stakeholders are not only informed but also actively involved.

1.1.3 Participatory management approach

School managers as leaders hold influential positions in schools. They are thus charged with the responsibility to manage educational changes in schools in the province. In their efforts to align changes with educational reforms, school managers today are expected to adopt leadership and management practices which are consistent with the democratic principles.

Since this mode of management requires active participation of stakeholders in schools, it impacts on the managerial roles of school managers. Stakeholders such as parents were included in the governance of schools prior to the present democratic dispensation as stipulated in section 9 subsection 1 of South African Schools Act (SASA, 1996b). However they were often not provided opportunities to participate actively in executing the roles that they were supposed to play. In responding to the demands of the democratic society, this Act promotes parents not to be the rare species in schools anymore.

Through the South African Schools Act (SASA, 1996b), parents are not only charged with the responsibility for the education of their children but are also mandated by law to participate actively in school governance. This implies that the current school managers need to play the role of building strong bases for parent participation in schools. In order to practice participatory management meaningfully school managers are expected to take parents on board on matters that demand their attention.

Zatman et al. (1997:8) state that school managers as advocates of change are faced with a diversity of forces from within and outside the school arena. School managers are expected to involve the parents particularly members of the School Governing Body (SGB) in matters such drawing school budget and development of the mission statement of the schools. Apart from the involvement of parents, the scope for SMTs is further expanded by their involvement with learners and other external members of the public and clients who have a stake in the education

1.2 AWARENESS OF THE PROBLEM

The post apartheid era in South Africa has dawned with tremendous changes that manifest themselves clearly within the education arena. Schools as components of the education system are faced with the challenge of implementing these changes in a meaningful way. As stated in section 1.1.1, educational changes such as the introduction of the OBE and NCS, IQMS and other changes that are brought by the changing needs of the current democratic society have been enacted. These changes require school managers to assume new managerial roles and responsibility. They are supposed to act as leaders and managers with the capabilities to manage the educational changes (Lombard, 2003:3). Unfortunately there is no policy document or norms and standards that precisely guide school managers on how to manage schools and these educational changes.

The researcher realizes that there is not yet a policy that serves as a guide for school managers on the management of schools and the current changes that characterizes them (schools). The Education Policy Act (Act 27 of 1996) which focuses on the roles of educators has been drawn to serve as guidance regarding the responsibility of educators as classroom managers.

Lombard (2003:3) argues that school managers of the pre-democratic era were mainly equipped with the skills to exercise control and fulfill administrative duties. This implies that their initial formal training that prepared them to become teachers did not equip them (school managers) with the knowledge and the capacity to execute managerial roles, particularly in change management. The training prepared them to manage classroom environments that prevailed during the pre-democratic era rather than to manage the changes experienced in contemporary schools.

From these discussions, it is evident that there is little relevance between the skills that are possessed by the present school managers in Mogodumo region in Limpopo province and new managerial expectations that they are required to play in their attempts to execute their managerial roles in schools

Based on these limitations, the researcher is not certain whether the current school managers in Mogodumo region in Limpopo province will be capable of managing and transforming schools in accordance with the demands of the democratic principles.

It is these uncertainties that have led the researcher to undertake an investigation into the roles that members of SMTs in Mogodumo region in Limpopo province play in their efforts to manage educational changes.

1.3 PROBLEM STATEMENT

When the problem under discussion is analysed and evaluated, the question arises on whether members of School Management Teams in Mogodumo region in Limpopo province are capable of playing their roles in managing the changes in schools. From this, the problem statement for this study can be stated as:

The roles that school managers need to play in managing educational changes in schools in Mogodumo region in the Limpopo province.

1.4 AIM OF THE STUDY

The aim of this study is to investigate the role that school managers play in managing the educational changes in the Mogodumo region in the Limpopo province.

1.5 MOTIVATION FOR THE STUDY

1.5.1 Importance and necessity

The study focuses primarily on the roles that school managers are supposed to play in the management of educational changes. Effective management of schools today requires school manager to have knowledge of the new managerial roles that are necessitated by the current educational changes.

This study is thus deemed necessary for school personnel, and in particular members of SMTs. It is because this study intends to equip them with the knowledge of the actual roles that they (school managers) are expected to play in the transforming education system in South Africa.

This knowledge is required by school managers if they are to manage changes in schools effectively.

The kind of knowledge that this undertaking intends to expose is deemed important not only for the self improvement of school managers, but also for the development and the improvement of the whole school. Other members of staff will also benefit from school managers through school-based in-service training that focuses on change management.

The present school managers are faced with the transforming education system in South Africa (DoE 1996:1). This study is therefore necessary for it does not only focus on the roles of school managers but also has a bearing on the exposition of changes and the new policies in education. Knowledge of these policies is deemed essential for the current school managers because it (knowledge) is regarded as one of the prerequisites for the successful execution of their new roles. As Morgan (1988:2) explains, school managers need to acquire the skills and knowledge that are necessary to deal with the consequences of transformation as it unfolds itself over time.

1.5.2 Contribution to the study

It is expected that the empirical findings from the sampled school managers will contribute to the body of knowledge of change management and the managerial responsibilities of the contemporary school managers. It should be noted that though generalizations cannot be made from the empirical findings, the results of the interviews with some of the members of SMTs in Mogodumo region are hoped to put to light the actual roles that school managers play in their effort to manage educational transformation.

It is hoped that this study will form a base for a better understanding of the way the current educational changes demand for the transformation of the managerial roles of school managers during this era. Morgan (1988: xii) emphasizes that dealing with the consequences of change requires managers to apply specific competencies that will enable them to identify “fracture lines”.

1.6 RESEARCH METHODOLOGY

On the basis of the nature of this study which requires the researcher to listen to the verbal description of the experiences of the respondents in their natural environment, the researcher has opted to conduct this study within the qualitative paradigm. This approach requires research techniques such as the interview that involve social interaction between the researcher and the respondents rather than instruments and statistical methods that are common for the quantitative research design (Hoberg, 1999:80). He further states that the qualitative research approach emphasizes the intervention of the researcher in the natural setting of the respondents and allows for participant observation as well as gathering first-hand information from the respondents. On this basis, the researcher visited the sampled schools in the Mogodumo region in Limpopo province.

The intention was to understand the lived experiences regarding the roles and the strategies that members of the SMTs apply in their efforts to align the envisaged changes with the current school environments.

1.7 EXPLANATION OF CONCEPTS

For the convenience of the reader and to avoid misunderstanding, certain concepts will be explained. The purpose of the explanation is to offer a clear understanding of what each concept means as it is used throughout this study.

1.7.1 Role

Hawkins (1984: 725) defines 'role' as "a person's task or duty in an undertaking". Rabothata (1982:3) emphasizes that 'roles' are "duties and responsibilities expected from a person occupying a certain position in an institution". Roles can comprise the tasks ascribed to or expected of a person by virtue of the position held.

However, the researcher is of the opinion that it should be kept in mind that roles are not limited to occupational status, nor does the fact that one is cast in the role of a manager during working hours prevent him/her from taking on other roles such as a husband, president, father et cetera, at some other time.

Roles can also be defined as a set of expectations imposed on educators and school managers by the parents of learners, educationists and society in general (Pudi, 2005:147). From this perspective, it is evident that the roles of educators are based on the way the parents, the community or the society expect educators to behave.

The word 'role' will be used in this study to refer to the tasks and responsibilities that the members of SMTs are expected to execute in their efforts to manage the changes in the schools.

1.7.2 School Managers

The concept 'school managers' in this study does not only refer to the principals as the head of the school but also to other member of SMTs in schools. Besides the fact that principals are regarded as the highest-ranking professional educator, they do not manage the schools alone. Other personnel who manage and lead the school together with the principals such as the Deputy Principals and the Heads of Departments (HODs) are also regarded as managers. However it should be acknowledged that in some schools especially small schools, the senior teachers may also be co-opted into the management teams.

The concepts 'school managers' and members of School Management Teams or SMTs will be used interchangeably in this study.

1.7.3 Competencies

Van der Bank (1996:3) defines 'competencies' as the abilities to do something in a satisfactory or effective way. The concept 'competencies' is also defined as the ability to do something especially measured against a standard (Karpik and Murphy, 1996:33).

1.7.4 Paradigm

A 'paradigm' is a model that forms a basis of something (Morgan 1988:129). According to Bertram et al. (1999: vii) the concept 'paradigm' refers to 'a frame of reference'. A paradigm is often based on a set of ideas or a particular way of making sense of the world and dealing with it.

1.8 PROGRAMME OF STUDY

Chapter 1: Introductory orientation

In this chapter, the background to the study, awareness of the problem, statement of the problem, aims of the study, motivation of the study, and description of the research methodology are discussed.

Chapter 2: The nature of change and educational changes in schools

This chapter contains literature study focusing on change. Particular focus is given the educational changes that impact on the roles of members of SMTs in the contemporary era.

Chapter 3: Educational changes in schools: the role of school managers

Emphasis is placed on the roles that members of the SMTs are supposed to play in their attempts to deal with the changes in schools. The impact of these changes on the school will be discussed. The suggested effective managerial competencies are also be highlighted.

Chapter 4: Research design and methodology

Planning of the research is undertaken. The research methodology together with data collection techniques used in this research is explained. The empirical research and methodology are outlined in this chapter. The research approach, the research methods and data collection techniques employed in this study are explained.

Chapter 5: Empirical research and findings

Presentation and analysis of the data collected is undertaken. The findings are discussed.

Chapter 6: Summary, recommendations and conclusion

The entire study is summarized. Conclusions regarding what school managers could do to rectify the situations in their schools are explained. Limitations of the study are explained. Recommendations for further research are stated.

1.9 SUMMARY

This chapter provided the orientation to the study. The statement of the problem, aims and motivation for the study were outlined. In the following chapter the nature of change and educational changes in schools will be studied.

CHAPTER 2

THE NATURE OF CHANGE AND EDUCATIONAL CHANGES

2.1 INTRODUCTION

Change appears to be an ongoing natural process that tends to be inevitable in human life. Seller (2001:255) stresses that the call for change in all aspects of the educational delivery system has been continuous.

It has been stated in section 1.1 that the education system in South Africa has been restructured to keep abreast with current societal demands. Among various educational changes, restructuring of schools by the inclusion and active involvement of groups of stakeholders such as the SMTs, the SGBs and the Representative Council of Learners (RCLs) can be cited as some of the common changes in schools. These groups of stakeholders were not given chance to play appropriate roles that they were supposed to play in most schools prior to the present democratic era in South Africa. Effective involvement of these stakeholders has a bearing on the organizational structure of schools as well.

According to Bertram et al. (1999:vii) the democratization of the South African government encourages participation of stakeholders in the governance of the country. This demands a paradigm shift from autocratic and non-democratic leadership that was common during apartheid era. It suggests that instead schools should be run in a participatory and reflective manner.

In addition the necessity for improvement of the quality of the learning has brought about a change in the content and the method of teaching and learning in schools.

As pointed out in section 1.1.1, there has been a move to learner-centered OBE and NCS which promotes participation, setting measurable outcomes and continuous assessment of learners.

Fullan (1985:3) emphasizes that “it is no exaggeration to say that dealing with change is endemic in the post-modern society”. Apart from these changes other innovations have been introduced such as the abolition of corporal of punishment, the changed policy regarding admissions, the norms and standards for school funding and many other changes that cannot be covered within the scope of this study. All these have demonstrated that change is an inevitable phenomenon particularly within the current democratic society.

Based on the above discussion, it is evident that change is one of the important phenomena that impact on South African education today. Thus prior to investigating the roles that the managers of schools are supposed to play in aligning the changes with the present school environments, the researcher deemed it necessary to begin by defining change. A focus will also be on exposing some of the common educational changes that impact on the roles of school managers today. The intention is to provide a basis for understanding some of the educational changes that have brought about transformation of the managerial responsibilities of school managers in the present era.

2.2 CHANGE DEFINED

Change can be defined from different perspectives. According to McLean (2005:16), change is defined as the alteration of individual behaviour or the substitution of one thing by another. On the other hand, Credora (2001:01) views change as the adoption of innovation where the ultimate goal is to improve the outcomes through alteration of practice.

In addition to these definitions, one may point out that change can be seen as a modification of existing rules, regulations, values and belief systems. It may be regarded as a way of correcting behaviours or the way things are done. In short, change is deemed to be a movement away from the status quo.

2.3 THE NATURE OF CHANGE

2.3.1 Change as a process

Fullan (1985:392) notes that change is not an event but a process. This statement is based on the fact that change takes place over a period of time. In the second of the eight basic lessons of the new paradigm of change Fullan (1992:21) further suggests that “change is a journey, not a blueprint”. It is non-linear and it is loaded with uncertainties. Like death and taxes, change is said to be an inevitable part of everyone’s life. In as much as one cannot run away from death, change cannot be avoided.

Resistance to change is not a solution. Change will continue even if people resist it. Lombard (2003:28) provides a very useful analysis of the main themes on educational change and its management. He identified the following main themes concerning the nature of change as a process:

- Change is structural and systematic. Any real change will often affect the whole system in that change in one part of an institution has a ripple effect in other parts.

- Change is a process that occurs over time. Because any changes take place overtime, organizational change is not a discrete event, it is not sequential and it does not follow a straight line.
- Change is multi-dimensional. Change encompasses a number of different dimensions including resources, contents, process, evaluation, emotions, beliefs, values and principles.
- Change is viewed differently by various participants and therefore evokes a range of responses. All those involved in the change process will have their own perception about it.
- Change management requires investment in technological resources, human resources, and management of the process. The effective management of change requires creativity and the ability to identify and solve problems.

Besides the different views on change, one could state that change is often regarded as a process. It is characterized by a series of interconnected events that may lead to alteration of values, beliefs or approaches over a period of time. During the process of change, the success of each stage of development is determined by the success of the previous stage (Lombard 2003:208). It should be noted that, while one may observe certain stages, change is not a linear process which follow clear cut stages. Complex changes may necessitate a number of stages for them to be sustained. Hence change depends on the extent of its complexity and other contextual factors. It affects people and their perceptions differently on a continuum from positive to negative.

2.3.2 The perceptions about change

Some school personnel may hold a positive view of change while others may view it negatively. Garrett (1997:96) states that those who view it negatively often see it as a means of stepping away from one's firm ground (where one feels confident and is familiar with the rules and is also

able to function comfortably), into swampy territory (where one feels uncomfortable and uncertain about roles and relationships and is also less confident about the skills and knowledge necessary to function effectively).

According to Lombard (2003:6), when institutions such as schools are restructured, some of the members of the staff may worry about adjusting or losing their status or jobs. The recent changes such as redeployment and the introduction of OBE in South African schools have led to the reshaping of roles and the disruption of stability in schools. Feelings of uncertainty and discomfort have been stirred among some of the school personnel. Lombard (2003:6) further stresses that the senses of purpose of the majority of school managers and educators are often threatened by the changes. For instance the process of redeployment made some of the school managers to feel less confident about their skills. While some showed signs of resistance to these changes, others resorted to taking packages, early retirements and even resignation from the teaching field. It is as a result of this that there is a constant outflow of educators to other economic sectors (Tshabalala, 2006:12).

McLean (2005:20) points out that, change may be perceived negatively as a force that upsets individuals' comfort zone and constantly challenges them to think outside their boxes and behave in new ways that may be alien to them. For school personnel who hold a negative view, the changes that occur in schools often stir fear in them. Changes challenge their competence, power and authority. They become reluctant to welcome and manage changes. Some of them experience confusion and conflicts.

On the other hand, school personnel who hold a positive viewpoint welcome changes. They regard changes as stepping-stones and are often willing to learn from new situations that occur in

schools. To them change is an opportunity to venture and reach new horizons. School managers who hold this view about change (Morgan, 1988:vii) are likely to welcome the changes in their schools and ride the wave of change with accomplishment although their counterparts often resist the changes.

Burns (2002:37) points out that some of the members of staff who perceive change positively, tend to use it as an opportunity to develop new skills and find meaning and satisfaction in new ways. According to Evans (1993:20) some school managers regard change as a force that raises hope because it offers growth and progress. He further asserts that in schools where educational changes are viewed positively, professional developments from within and outside the school are often welcomed. As a result educators, learners and the school as a whole often experience continuous improvement.

On the basis of the above exposition the researcher realizes that the educational changes such as decentralization of authority that accompanies organizational restructuring often makes school managers, especially the principals feel a loss of power and control. They often feel that their zones of power are being invaded by other members of the SMT, because they are required to co-manage the school with them. Educators also feel disempowered because the current learner-centered approach requires them to become facilitators rather than leaders in the teaching and learning situation.

2.4 THEORIES OF CHANGE

Literature on change management often discusses the main categories of the theories of change. Lombard (2003:24) has mentioned the following six main categories: evolutionary, teleological,

life cycle, dialectical, social cognitive and cultural theories. These theories are deemed essential in assisting school managers to understand, describe and develop insight about the change process because they are named according to the factors that cause it. Lombard (2003:24) points out that these theories differ according to the characteristic mechanism of the change process and the rate at which change takes place. The theories focus primarily on the change process though they hold different sets of assumptions that focus on the reasons for the occurrence of change. They further consider the manner in which the change process unfold, examine how long it takes as well as the outcomes of the change process. Knowledge of these theories is considered essential for members of the SMTs because they need to understand the way change occurs in order to manage it successfully.

2.4.1 Evolutionary

According to Lombard (2003:25), evolutionary theories are based on the assumption that change is a response to external circumstances, variables in the institutions and the environment faced by each organization which is the school in this case. This implies that members of SMTs are faced with the challenge of managing from inside-out. They need to possess the ability to identify the internal and external factors that impact on educational changes in order to develop appropriate strategies.

2.4.2 Teleological

Here the underlying assumption is that organizations are purposeful and adaptive in nature. Change is regarded as occurring because others see the necessity for change of leadership.

Van der Bank (1996:83) states that the leadership style of school managers is said to have a profound influence on the way changes are perceived and managed in the organization. An autocratic leader, for instance, will often resort to maintaining the status quo rather than transforming and keeping abreast with trends.

On the basis of this theory one may point out that it is necessary for members of SMTs as leaders to adopt the leadership styles that will allow them to adapt well in the current rapidly-changing educational environment.

2.4.3 Life cycle

These theories evolve from those of child development. According to Levy and Merry (Lombard, 2003:25) life cycle theories focus on stages of growth, organizational maturity and organizational decline. Change is conceptualized as a natural part of human or organizational development. In view of this McLean (2005:1) notes that it seems advisable for school managers to take account of and adapt to the growth and decline stages of their institutions and the changes that typify the various phase rather than to avoid or resist the educational changes because they are inevitable.

2.4.4 Dialectical

According to Morgan (1986:173) dialectical change is often an outcome of clashing ideologies and belief systems which are inevitable in human interaction. Conflict is perceived as an inherent

attribute of human interaction. Change processes are considered to be predominantly those of bargaining, consciousness-raising, persuasion, assertion of influence and power, and social movements Bolman and Deal (Lombard, 2003:25).

The educational changes in South Africa are mainly centered on democratization of the South African society. For instance, one may cite the demands for lesser hierarchical organizational structures in schools and the adoption of a participatory management approach as some of the issues that are in conflict with the previous philosophy of hierarchical structures and a non-participatory management approach. This theory alerts school managers as leaders in implementation of change in schools to identify conflicts stemming from educational changes, deal with them and align their schools with the present trends in education.

2.4.5 Socio-cognition

According to these theories, change is tied to learning and mental processes such as sense-making and mental models. Change occurs because individuals see the need to grow, learn and alter their behaviour. This implies that school managers are required to empower staff by planning and implementing professional development programmes and other in-service training as strategies for the effective management of changes in the schools.

2.4.6 Cultural

The underlying assumption in this instance is that organizational change occurs naturally in a

response to alterations in the human environment and cultures that are continually evolving. Morgan (1988:175) states that the change process tends to be long-term and slow. Change within any organization entails the alteration of values, beliefs, myths and rituals.

The democratization of education in South Africa is an attempt to align educators and learners with prevailing educational and societal values and beliefs. Knowledge of these theories or models of change is vital for those who are in management position in schools since these are the people who constitute the basis for the change process directly or indirectly. As educational managers they are further required to possess knowledge of the way the changes in society impact on schools in order to understand their roles as managers of the changes.

2.5 EDUCATIONAL CHANGES IN SCHOOLS

The post-apartheid era has brought changes in the South African education system, especially in schools where these changes are supposed to be implemented.

As stated in section 2.1 the most commonly experienced changes in education includes, the transformation of the teaching and learning approach through the implementation of OBE; the content to be learnt by introducing the NCS; restructuring of the organizational structures of schools; the adoption of non-discriminatory admission policies; the norms and standards for school funding, the abolition of corporal punishment; the need for participatory leadership and management approach; the introduction of the current appraisal system, that is, IQMS and the other changes that cannot be covered here.

These, and other changes that current school managers are faced with in schools, have not only increased the managerial responsibilities but have also led to a shift in the roles of members of SMTs. To gain more insight into the education transformation, the researcher deemed it essential to discuss some of the changes that are mentioned in the preceding paragraph. The intention is to lay a foundation for a better understanding of the roles and the challenges which SMTs face. This may also shed light on what they (school managers) could be expected to do in attempting to implement and manage these changes in schools today.

2.5.1 The organizational structure of schools

- **Hierarchical structure**

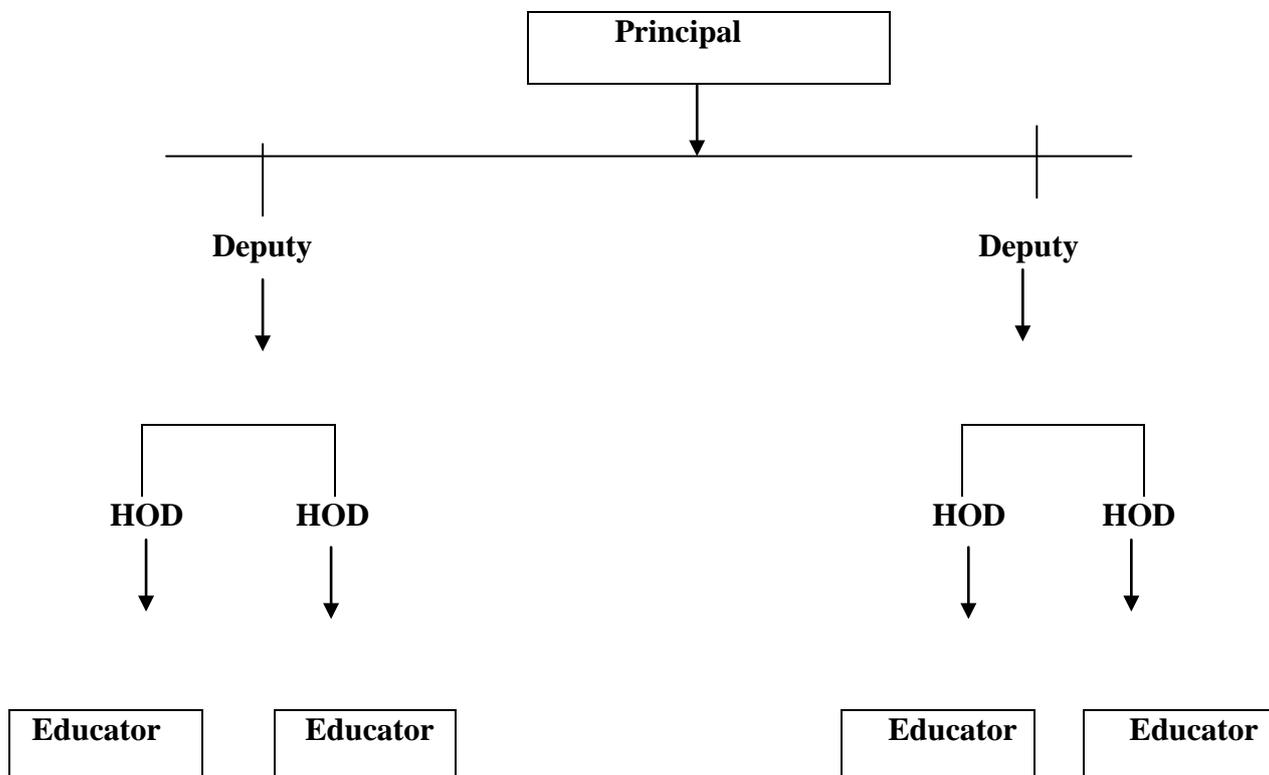
The study of the organizational structure of schools is deemed vital in this regard because it depicts the manner in which the school is managed. According to Gultig and Butler (1999:68) the structure of any organization, such as that of a school, refers to the way the various parts, work roles and authority structures are arranged. Like the walls of a house, the structures of the organization create pathways for a formal flow of information and authority and guide people's assumptions about what the institution considers legitimate. Bertram, et al. (1999:20) indicates that depending on the arrangement of the parts, the organizational structure of schools may range from a hierarchical to a flat structure.

In this section reference will be made to a hierarchical structure that dominated the pre-democratic education system and flatter or less hierarchical organizational structures that are now

emerging in schools. Flatter structures emerge in response to societal transformation processes that are characterizing educational organizations during the post- apartheid era.

The following diagram represents the pyramid-shaped, hierarchical organizational structure of a school that is formed by boxed work roles that are connected by flow of information and authority from top to bottom. At the apex is the principal, followed by the deputy principals, the heads of departments and the educators at the lowest level of the hierarchy.

Fig 2.1 Traditional hierarchical school structure



The diagram depicts the typical traditional hierarchical organizational structure that dominated the school prior to the present democratic education system in South Africa (Gultig & Butler, 1999:21). In this structure the principal is regarded as the leader and manager of the school. He /she is expected to take decisions and to give orders to subordinates. By contrast, the present democratic education system demands inclusion and appropriate involvement of deputy principals and Heads of Departments to form SMTs.

Pinchot and Pinchot (1993:24) stress that a bureaucratic and hierarchical organization structure such as this one became dominant during the Industrial Revolution in South Africa. He further states that like other large organizations such as government departments, schools were divided into offices staffed by officials of various ranks. In some schools like in these government departments there are still offices with clear-cut divisions of labour, rules and regulations as well as authority.

Gultig and Butler (1999: 22) state that in hierarchically organized schools, principals often take decisions without involving other members of the SMT, or the educators and learners who are found at the lower level of the ladder. Principals do not consult stakeholders. This has proved to be a hindrance to educational transformation. These authors further argue that the deep hierarchical and functional silos promote isolation among members of staff. This makes it difficult for them to share ideas and empower one another. This arrangement impedes teamwork, the formation of committees and the empowerment of peers that are essential to organizational transformation.

Bertram et al. (1999:20) also stress that clearly-cut job and group boundaries in these hierarchical organizations encourage members at different levels of the pyramid, such as principals, deputy principals, HODs and educators to remain separated. They are often not encouraged to integrate, gather information and learn together for self-improvement and the development of the organization. Educators, especially novices, receive insufficient assistance and mentoring. They become classroom-bound and are denied the opportunity to share knowledge and experiences with colleagues. These authors further state that educators are hampered in their endeavour to innovate and often do not learn new ways of doing things to keep abreast of the current developments in their learning areas and further their career. The formation of cross-disciplinary teams and diverse specialization that lead to individual commanding multiple skills are not made possible within these organizational structures.

According to Gultig and Butler (1999:23) hierarchical structures do not only hamper collaboration but also make it difficult for members of the organization to attain a common vision. Other members' views are often not taken into consideration before decisions are made. This often breeds resistance since implementers are deprived of any ownership of the process. Endeavors to improve the organization are therefore slowed down. From this discussion the researcher realizes that the inflexibility of hierarchical organizations may make them less able to respond to the most immediate needs of their customers. This will render them unfit for the transformation that is required by the current South African education system which calls for organizational innovation and improvement. Rapid change requires an effective and rapid flow of information in an organization (Fullan, 1993:18). Hierarchical organizations will possibly make this difficult because messages have to pass through many levels.

However the researcher has also noticed that hierarchical organizational structures per se do not necessarily hinder educational transformation. Poor implementation may have a greater stake in delaying the transformation process and leading to its possible failure. However one needs to highlight that hierarchical organizational structures have proved in many ways to have created limitations and do not fit within the contemporary participative teaching and management approaches that are advocated by the post-apartheid education system in South Africa.

The Department of Education (1996:11) reports that the current democratic education system in South Africa is characterized by various kinds of societal changes that are making it necessary to change the way organizations are run. The report continues to suggest a move away from the hierarchical and authoritarian towards flatter and participatory organizational structures as a key to educational transformation.

- **flatter organizational structure**

Gultig and Butler (1999:68) say that within flatter and less hierarchical organizational structure there may be the same positions as the hierarchical one. The major difference is the way in which the occupants of the positions interact with other members in the organization. Structures themselves need not change much as the mode of operation of those within them. According to Steyn (2003:23), school organizational structures are regarded as flatter when the school personnel at the apex of the pyramid, mainly the principal, actively involves the middle managers such as the deputy principal(s) and other middle managers and the educators as well as learners in deciding school matters that concern them.

In such structures various groups of stakeholders often work together as teams, which together constitute the organization (Evans, 1993:97). The principal collaborates with other members of the SMT as a group of managers. The author further states that in a flatter structure there is often strong support for managers by other groups of stakeholders in the school. Schools which have flatter structures are often characterized by well established teams. These are often formed by educators and members of SMTs. These teams are often formed by people who belong to the same department or, learning area, run extra-curricular activities such as sports, cultural committees and ad hoc or task teams for particular projects. The intention is not only to work together but also to share ideas, assist and empower one another as well as to decentralize authority and power.

Van der Bank (1996:129) points out that the flatter organizational structures are regarded as more appropriate and desirable in schools today because they foster democratic and participatory management, which requires involvement of stakeholders. These are the type of organizational structures that allow a bottom-up approach in management and leadership because the school managers take into account the ideas of the other school personnel at the bottom of the ladder. These types of structures enable communication from the bottom up, and shape management and leadership approaches accordingly. Flatter organization structures are deemed appropriate for contemporary schools as well as classroom management because they promote active involvement of stakeholders.

Fullan (1985:395) emphasizes that successful leadership and management are most surely and thoroughly achieved when stakeholders are engaged in continuous consultation and involvement.

However it should be realized that the extent of involvement of stakeholders in school management and governance nevertheless depends mainly on the leadership and management style of the principal.

On the basis of the above discussion, the researcher regards it appropriate to focus on the leadership and management approach because of the relationship that exists between the two.

2.5.2 Leadership and management approach

Bertram et al. (1999: vii) point out that a new plan for South African schools is part of the Department of Education's report on school organization and management. The plan outlines the key principles that the department believes should underpin the way schools in the present democratic era should be managed. The emphasis is on wider participation in school management and governance. Gultig and Butler (1999:7) stress that when approaches to the management of education are essentially authoritarian, non-consultative and non-participatory like it has been the case in our country prior to the birth of the present democratic society, management developments tends to focus predominantly on enhancing the skills and competences of the key individuals in management so that they may carry out their functions efficiently.

Bertram et al. (1999:25) state that before the present democratic era, leadership and management styles in schools were predominantly autocratic and non-democratic. In the previous dispensation most principals were seen to have unlimited powers without their subordinates questioning them. The principals therefore fell into traps of believing that they were all-powerful omniscient and infallible leaders who expect subordinates to obey as they commanded.

Badenhorst (1997:39) stresses that authoritarian principals have influence on the behaviour of others and even prescribe what the subordinates are supposed to do.

This type of leadership was not only common among principals. It was also practiced by educators in their teaching and classroom management activities. Gultig and Butler (1999:57) assert that this teaching approach would encourage educators to carry out most of the teaching and learning activities. Learners were often not involved in the teaching and learning process. They were expected to be obedient to the teachers` authority and to regard them as custodians of knowledge. Learner creativity was not encouraged because everything was done by the teachers with learners being expected to commit facts to memory.

Gultig and Buttler (1999:44) further point out that while it has been noticed that in the present era some school principals are still clinging to autocracy, in most schools, principals have started to engage various groups of stakeholders in school activities that concern them. Members of the SMTs are involved in decision-making and execution of managerial activities in schools. Educators participate and are often afforded opportunity to air their views in staff meetings with members of SMT. Participatory approach has also led to the inclusion of parents in school. School governance is in the hands of the SGB with the principal as an ex-officio member.

Lombard (2003:10) emphasizes that unless those affected by the change process are involved in it, innovation will remain an outside imposition. This is regardless of the good intentions behind its establishment. Today learners and school support staff are more often not left out in school governance. The democratization of leadership and management that has started to emerge in schools has also contributed towards making schools more responsive to the needs of their stakeholders.

According to Steyn (2003:66) the South African education system has begun to take into cognisance the importance of self-organized schools in which all members are committed to quality production. The researcher has realized that the current education system in South Africa is one where a true culture of teaching and learning as well as supportive management often thrives in schools where stakeholders are effectively and appropriately involved.

2.5.3 Teaching and learning approach

According to Pretorius (2006:2) the current National Curriculum Statement brings about the need for comprehensive changes in South African schools. While the implementation of OBE focuses on transformation of the teaching and learning approach, the NCS requires a change of the content of teaching and learning. This is fundamentally a new approach that requires a mind shift of educators and learners. The pre-democratic education system in South Africa predominantly employed a teacher-centered teaching approach. The teacher was the focal point in the teaching and learning situation. Participation of learners was mainly through writing and memorizing. Creativity from both the learner and the teacher was not encouraged.

The present democratic government and the adoption of the constitution have brought about a need for participation of stakeholders and an improvement of quality in education. This has further led to the paradigm shift in the teaching and learning approach, from a teacher-centered to a learner-centered OBE approach. According to Nduna (2002: i) the introduction of this approach (learner-centered) has followed a pattern “from OBE to C2005 to NCS”. He further stresses that transformation in South African education started in 1997 when the Council of Education Ministers took a decision to replace the pre-democratic education system with the OBE in the General and Further Education and Training Band.

Due to frustrations, other environmental constraints and limited resources, the envisaged Outcomes-Based Education has not achieved the quality of education envisaged. This has led to the review of C2005 which was released as the revised NCS in grade R to nine and later introduced to grade ten to twelve. Through the introduction of this approach the Department of Education did not only aim at altering the manner in which the learners are taught (the teaching approach) but also on what the learners learn (content). The focus was on improving curriculum and pedagogy.

Lemmer and Pretorius (2000:104) state that unlike the teacher-centered approach of the pre-democratic era, the present teaching and learning has changed into a learner -centered approach as advocated by OBE principles. Teachers are expected to be facilitators while learners are required to be actively involved in the learning process either individually, in pairs or small groups, depending on the dictates of the learning content. It is further emphasized that learning should be through experience, creativity, self-discovery and the development of skills on the part of the learner. The focus in OBE is on assisting learners to realize their full potential and to develop their capacity for creative thinking through venturing and experimentation that often make them intrinsically motivated. This paradigm shift in teaching and learning approach was employed to align learning with the present education system.

2.5.4 Disciplinary measures

The changes that were introduced in other spheres of life and aimed at establishing a democratic nation have impacted on education as well. Among these changes is the abolition of corporal punishment as stipulated in section ten of the South African Schools Act (SASA 1996b). Although this has been challenged in the constitutional court, the appeal has been dismissed.

The DoE (2003:9) stresses that neither corporal punishment nor any other dehumanizing practice may be employed to learners in South African schools. Failure to comply with this prohibition could result in educators or school managers having to face charges of assault. These may lead to suspension or dismissal. The rationale behind the prohibition of corporal punishment was the development of a culture of human rights. According to DoE (2001:9) corporal punishment is regarded as an anti-human abusive practice that entrenches the idea that violence is a solution to most of the problems in the classrooms. Its application was based on the belief that if children are made to suffer for doing wrong, they will not repeat their inappropriate behavior. It is not seen to be a corrective disciplinary practice but a punitive measure, which aims at inflicting pain. It is for this reason that corporal punishment was abolished in schools.

The researcher has observed that the removal of corporal punishment has contributed towards poor discipline in some schools. School managers and educators struggle vainly in their attempt to maintain discipline without the rod and cane in the school environment. They find themselves in positions of not knowing what to do with ill-disciplined learners. Maintenance of discipline has become a challenge for both school managers in the school and educators in the classrooms.

2.6 SUMMARY

This chapter focused on the theoretical understanding of change process with particular reference to educational changes. In the next chapter focus will be on the roles that school managers are expected to play in their efforts to manage the educational changes. Particular attention will be given to those changes that were highlighted in this chapter.

CHAPTER 3

THE ROLE OF SCHOOL MANAGERS IN CHANGE MANAGEMENT

3.1 INTRODUCTION

Credora (2001:7) emphasizes that the management of educational changes in schools has become virtually essential during the post apartheid era in South Africa. Effective organizational leadership and handling changes appropriately are thus crucial. Members of SMTs today are not only expected to be aware of the changes, but more significantly, to understand the role that they are required to play in managing these changes.

Implementation of current educational changes such as the OBE and IQMS do not only increase the managerial responsibilities of school managers, they have also led to a shift in the roles that the latter are expected to play. However the roles that members of SMTs are supposed to play today, as stipulated in education policy documents such as the Employment of Educators Act (Act 76 of 1998) and in Resolution No.8 of 2003, are no longer the same as they were prior to the present democratic South African society.

Contemporary school managers do not only find themselves faced with the challenges of managing a diverse of stakeholders in the form of educators, parents, learners and the other personnel within and outside the school (Zatman et al, 1997:29), but they are also expected to implement and manage educational changes such as the implementation of OBE and NCS, the present policies like admission and school funding as well as other changes that are experienced in schools.

The changing societal needs and expectations have also impacted on the roles and responsibilities of managers in schools.

3.2 THE ROLE OF SCHOOL MANAGERS

In response to the present increasing education changes in schools, school managers are required to pay attention to these changes and strive to play their management roles effectively. In the following section focus will be placed on the role that school managers are supposed to play in their efforts to manage some of the changes that have been outlined in section 2.5 of this study.

3.2.1 Professional development

Before one embarks on discussion about the roles that school managers are supposed to play in employing professional development as a strategy for managing educational changes in schools, it is necessary to give a brief description of what professional development entails.

Professional development in education has many facets. This is evident from numerous terms found in the literature to describe this concept. The terms used to describe professional development include in-service training, professional growth, continuing education, on-the-job training, human resource development and staff development.

According to Fenstermacher and Berliner (1993:3), in the past professional development was understood to refer to an activity that involved planning workshops on different topics, for which individual educators were selected. It was described as a training activity that required more comprehensive efforts in improving staff at different levels.

More recently Lombard (2003:31) defines professional development as a vehicle for improving the education of teachers and thereby the education of children. Fullan (1991:27) refers to

professional development as staff development that intends to enhance the skills, attitudes, understanding and performance of teachers in their present and future roles.

- **School managers as staff developers**

Burns (2002:45) states that it has been realized that the efforts to bring about improvement in education often focus on several aspects such as curriculum rather than the people (the teachers and school managers) in the education system. In addition to this view, Evans (1993:121) stresses that the transformation of the education system in South Africa is aimed at addressing the poor culture of teaching and learning in schools. However for these endeavours to succeed in bringing about change effectively, members of SMTs are required to develop the stakeholders who are regarded as the key to effective improvement and quality in schools. Steyn (1999:206) stresses that focusing on people, or investing in “human capital” is the key to effective improvement and quality in schools. He further highlights that the dividends yielded include enhanced learner achievement and greater job satisfaction as well as higher morale among staff.

Members of SMTs, are expected to play a key role in identifying and planning ongoing staff development programmes and processes, within and outside the school. These programmes should aim at supporting, developing and empowering the staff so that they can keep abreast of educational trends.

If the programmes are planned well, they should offer educators a sense of renewal. These programmes need to be seen as an inspiration which is an essential ingredient for meaningful learning. School managers today are expected to plan development programmes that will make educators aware of educational challenges that require them to evoke the need for improvement of their skills.

According to Lombard (2003:3), previously improvement of teaching and the development of educators were through pre-service training. This implied that the knowledge and skills of educators were expected to be fully inculcated before their entry into the classroom. For this reason Burns (2002:47) points out that staff development initiatives by school managers were not only insufficient but often inappropriate

Lombard (2003:40) further notes that school managers used to develop educators' knowledge through strategies like organizing seminars, peer-coaching, workshops, circulars and memoranda. However current school managers need to be aware of and respond continually-altering educators' needs. They are required to take cognisance of the changing educational expectations as well as the changing circumstances in schools which have created a pressing need to approach the professional development of educators differently. School managers of the post apartheid era should therefore ensure that educators are not regarded as spectators but rather as partners in both the planning and implementation of staff development programmes in schools.

Steyn (1999:200) emphasizes that if the approach chosen for the development of staff is to deal with the current problems being experienced in the South African education system, school managers are required to ensure that some of the following aims are encompassed in the development programmes for educators:

- Identification of staff needs and improvement of the performance of staff in their present positions.
- Changing teaching methods (especially with regard to OBE)
- Creating opportunities for personal fulfillment and institutional effectiveness in order to enhance creativity and facilitate changes to the system.
- Enabling staff members to co-operate in order to achieve their personal aims and those of the system.

- Providing meaningful programmes in which the strengths and talents of each individual in the system can be utilized.
- Encouraging the promotion and attainment of quality teaching and learning.

Dufour and Berkey (1995:2) state that programmes and materials do not bring about change, people do. When one talks about change, one talks about people. The members of SMTs are therefore expected to become aware of the importance of their human resource base and always aim at increasing the quality of human resource in schools. If they are to manage the present educational changes with success, their first priority is expected to be to assist educators to alter their attitudes and beliefs about change.

It is therefore necessary for members of SMTs to make efforts to develop stakeholders in the school itself, for it is only when people within organizations such as schools change that the organization can be transformed. It is the responsibility of SMTs to encourage educators to be engaged in lifelong learning. Development programmes are expected to enable educators to keep pace with the continuous changes that take place in education and to prepare learners appropriately for the future.

To this effect, Dulpan (Lombard 2003:147) asserts that teacher education can no longer end with educators` entry into the profession. Educators in the present era need to be empowered in order to meet the needs of the transforming school and workplace expectations.

According to Badenhorst (1997:21), professional development also emphasizes the importance of considering the needs of the beginner educator. It is vital for these educators to be solidly grounded in the content area as well as in understanding the teaching and learning process. School managers are supposed to see to it that appropriate development programmes are organized to assist these educators build a firm foundation in their career.

It is the responsibility of members of SMTs to take a central position in assisting educators by means of induction courses, mentoring and organizing other effective in-service training programmes. These should aim at continuous building up of knowledge and skills in all areas throughout the educators` careers. Steyn (1999:200) argues that for the school to succeed in attaining its primary goal, that is, effective teaching and learning, educators in particular must be continually engaged in a change process. Educators are expected to expand their knowledge and skills to adjust well to the current educational changes. However, the researcher realized that the key to school improvement lies primarily in the willingness and the ability of school managers to serve as staff developers at school level.

According to Resolution 8 of 1998 (DoE, 1998), the following have been listed as some of the main aims of staff development to which members of SMTs must adhere to:

- To develop the skills of the South African workforce;
- To increase the levels of investment in education and training in the labor market;
- To encourage employers to provide education and training opportunities in the workplace;
- To encourage employees to participate in leadership and other training programmes;
- To improve the employment prospect of people who were previously disadvantaged;
- To ensure that there is high quality education and training in the workplace.

A fundamental role that members of SMTs are expected to fulfill if they are to manage educational changes by means of staff development is the creation of a climate that promotes the growth and development of staff within the school.

According to Dufour and Berkey (1995:5) it is crucial for school managers to create conditions where:

- Teachers possess a shared vision of what they hope their school will become and a commitment to upholding the organizational values that will move the school in the direction of the vision;
- Teaching teams systematically analyze indicators of student achievement and collectively search for ways to be more effective;
- Peer coaching is a valued component of the culture;
- Personnel collaborate in small teams in order to identify and address problems;
- Staff members share their ideas with colleagues and professionals at large;
- Personnel form study groups to read, reflect upon and discuss ideas presented in professional literature;
- Clinical supervision is used as a form of one-on-one staff development.

Dufour and Berkey (1995:4) further emphasize that if those within the school believe that the cultivation of academic enterprise does not fall under their spheres of influence, school improvement will be viewed as futile if not ridiculous.

School managers are expected to play a significant role in assisting educators to recognize and believe in their individual and collective capacity to bring about transformation. This transformation will benefit learners and empower educators to face the current changes in their professional careers.

Members of the SMTs are required to play a central role in developing staff with regard to the implementation of current educational changes like those that are mentioned in section 2.5. As managers of schools they are however expected to act as facilitators rather than controllers in the development of professional development programmes. They are required to adopt a leadership

and management style that foster the participation of stakeholders. Steyn (1999:208) emphasizes that educators resist professional development when it is designed as something that is done for them, and not as something that educators do for themselves.

- **The implementation of OBE, C2005 to NCS**

The present transition to OBE, C2005 and NCS including the implementation of IQMS and the abolition of corporal punishment as stated in section 2.1, have impacted on the workload of educator. These changes require collaborative management from school managers.

The involvement of educators is crucial in the implementation of OBE through NCS because this approach requires educators to plan together in order to agree on the content of each learning area in a grade. School managers are expected to possess knowledge that will enable them to manage the planning and assist educators where necessary.

- **The implementation of the IQMS**

It is noted in section 3.2.2, that besides planning and managing the implementation of OBE and the NCS, members of SMTs are also required to develop and empower the other members of staff regarding the implementation of other educational changes such as IQMS in schools. It is their responsibility to see to it that members of staff select their peers and HODs to form Developmental Support Groups (DSG) for their own evaluation and that of the school as a whole.

Resolution No. 8 (DoE, 2003) stipulates that the implementation of the IQMS aims at integrating the Developmental Appraisal System (DAS), Performance Measurement (PM) and Whole School Evaluation (WSE). This demands the participation of members of the SMTs and educators.

However emphasis is placed on the responsibilities of SMTs regarding the incorporation of this change in the appraisal and evaluation system at the school level.

Resolution No.8 (DoE, 2003) mandates the members of SMTs to play the following roles in the implementation of the IQMS:

- They should assist with the broad planning and implementation of the IQMS.
- They should inform staff about the in-service training and other programmes that aimed at the development of educators and should make proper arrangements for attendance.

In collaboration with the School Development Team (SDT), members of SMTs must ensure that self- evaluation is done

Apart from the above roles, the IQMS demands that members of SMTs be in possession of effective time management skills since its implementation and administration at school level requires plenty of time. Resolution No. 8 (DoE, 2003:12) stipulates that school managers, as leaders in the school, are further expected to oversee the whole process of planning and implementation of the IQMS. The SMT should ensure that they assist in forming the teams that are required for the IQMS implementation such as the SDT and DSGs.

Besides their roles regarding the implementation of IQMS, school managers are further required to discharge their responsibility in assisting the other stakeholders in selecting appropriate alternative measures for discipline instead of corporal punishment. In the following section emphasis is placed on the roles that school managers play in assisting other stakeholder in selecting appropriate alternative measures for maintaining discipline in schools.

- **Adoption of effective alternative disciplinary measures**

The restoration of a positive culture of teaching and learning in schools depends mainly on the effectiveness of the disciplinary measures that are adopted by a school (DoE, 2003a:i). Maintenance of discipline in schools is one of the major roles that members of SMTs are expected to play. They are required to strive to make schools safe and orderly places that are conducive to effective learning. School managers are required to become creative and to adopt effective alternative disciplinary measures. In their endeavor to play this managerial role of maintaining discipline in schools, members of SMTs are further expected to transfer these skills to other educators.

As mentioned in section 2.5.4, corporal punishment, which was used as one of the disciplinary measures, is currently abolished. All school personnel including school managers are prohibited from administering any form of corporal punishment on learners. Abolition of corporal punishment is thus one of the changes that have created additional responsibilities for school personnel and school managers today. They are supposed to adopt alternative disciplinary measures for the maintenance of discipline at school. School managers are expected by the department to involve members of the SGB, educators and learners collaboratively to develop a school code of conduct (DoE, 2003:20). School managers are further required to guide the other stakeholders to ensure that whatever disciplinary measures they choose should be effective in instilling self-discipline in learners.

It is the responsibility of school managers to ensure that they develop a code of conduct that explains expectations and consequences of behavior in such a way that all parties understand where they stand regarding discipline. They are further required to see to it that the code of conduct is based on consensus among educators, parents and learners. SMTs are faced with the responsibility of taking a lead in adopting the disciplinary measures and ensuring that the adopted measures reflect commitment, passion and care for learners.

While care should be taken to avoid disciplinary measures that are not guided by the school vision, it is the responsibility of the SMTs to see to it that disciplinary measures are also guided by the democratic principles. This includes ensuring that the adopted measures are not humiliating in nature. Disciplinary measures are required to be corrective and nurturing. It is the task of school managers to see to it that educators apply disciplinary measures in a way that they become educative and corrective. In this way, respect and self-discipline of learners will be encouraged and learners will accept the consequences of their actions.

School managers are supposed to ensure that the adopted disciplinary measures are those which aim at building a culture of human rights and tolerance. It is their responsibility to see to it that the adopted measures foster a feeling of responsibility in the learners rather than causing them to worry about being caught as was the case with corporal punishment. The measures put in place are required to uphold the self-esteem and confidence of the learners. School managers should further ensure that the adopted measures do not stand in the way of proper communication between the educator and the learners because this may hide the real problem behind misconduct that may need to be tackled. Thus disciplinary measures adopted must uphold human rights and the dignity of learners in this democratic era.

School managers today are not only faced with the major task of providing guidance and facilitating the development of the staff, they are also required to train educators to acquire appropriate teaching and managerial skills.

3.2.2 Leadership and management approach

Leading and managing are regarded as the key roles that organizational managers such as principals should perform daily. Lombard (2003:41) states that the literature seems to agree that leadership and management are not the same or not even equivalent but that the distinction between these two tasks remains the subject of ongoing debate.

The degree of overlap between leadership and management is also a matter of contention.

- **Leadership and management defined.**

According to Van der Bank (1996:46) management is regarded as an activity in which the head of the school works with and through people to accomplish organizational goals. On the other hand leadership is understood to refer to the work of the manager that aims at providing a clear vision and establishment of a healthy school climate. Effective managers are expected to manage the organization effectively by doing things right whereas leaders are expected to lead the organization effectively by doing the right things.

- **Adapting leadership and management styles to manage educational changes**

Morgan (1988:xi) states that managers are faced with the dual problems of becoming efficient leaders while remaining effective managers. In the current turbulent educational environment, school managers are required to execute leadership and management roles simultaneously. They are required to employ a good blend of leadership and management approaches.

The changing education system in South Africa necessitates the restructuring of schools. There is a need for school managers to adopt management approach which promote decentralization of power and creation of institutional autonomy where individuals within schools are encouraged and enabled to function on their own. Members of SMTs are expected to play leading roles in changing the mindsets of the other school personnel regarding the challenges that accompany educational restructuring and the relevant management approaches required by these changes.

According to Van der Bank (1996:83), the leadership and management styles employed by school managers play an important role in the successful establishment of interpersonal relationships and fulfilling the leading roles in the schools. Since they are educational leaders, school managers are expected to make decisions that determine both the purpose and the means by which the purpose will be fulfilled. The implication is that the success with which school managers lead and manage schools depends largely on the impact of their leadership and management styles.

The researcher deems it necessary for school managers to alter their management and leadership styles. They need to adopt management styles that are more flexible and responsive if they are to manage the current educational changes in schools with success. As stated in section 2.5.2 school managers are expected to shift from authoritative to participative and democratic leadership and management styles. They are supposed to take into cognisance the potential of other members of the school by involving them in decision- making and management in the school.

- **Managing educational changes through partnerships**

One of the central features of the South African School Act (SASA, 1996b) is its intention to improve the quality of teaching and learning by placing school governance and management in the hands of the people who have a direct interest in education, that is, parents, educators and learners. At the core of this Act is the idea of partnership and equity. This implies that the present democratic government in South Africa acknowledges explicitly that school managers are no longer capable of managing schools alone. They are required to do so with and through teams of people.

Bertram et al. (1999:vii) note that the contemporary paradigm shift in teaching and learning that emphasizes development of problem-solving skills in the learners, takes into consideration the importance of involvement and partnerships in education. School managers are also expected to

take stakeholders on board. To achieve the major aims of the South African Schools Act (SASA, 1996b) school managers are expected to involve stakeholders such as educators, parents and learners to take collaborative decisions in the education of the latter.

Garrett (1997:61) points out that we are leaving the age of organized organizations and moving into an era where the ability to understand, facilitate and encourage the processes of self-organization will become a key competency. She further states that educators are no longer the only people to be involved in the education of the children. There are many other individuals within and outside the school who hold a stake in education.

Involvement of appropriate stakeholders is one of the primary tasks that school managers are supposed to perform if they are to practice true partnership. The core of a democratic management approach is the involvement of stakeholders in decision-making and planning with respect to school issues that concern each group of stakeholders prior to the execution and implementation of changes in schools. Morgan (Garrett, 1997:61) asserts that effective implementation of change relies on the active involvement of stakeholders at every stage of the process; otherwise the change will never be incorporated in every day practice. The implication is that school managers are faced with the responsibility to acquire knowledge and skills regarding effective involvement of appropriate groups of stakeholders in various areas of school management. Educational transformation will only be feasible if all stakeholders are involved.

- **Parental involvement**

School managers are responsible to ensure that parents as legitimate members of the SGB are effectively and appropriately involved in school matters that are related to governance as mandated by the South African Schools Act (SASA, 1996b). As stated in section 3.2.1, parents

deserves inclusion in processes such as drawing up a code of conduct, recommending appointments for SGB-paid employees, control and maintenance of school assets (section 21 schools), formulation of some of the school policies as well as the determination of school fees. The participation of parents in these and many other areas of the school empowers and gives them a clear picture of what schooling is all about, especially in the context of their community. This could encourage ownership of the school by the parents.

- **Educator involvement**

A true culture of teaching and learning, as well as supportive management, thrives in schools where stakeholders feel that their involvement in the school is deemed essential by school managers (Gulting and Butler, 1999: 66).

Kendall (1989:12) states that educators are an integral part of the process of implementing the curriculum and fostering educational changes. He further stresses that they should not be regarded as targets for change, they are supposed to be seen as agents and partners in pursuance of educational changes in schools.

As facilitators of the teaching process in the classroom, educators are obliged to be involved in changes so as to be conversant with and keep abreast of new trends in teaching and learning. School managers should not lose sight of the fact that the planning and carrying out of curricular-related changes in schools require the participation of educators as the key stakeholders in this regard.

Xaba (1996:60) states that educators today should also be involved in school management to help to foster confidence and trust. This has proved to give birth to collegial relationships through authentic interaction and support. SMTs are expected to allow educators to work together with

them (SMTs) as a form of decentralizing power and control which is needed for a participatory management approach.

- **Learner involvement**

Learners deserve to be given the opportunity by school managers to participate in matters affecting them. As highlighted in section 3.2.1, a true commitment to democratic management implies the active involvement of learners together with their parents in school governance and in drawing up a code of conduct. School managers are thus required to take into consideration the roles that could be played by learners in school committees such as the disciplinary committee and committees for various sporting codes in the school.

The researcher believes that the involvement of various groups of stakeholders in curricula issues, school governance and management as well as in other aspects of school life by school managers is an obligation rather than a choice. When all roles-players are participants in the process of setting in a new system in place such a system could lead to improved quality and accountability.

3.2.3 Restructuring the organizational structures of schools

The structures of schools in South Africa have long been predominantly hierarchical. The restructuring of these structures is mainly in the hands of school managers, especially the principal. The principal's leadership and management approach often determines the organizational structure of school. School managers are expected to restructure the structures of their schools in order to align them with the present democratic principles that are underpinned by stakeholder involvement.

According to Badenhorst (1997:39) managers set the tone of the school, determine the climate for learning, level of professionalism and the morale of educators. Since they are managers, they are

responsible for practical operation of the school. They inspire newness and change, encouragement and inspiration. Successful school managers will thus have to possess strong leadership and management skills and abilities that will enable them to arrive at an effective good blend of appropriate leadership and management styles that allow sharing of authority and flattening out the hierarchical structures within their schools.

- **From hierarchical to flatter organizational structures**

In the present democratic era, school managers are required to play a leading role in ensuring that the organizational structures become less hierarchical or flatter. This can be achieved by decentralizing authority and opening up communication channels for all groups of stakeholders.

School principals of the post-apartheid era are faced with the responsibility of transforming the hierarchical structure of schools. They can achieve this by putting into practice democratic and participatory management styles. They need to flatten the hierarchies of school structures by involving other members of the SMTs, educators and learners in the planning and execution of tasks in the school. Lombard (2003:10) states that resistance is common if the individuals who are affected by a change are not involved in the change process.

Garrett (1977:71) emphasizes that it is vital for school managers to adopt management and leadership styles that are flexible enough to allow active and effective participation of all the concerned stakeholders in the school.

The demands of the present school situation differ greatly from those of the pre-democratic era. Murgatroyd (1991:7) stresses that it is no longer the case that if one does what one always did, then one will achieve what one always had. He further states that if one does the same thing every time in all situations, one may get declining results and enrolment.

Gultig and Butler (1999:85) explain that the flattening out of school structures can be achieved if school managers set committees and processes that allow all members of the school to participate in decision-making. School managers need to begin to regard stakeholders as colleagues and co-managers and no longer as followers.

They are no longer supposed to exercise rigid control and coercive of power as was often the case with autocratic leaders who were more dominant prior to the present democratic era. Managers of schools are now required to assume the roles of being facilitators rather than supervisors

The introduction of changes such as the implementation of OBE does not only involve transforming the role of educators to become facilitators in teaching and learning activities, it also demands that school managers should opt out of their traditional managerial system and manage democratically. While educators are required to acquire skills in participatory teaching and learning activities by means of teams and small groups of learners, school managers too, are required to acquire skills in team-building within the school. It is essential for them to encourage and facilitate team building among educators. Teamwork can unleash creativity and enable acquisition of problem-solving skills.

It is deemed vital for members of SMTs to put into practice the principle of shared authority in order to empower other stakeholders, especially educators. They are required to accord the latter with delegated power to lead the change processes and foster the development of leadership skills among educators.

Gultig and Butler (1999:72) states that building leadership and management capacity is essentially about participation, because when people in any context participate in shaping the life and direction of that situation, their capacity is enhanced. The more people participate, the more effectively they will do so. By means of teamwork, educators become empowered and self-disciplined to execute their duties without strict supervision from the managers.

Busher and Saran (1994:9) point out that in the current turbulent educational environments, the most effective way to sustain the efforts of the staff, as the most valuable asset in any organization, is to create a supportive but purposive atmosphere through a participatory style of management. School managers are expected to encourage educators from different learning areas to work together as departmental teams, members of the same learning area or as committee members. This will lead to horizontal relations that promote cross-functional and cross-disciplinary teams rather than hierarchical structures within the school.

School managers need to play a leading role in removing hierarchies through the development of shared values and understanding. They are expected to find the right balance between delegation and control and give opportunities to share power and control over change. Badenhorst (1997:68) states that as managers they are expected to play a fundamental role in determining the organizational structure through their management approach in the schools. They are the most influential individuals in schools. Badenhorst (1997:68) further emphasizes that they hold decisive positions which encompasses a wide spectrum of complex functions pertaining to management and leadership as well as to the restructuring of the school structure.

- **Managing from the bottom of the ladder**

As democratic leader in the ever-changing educational situation, managers of schools are expected to adopt a bottom-up management approach. They should regard stakeholders as unique individuals and take into cognisance the ideas and opinions of the stakeholders who are at the bottom of the organizational structure of the school.

This approach is required to promote grassroots democracy in schools. Apart from fostering the participation and true commitment of diverse stakeholders, the adoption of the bottom-up approach reduces the distance between members of SMTs and the educators, and between the educators and learners. Effective application of this approach enhances a rapid flow of communication in school with less potential for distortion of information and messages. The bottom-up approach is appropriate in the attempts to manage change (Morgan, 1988:17).

3.2.4 Understanding the individuals

People make up the structure of any organization by occupying various positions in the organization. School managers are therefore urged to have a better understanding of the individuals in the organization and the physical structure of the organization.

They are supposed to consider that changes affect people in the organization irrespective of whether there is a plan or not. People are often affected by the changes in different ways and degrees. Garrett (1997:96) points out that whether the transition event is desired and expected or undesired and unexpected, those affected will experience a certain degree of pleasure or displeasure. She further stresses that the success of a change process in any organization depends largely on the degree of acceptance of the change by those affected and the support they receive

from their managers. School managers are change agents who need to be aware of these dimensions in their approaches to the change process in the school.

It is essential for school managers to take note of individuals' responses to transition. They need to provide support to other members of the school community to encourage them to cope with the changes. To this effect Garrett (1997:99) asserts that those affected by change need some form of support, such as staff development programmes from school managers because individuals should not be made to feel that they are suffering alone.

Garrett (1997:93) further states that it has long been accepted that a person's self-esteem can be affected by change. School managers are leaders of staff and learners in schools. They are obliged to understand the way the self-esteem of people is affected by the present educational transformation. It is their responsibility to provide appropriate support if they are to ride the wave of change with success. As managers, they are required to understand the different stages through which the individuals pass during the process of change.

Garrett (1997:100) has identified the following seven stages through which individuals in the organization may go during a change process: Immobilization, Minimization, Depression, Acceptance, Testing out, Search for meaning and Internalizations.

Immobilization

During this stage the individuals experience reactions of shock that may include disbelief and a feeling that things could not possibly be that bad. They often do nothing about the changes.

Minimization

This is reached when the picture of the changes is confirmed and people try to fit it within their

own frame of reference. They may minimize the effect that the innovations will have on them as individuals or a group.

Depression

As the reality sinks, they may become unhappy and confused. The individual will often feel powerless and not in control.

Acceptance

This happens when the individuals accept reality. They begin to accept that this change represent the future that they cannot go back.

Testing out

During this stage, the individuals start to examine new ways of dealing with the changes. This may involve discussions with peers or senior managers, or trying out new materials.

Searching for meaning

This is the stage when the self-esteem of individuals within the school start to rise again as they begin to understand the new ways of doing things and begin to adapt.

Internalization

The changes have now been understood and adopted. Individuals have the confidence to adapt and develop even new ways of working.

Based on the impact of the changes on individuals as described in the previous paragraphs, it seems necessary for school managers to gain a better understanding of the way individuals react during the different stages. Managers are also expected to strive to develop appropriate mentoring systems that will enable individuals to pass through each of the stages.

According to Garrett (1997:97) another role that is of importance to school managers is that of detecting the possibility of resistance to change amongst the school personnel and striving for effective solutions to resistance.

They are supposed to understand various possible barriers such as personal barriers, psychological barriers, organizational barriers and power barriers that may hinder individuals from accepting changes. As managers, they are expected to establish the major reasons for resistance and apply effective strategies to counter resistance among members of staff.

A further aspect that necessitates the attention of school managers is that while attempting to manage educational changes in schools, it is vital for them to understand that every staff member will go through the process of change at his/her own pace, and should be allowed time to do so. As managers they are supposed to acknowledge that the acceptance of the change process will take people different periods of time depending on the circumstances in their lives. The other role of school managers in this regard is to exercise patience and reassurance especially during the transition from depression to acceptance stage.

3.2.5 Understanding the organizational structure of the school

Understanding the organizational structure of the school is another crucial requirement of effective school managers. The major role that school managers are expected to play here does not only concern the patterns of formal meeting and lines of authority and accountability that constitute the formal structure but also the informal ways of getting things done.

The researcher regards it as important for school managers to gain a deeper understanding of both formal and informal components of the organizational structure of the school. She has noticed that it is crucial for school managers to understand the implications of the visible and explicit factors such as the philosophy and purpose of their organizations if they are to direct change appropriately. The informal structures determine school culture and ethos. These structures necessitate school managers' undivided attention for these also play a major role in determining the way individuals in the school relate to one another.

Garrett (1997:99) says that the informal structure comprises the cultural dimension of the school which is constituted by the way individual members of the organization and groups relate to one another. The cultural dimensions may include norms, belief systems, values, informal relations such as a staff soccer player team, a group belonging to the same political affiliation as well as other groups that are formed outside the school during lunch. Each of these groups has a code of practice; though it might be unstated, it will certainly be well understood and will determine the way its members react toward changes in the school.

Garrett (1997:100) further points out that while the managers of schools may use formal structures and procedures to introduce and implement the changes in schools, they also need to be

aware of the informal rules and relationships that are present in the school. Managers need to take account of this dimension both in their planning and their day-to-day management of educational changes. The power that is held by leaders of the informal groups in schools needs to be taken into consideration by managers of schools, for most educators often consult these leaders in times when decisions need to be made. The current education system in South Africa demands among other things, active participation and recognition of the opinion of the grassroots.

3.2.6 Development of other managerial strategies

It has been emphasized in section 3.2.3 that the centralization of power and authority together with hierarchically-arranged structures do not fit well with the present South African educational system. Decentralization is recommended to give way for flatter structures and power-sharing.

Modern school managers are thus required to be competent in working together with other members of the organization. They are required to be skillful in working in the environment of equals. They are no longer expected to be in charge of a chain of command but rather to interact with networks of self-organizing teams and groups. However, as leaders, they are expected to design the parameters of the system and avoid the potential for a laissez-faire situation. They need to be capable of sensing the need for help and support in the institution.

Morgan (1988:86) states that for school managers of today to manage change effectively, they are expected to acquire the following managerial competencies.

- **Remote management**

Contemporary school managers have no choice but to consider acquiring skills in applying a “helicopter management strategy” (Morgan 1988:86). They are required to put organizational

decentralization into practice together with power sharing and collaborative decision making with members of the school community. Minimal control and supervision is required however. School managers who apply this strategy are expected to hover like helicopters over the school environment to identify support needs among staff.

Morgan (1988:87) states that apart from their “helicopter management strategy”, school managers are further required to acquire knowledge and skills in managing through an “umbilical cord”, if they want to deal with the changes effectively, especially in large schools. In such schools principals can create a variety of teams as required by the school context and manage them through a clearly articulated philosophy. However, it is their responsibility to see to it that teams within the school are linked by the common values and beliefs that serve as an umbilical cord which creates a high degree of unity in the school. This should have the advantages of creating a network of teams and groups of stakeholders that allows for a variety of contributions.

By creating teams and team leaders, school managers will promote the acquisition of managerial skills for senior educators, who aspire for promotion and to head their own schools in future. Team leaders and every member of a group or team within the organization may also be empowered.

Remote management such as “helicopter management” and “managing through the umbilical cord” may promote self-organization and self-management where a large number of members of middle management in the school organizational structure are replaced with smaller facilitators or group leader.

According to Morgan (1988:89), the role of the managers in such schools becomes that of being a general resource, a troubleshooter in exceptional circumstances, and a “boundary spanner” or networker who links the groups in question to the wider organization.

- **Managing Proactively**

Proactive management requires members of the SMTS to develop proactive mindsets. It implies that they should strive to respond to the present educational changes and plan for the future rather than responding to yesterday’s challenges. School managers are supposed to learn to avoid operating from catch-up mode without really responding to today and tomorrow’s challenges. For school managers to manage the current changes effectively, they are expected to adopt a forward-looking approach.

Morgan (1988:28) stresses that in their endeavour to manage educational changes, school managers need to unlock the schools from the old ways of doing things, that is the status quo and approach the present challenges. They are required to fine-tune their minds, remove their blinkers and learn to look forward to see possible future educational changes in order to be able to plan ahead.

School managers need to strive to shape the changes rather than being shaped by them. They are required to adopt an opportunity-seeking attitude and turn the negative aspects of the changing school environment into opportunities.

The researcher regards the ability to get out of a reaction mode, to take the driver’s seat and shape rather than being shaped by the changes, as the essential managerial competence which is required by school managers in the current changing school environment.

School managers who face the current transforming school environment need not only to be capable of coming up with new ideas for managing changes but more significantly to be creative and innovative. It is vital for school managers to look into available human, physical and financial resources and find ways of employing them effectively. Contextual factors such as the number of educators available and the quantity of the teaching and learning materials as well as the learner-educator ratio need to be taken into consideration and be utilized optimally to meet the challenges of the present learning and teaching approach appropriately. However this necessitates creative skills of the school managers together with their ability to manage proactively.

3.3 SUMMARY

In this chapter focus was on the roles that members of SMTs are expected to play in managing the educational changes as outlined in chapter two. Emphasis was placed on a variety of roles that managers are supposed to play in their efforts to manage changes in schools. The next chapter will focus on research design and methodology.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

The purpose of this chapter is to present the research design and methodology. A complete design is represented by describing the way in which data from the respondents is gathered for analysis and interpretation. The research design and the data collection strategies appropriate for this study are also outlined.

4.2 RESEARCH DESIGN

As stated in section 1.6, the researcher opted to undertake this study within the qualitative research paradigm. This choice is informed by the nature of this study. It required the researcher to listen to the verbal descriptions of the experiences of members of SMTs in their efforts to manage educational changes in schools. A qualitative research design is found to be relevant for this study because it requires the researcher to interact with the respondents in their natural settings where the observable human behaviour can be observed.

The major distinguishing characteristic of qualitative research is the fact that the researcher intends to understand respondents in terms of the definition of their own worlds. The intention is to have the insider's perspective (Mouton, 1997:194).

According to Mouton (2001:42) a qualitative design focuses on the actual experiences of the respondents in the contexts in which they interact with one another. Similarly, Chemane (1998:84) asserts that qualitative research is concerned with the details and the quality of an individual's experience, rather than the number of people who responded in a particular way.

Since the primary focus of this study is to gain a deeper understanding of the lived experiences of school managers from their own perspectives, qualitative design is chosen because the intention is to shed light on the actual roles that they play in their attempts to align the educational changes in their respective schools.

According to Mouton (1994:188) the purpose of applying qualitative design is to get a thick description of the experiences of respondents. In this study the researcher intends to get what the school managers regard as their challenges in the management of the current educational changes in schools. Thus the researcher has selected a research design that goes beyond mere facts and allows the respondents to make detailed representations of their emotions and the webs of social relationships that prevail at their schools.

4.2.1 Rationale for choosing a qualitative research paradigm

A qualitative design was regarded as the most appropriate and desirable route to be followed for this study because it allowed the researcher to enter into the natural settings of the respondents to see, listen and hear the words that the respondents use to describe their own worlds. This is further emphasized by Rubin and Rubin (Maphila, 2000:121) who states that in qualitative research the researcher needs to go to the sites where there is action, to watch and listen in order to learn by being attentive to what is being said about the lives of the respondents.

The choice for the qualitative research design was also based on the fact that it gives the researcher the opportunity to gather data by interacting with the respondents (school managers) in their schools where she could observe behaviours. It allows the researcher to be involved in the process of data gathering. This research design further enables the researcher to get to the process that led to the outcomes. This activity is limited with quantitative experimental tools.

Hoberg (1999:75) points out that a qualitative design is often preferred because it enables the

researcher to become “immersed” in the situation and so she or he fulfils the role of the ethnographer, who gives an analytical description of a social scene. He further stresses that since a qualitative design enables the researcher to produce descriptive data in the respondents’ own spoken words, it also allows the researcher to identify the respondents’ beliefs and values that underlie the phenomenon being researched. In this case the phenomenon is the managers’ roles in the management of educational changes. With the use of a qualitative approach, the researcher was not only able to see why things were the way they were in some of the visited schools, but more importantly, how school managers understood their roles as managers in the implementation of the changes in schools.

On the basis of the above exposition, the researcher concludes by stating that a qualitative research design is chosen for this study because it is mainly concerned with the subjective explanation of reality from the perspective of the insider (Mouton, 1991:194). This is in contrast to the outsider perspective which is predominantly a quantitative paradigm. The chosen research design informs the technique that will be employed to collect data for the research.

4.3 SELECTION OF SCHOOLS

By taking into consideration factors such as time and financial constraints, the researcher found it impossible to include the whole population of the members of SMTs of all the schools in Mogodumo region for empirical research. In order to ensure feasibility of the study a sample was chosen. According to Schulze (2002:31) sampling involves taking a portion of the population or universe. In this study sampling was also employed to ensure accuracy and concentrated effort. The researcher believes that if attention is paid to a sample rather than the whole population, the quality of the research will be enhanced. Sampling was further chosen to avoid unmanageable data during analysis and interpretation.

Random sampling was employed to select a sample from combined population of the forty primary and secondary schools in Mogodumo region in Limpopo province. Random sampling was preferred because the researcher aimed at giving each school equal chance of being selected.

To apply random sampling for selection of a sample from the population of all the forty schools in the Mogodumo region, the researcher wrote the name of each of the forty schools in the Mogodumo region on forty small pieces of papers. These pieces of papers were folded, placed in a bowl and shuffled. While different opinions exist with regard to the minimum number of respondents who should be included in a sample for a study, Schulze (2000:58) states that collection of a better data on fewer participants is considered to be the best choice for virtually any study. Grinnel (De Vos et al, 1998:193) emphasizes that in most cases a 10% sample should be sufficient for controlling sampling error. A 10% sample of the population was considered appropriate for this qualitative research. Thus out of a total population of forty schools in the Mogodumo region four schools were randomly selected to constitute a ten percent sample.

From a total of forty folded pieces of papers for all the schools in the Mogodumo region four pieces of papers each with the name of a school were randomly picked up to constitute a 10% sample to be used in this study. The names of these four randomly picked up schools were written down in preparation for the subsequent interviews.

Before the interviews, the researcher selected the respondents for the interviews.

4.3.1 Selection of respondents

Since this study focuses primarily on the role that school managers play in their efforts to manage the educational changes, members of SMTs were regarded to be the most appropriate respondents

in this regard. The researcher requested to interview two members of SMTs in each of the four sampled schools.

However a purposive random sampling was employed for the selection of school principals in the sample. Purposive random sampling was regarded as the most relevant method for the inclusion of school principals because the researcher regards them, (principals) as the most “information rich” respondents. Principals are involved with more of the managerial activities than the other members of SMTs in the schools. As Schultze (2002:59) puts it, this sampling method ensures that the sample is composed of elements that contain the most characteristics representation or typical attributes of the population.

Apart from principals, selection of other members of SMTs was based on the fact that as middle managers, they are also directly involved in a variety of managerial activities in schools unlike most post level one educators. Members of the SMTs were purposively chosen from the four schools to constitute the sample for this study. This was done because the researcher believed that members of SMTs rather than level one educators would provide appropriate descriptive information about their experiences in change management in their respective schools. Out of the four randomly selected schools, the researcher decided to interview two respondents from each of the schools. A total of eight members of SMTs from the four schools were selected for interviews.

4.3.2 Access

Before the actual interview dates, the researcher visited each of the four sampled schools in the Mogodumo region to deliver letters that requested permission to conduct interviews with members of the SMTs. The intention was to make a brief explanation of the purpose of the interviews to the school principal or a member of the SMTs who received the letters. Assurance of confidentiality and anonymity of respondents and their schools was given to do away with the possibility of fear of exposure.

The researcher also made it clear that she was flexible regarding meeting the respondents at the venues of their choice, as long as these suited the purpose of the meeting. She also stated that the preference was to meet respondents from the same schools separately but on the same date to avoid the possibility of distortion of information.

4.4 DATA COLLECTION

4.4.1 Research instrument

An interview was chosen as the research instrument for the collection of data in this study. To a lay person an interview may be regarded as an ordinary exchange of ideas. However Chemane (1998:94) points out that an interview is fundamentally a conversation with quality interaction. Maphila (2003:57) stresses that interview is a research technique that is used to get into the participants' inner feelings. It is conducted with the purpose of finding out what is in the interviewees' minds.

While the interview is a co-operative enterprise in which both the interviewee and the interviewer are part of the process, the interviewer knows the areas that need to be explored. It is a research technique that allows the interviewer to relinquish complete control over the process of gathering data.

4.4.2 Semi-structured interviews

Semi-structured face-to-face interviews with a data collecting guide were deemed appropriate for this study. The interviews allowed the researcher to encounter and interact with the school managers of the sampled schools in their schools as required by the chosen research design and the naturalistic character of this study.

The other reason for preferring semi-structured interviews was because of its flexibility that allows the researcher to adjust and refine the research questions which other research techniques such as questionnaires could not offer. Besides flexibility the interviews are preferred because the physical human interactions offer the researcher the opportunity to hear the words and tones of the respondents. This is a characteristic relevant to the qualitative research design.

The semi-structured face-to-face interviews also provided the opportunity for the observation and interpretation of the prevailing contextual factors that might have a bearing on the way the respondents react to the questions. This is supported by Hoberg (1999:90) who states that this kind of interview offers a face-to-face encounter in which people are more likely to disclose aspects of themselves, their thoughts, feelings and values than they would in less human situations such as the statistical methods that are often used in the quantitative design.

More importantly, face-to-face interviews were regarded as suitable research instruments on the basis of their ability to allow the interviewer to remain as close as possible to the actual lived-experiences of the respondents and to quote them verbatim where necessary (Chemane, 1998:151). These research techniques allow the presence of the researcher in the milieu. This offers the possibilities for the researcher to make careful observations and understanding the milieu. The interviews further help the researcher to delve deeper into what the set interview questions intended to establish.

Semi-structured face-to-face interview was chosen on the basis of the congruence between the nature of this study, which requires a naturalistic approach, and the interview as a data collection method that allows the researcher to enter the natural setting of the respondents.

As pointed out in section 4.3 an interview guide was used during the interviews with school managers. A tape recorder was used to record the responses of the interviewees. Tape recording was preferred because it is regarded as a suitable means of recording responses without omissions and interruptions.

Tape recording also provides a better means of verifying responses later during presentation and analysis of data. As Van Dalen (1997:162) puts it, this type of recording provides the emotional and vocal character of responses and helps to avoid the omission, distortion, modification and errors that are sometimes made in written accounts of interviews. However in addition to tape recording, brief notes were made.

4.4.3 Interview guide

The interview guide was used as data collection tool that served as a guide to the interviewer. This data collection schedule was used in order to have a structured plan to be followed. However, the researcher was not bound to adhere strictly to it.

The interview guide comprised of selected themes or subject areas that are derived from the literature review. Interview questions were based on these themes. According to Patton (2002:344) the interview guide provides a framework within which the interviewer develops questions, sequence them and make decisions about information that needs to be pursued in greater depth.

An interview guide provides the opportunity for the researcher to get the descriptive meaning of the identified themes. This is obtained from the responses to the questions based on the themes. This implies that in constructing the interview guide, the researcher translated the research objectives into the questions that subsequently made up part of the schedule. This enabled the researcher to determine whether the responses from the interviews corresponded with the theoretical information gathered from the literature review.

By using the interview guide, the researcher ensured that the issues to be explored in the interviews were delineated in advance. This engendered a more systematic way of interviewing a

number of people. It further helped the interviewer to decide carefully on the most judicious use of the time available.

The researcher took the guide along to the interview venues to use as a guide on the questions that were posed to the school managers in Mogodumo region in Limpopo province regarding their roles in the management of educational changes in the schools. Unlike questionnaires, which respondents can see, care was taken to ensure that the guide was not given to the respondents but was kept closer to the researcher.

While the qualitative paradigm was chosen on the basis of the naturalistic character of this study, the choice of the interview guide was guided by the nature of the semi-structured interview as a partially planned data collection method.

Unlike other research techniques such as questionnaires, the semi-structured interview with a guide, allowed the researcher to have a plan of what she intends to establish in the field and also the flexibility to reframe or to rearrange the questions if the need arose. This led to a more organized and systematic way of asking the questions during the interview sessions.

4.5 DATA ANALYSIS AND INTERPRETATION

The focus of this section is on the analysis and interpretation of the empirical data. The tape recorded research material was used for analysis and interpretation together with the notes that the researcher made during the interview sessions.

The impressions and non-verbal behaviour such as body language observed during the interviews constituted data that was not tape recorded. Together, they created a large volume of empirically collected data.

This vast quantity of material caused the researcher to realize that it was not possible to use all the collected data for analysis and interpretation of the empirical data. The gathered material had to be processed and all the data captured from the tape recorder was transcribed to enable analysis and interpretation.

4.5.1 Transcriptions

Data transcription involves writing out verbatim statements made and the notes taken during the interviews (Hoberg, 1999:98). This was done immediately after the interviews, while the interview experiences were still fresh in the mind of the researcher. Transcription is a stage during data collection and management that serves as a transition between fieldwork and data analysis. In this study data transcription was done by the researcher rather than on her behalf as is the case with some of the researches. The intention was to provide her with the opportunity to be immersed in the data processing activity. This is an experience that generated emergent insights.

Transcriptions involved listening several times to all the tape recorded interview sessions in their entirety. The responses during each interview session were then written down and read several times in order to provide a context for emergence of specific units of meaning and themes. The ideas underlying each of the written responses were written along the margin to delineate units of general meaning. The verbal and non verbal gestures recorded in the field notes were also brought to play for a deeper understanding.

To eliminate redundancy and create relevancy, the delineated units of general meaning were further reduced into categories of units of meaning relevant to the research aim. This was followed by clustering units of relevant meaning to establish if there were some common themes that unite several discrete units. Lastly the researcher examined all clusters of meaning to

determine if there was one or more central theme(s) which expressed the essence of relevant meaning of the clusters.

Though this process of data transcription was found to be extremely time-consuming, it was done to ensure that the meaning of the words of the respondents was not lost. It also brought back the researcher's memories of what had transpired during the interview sessions. As Patton (2002: 441) puts it, "transcription offers the researcher another opportunity to become immersed in the data collection process long after the interview sessions". It was during this stage that the researcher felt as if she was still in the process of the interview. It was during this stage that the interviewer realized that the interview experiences were firmly instilled in her mind and the memories presented a fresh perspective on the interview materials. The interview transcripts were later used for analysis and interpretation of empirical data.

4.5.2 Interpretation and analysis of data

According to Bless and Higson (1995:436) data analysis involves transformation of data into findings. On the other hand Mouton (1987:161) emphasizes that analysis of data involves the reduction of data into manageable proportions as well as the identification of patterns and themes from the collected data.

Schulze (2002:15) stresses that there is no correct method of qualitative data analysis. However Ely et al (Chemane, 1998:108) state that the method employed in qualitative research should always be idiosyncratic. The implication is that data analysis method is expected to be unique to qualitative paradigm. The authors (Chemane, 1998:108) points out that the method that needed is the one that is most effective in increasing the effectiveness of the research and eliminating errors and inaccuracies.

The process of putting ideas into categories was undertaken with the purpose of identifying the key issues which were raised by the respondents. Though the process of categorizing data helped the researcher to uncover patterns, themes and sub-themes, it proved to require creativity on her part. This suggests that poor judgment and misinterpretation of the respondents' responses might result in invalid findings which could mislead the reader.

To support this statement, Chemane (1998:109) asserts that since the qualitative researchers do not possess the statistical tests to tell them when an observation or pattern is empirically significant, they should rely on their own intelligence, experience and judgment.

Data analysis for this study was further performed when the researcher attempted to bring all the themes and sub-themes together with the intention of finding meaning from the data. When the collected data were ordered and categorized, the researcher realized that most of the emerging themes and categories corresponded with some of the main themes and sub-themes stipulated in the interview guide. This is corroborated by Hannabuss (Chemane, 1998:129) who states that apart from structuring the information, the interview guide often provides a sound foundation for data analysis. During the analysis of data, six major themes, each with its sub-themes, were identified from the transcribed materials.

Further analysis of the data has led to interpretation of data to arrive at evidence which has been empirically found. According to Schulze (2002:40), data interpretation involves explaining and finding meaning from data. As stated earlier, this involves dependence on one's own intelligence. This required the researcher to apply the creativity that is needed for the task of scrutinizing every word, sentence, phrase or paragraph to search for meaning.

Every attempt was made to relate the empirically-gathered data to the information gained from the literature reviewed in chapter two and three of this study. Further scrutiny led to findings being arrived at from the empirically collected data.

4.6. ETHICAL CONSIDERATIONS

According to Bless and Higson (1995:407) qualitative research is deemed to be highly personal and interpersonal naturalistic enquiry that takes the researcher into the real world where people live and work. These authors further state that qualitative research techniques such as interviews may be intrusive and involve greater reactivity than tests and other quantitative research techniques. Bearing in mind the nature of this research, the researcher deemed it necessary to discuss briefly ethical issues. The intention was to offer guidelines on the relevant ethical principles and to spell out some of the pitfalls involved in research. The following ethical issues were considered important for this research.

4.6.1 Informed consent

The informed consent was used as the protocols and opening statements for the interviews. This was obtained from all members of SMTs that constituted the sample for this study. The researcher furnished the respondents with adequate information about the goal of the research. The procedure that was to be followed during the interview, as well as the benefits and the risks to which the respondents might be exposed, were explained. The credibility of the research and how the results would be used were also outlined to the sampled members of the SMTs.

The rationale behind the disclosure of accurate and complete information concerning this research and the interview was to enable the respondents to comprehend the purposes of this research and as De Vos et al. (2001:25) explains, the participants will consequently be able to make voluntary, reasoned decisions about their participation in the interview

4.6.2 Deception of respondents

According to Loewenberg and Dolgoff (De Vos et al, 2001:27) deception involves withholding information or offering incorrect information in order to ensure participation of the respondents.

Based on the ethical principles of the research the researcher ensured that no form of deception was inflicted. Should it be suspected to be occurring, the situation would be rectified immediately. The researcher ensured that the respect of the respondents was not violated.

4.6.3 Confidentiality

Schulze (2002:18) emphasizes the importance of the confidentiality of the information regarding the respondents unless otherwise agreed through informed consent. In this research, respondents' anonymity was assured in the letter requesting an appointment for an interview. At the beginning of the interview sessions, school managers were again assured that neither their names nor those of their schools would be mentioned in the research.

It was explained that letters of the alphabet and numbers would be used instead of the names of the respondents and their schools to ensure anonymity and confidentiality.

The intended use of a tape recorder during the interview was disclosed to obtain permission from the respondents. The respondents were further assured that the recorded information would be kept confidential and that no one would be able to access the recorded cassettes. This will be completely destroyed after two years of safe keeping.

4.7 BIOGRAPHICAL DATA

Qualitative design often involves fewer respondents with the intention of understanding and developing a phenomenon (Schulze, 2003:13). In this study the researcher intended to interview two members of the SMT from each of the four sampled schools. In the first school the principals and the deputy principals were interviewed while in the second school the principal and the HOD were interviewed. In the third school the principal was interviewed first.

The deputy principal kept on postponing the interview until the researcher was about to lose hope. After a long persistence he was finally available for interview. However he was interviewed at a later stage. In the fourth school the principal and the HOD were eventually interviewed after several postponements. As a result, face-to-face semi-structured interviews were conducted with a total of eight members of SMTs in four schools in Mogodumo Region in Limpopo province.

The codes denoting each of the sampled schools and the respondents who were interviewed in schools within the Mogodumo region in Limpopo are given in the following table. The gender, age and educational background of the respondents are indicated to provide the overall picture.

During the analysis of the data, schools were denoted with letters of the alphabet for example, school A, B, C, D, E, F, G and H.

The above codes can be represented in a table as follows:

Table 1: Codes and details of the sampled schools and members of SMTs who were interviewed

Schools	Codes for respondents	Age	Gender	No. of years of experience in management	Post level	Qualifications
School 1	A	36	Male	5	Principal	STD & B.A
	B	47	Male	7	Deputy	STD & B.Ed.
School 2	C	50	Female	12	Principal	PTD, B.A (HONS)
	D	39	Male	4	HOD	B.A & HED
School 3	E	40	Male	9	Principal	STD, B.A & B.Ed.
	F	46	Male	12	Deputy	SSTC, B.A & B.Ed.
School 4	G	43	Female	8	Principal	STD & B.A
	H	50	Male	16	HOD	JSTC, B.A & B.Ed

4.8 SUMMARY

In this chapter focused was on research methodology. The research design was outlined. The chosen data collection method and the research instrument were discussed. Analysis and interpretation of data were done. Empirical research, data presentation and findings will be done in the following chapter.

CHAPTER 5

EMPIRICAL RESEARCH AND FINDINGS

5.1 INTRODUCTION

This chapter presents the data that was gathered through empirical research. The excerpts from the interviews with school managers in Mogodumo region are given. A summary of the main empirical findings conclude this chapter.

5.2 CONDUCTING THE INTERVIEWS

An interview guide containing themes and sub-themes as well as open-ended and a few closed questions, was used as a guide in all the interview sessions. The respondents were given the latitude to choose suitable venues for their interviews.

Out of eight respondents, seven were interviewed at different venues in their schools. Only one respondent opted to be interviewed in the comfort of his home. As stated in section 4.4.2, the interviews were tape recorded. The intention was to capture the responses fully. Short notes were also taken to note non - verbal messages .Six males and two females were interviewed.

5.3 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The main purpose of this study is to investigate the role that school managers play in managing educational changes in their schools. Against this background the empirical data were gathered through the interviews. The gathered data were analyzed and interpreted. The research findings were stated.

Collected data were categorized into six major themes that are based on the topics in the interview guide as stipulated in appendix A. The major themes upon which the interview questions are based are as follows:

- Perception of school managers concerning the nature of change
- Educational changes experienced in schools
- The impact of the educational changes in schools
- The roles of school managers
- Leadership and management approach
- The managerial strategies deemed effective for managing educational changes

The researcher deemed it vital to present brief excerpts from the responses given by the respondents when they were responding to some of the questions during the interview. This is done with the intention of giving the reader a clear picture of what transpired during the interview sessions.

However, when reference was made, numbers and letters of the alphabet as in Table 1 were used instead of the actual names of the schools and the respondents. This was done to protect their confidentiality and anonymity.

The interview questions were based on the following themes as stipulated in the interview guide in appendix A.

5.3.1 Perceptions of school managers on the nature of change.

The question on the perceptions of school managers about the nature of change was intended to find out how members of SMTs understand change. The responses to this question appeared to be comparatively shorter than their responses to the other questions. The researcher did not collect

more data regarding the respondents' perceptions. This was discovered to be due to limited knowledge that school managers possess with regard to the nature of change. However, in terms of the responses, the interviewees proved to hold positive perceptions of this concept.

The following are the excerpts from the respondents. These are called "the interviewees' exact stories of the interviewees' stories" (Chemane, 1998:111).

Respondent E of school 3 gave the following verbatim and unedited response when asked about his perception:

Eh... change is a movement from the present to the future situation. Change helps us to grow because it presents us with new challenges.

The answer by respondent C of school 2 to the same question was as follows:

I don't know what I can say about it. Change eh... is an ongoing process. It leads us to something new.

On the other hand, respondent D of the same school (after taking a long time before he responded) said:

What can I say mam? Eh... change, is an alteration. Yes let me say change is an alteration. Through change the old way of doing things is altered into another way or other ways. I generally regard it as a movement in the new direction. It is a shift from old to new practices.

Flowing from of these excerpts, one realizes that change is not only viewed as a process but also as a movement in the right direction. It is found to be viewed positively rather than negatively by most of the interviewed members of SMTs from different schools.

5. 3. 2 Educational changes in schools

There where different responses to the question that was based on the most common educational changes experienced in schools. From the responses it became evident that the changes that are regarded to be the commonly experienced and impact on schools in many ways were OBE, IQMS, the abolition of corporal punishment as well as the present admission and school fund policies. The following presents some of the responses to the question on the educational changes experienced in schools.

- **The implementation of OBE**

When members of SMTs were asked about the way they implement and manage OBE in their schools, the following responses were given:

Respondent B of school 1 made the following comment:

OBE. The way we were taught is not the same with the way learners of today are taught. The OBE approach is different and challenging. It demands us to be creative in teaching. During our training at colleges we were taught to use text book method. It is difficult for me to become creative when I prepare my lessons.

I find it challenging. This thing of allowing learners to dominate during the lessons, heit makes me to feel inadequate. As if I do not know the subject matter. I prefer to stand in front of my learners and teach for longer period rather than facilitating the teaching and learning process, allowing the learners to discuss and share ideas most of the time.

Respondent F of school 3 made the following response;

I am trying to implement OBE approach but I have realized that I lack the proper skills to do so. As the principal I am expected to develop workshop programs to train other members of SMT and the educators. I can hardly assist them for I received little training in OBE approach.

Though the Department of Education made attempts to organize the training programmes for OBE, they failed to address our needs. The workshops were held for a short period. They were irregular and often held for few hours during school hour. In addition to that most of the training officials were not more knowledgeable about OBE and could not impart the required information.

Respondent D of school 2 made the following comments:

These days one is never sure whether the learners grasp what they are suppose to learn or not. This OBE method, especially pair or group work, it encourages most of the learners to copy from other members of their groups without actually working with the members of the group. This makes both the individual and group assessment of learners less realistic.

As educators we often do not get the actual performance level of each learner. It is frustrating. While we received little training regarding the implementation of OBE, there are no follow-ups and support to see if we cope with the approach or not.

In our school, it is even worse because we have high learner- educator ratio. Our classrooms are overcrowded. This makes the group work more difficult. Our classrooms become noisy when we attempts to practice the OBE approach through group work. We often avoid it and resort to teacher domination rather than the learner-centered approach.

- **The implementation of NCS**

Concerning the implementation of OBE through NCS as one of the common changes that are experienced in schools today, the respondents made the following comments.

Respondent G of school 4 responded by saying:

I am the principal of this school and at the same time an educator for Sepedi grade eleven. I am not yet trained with regard to the implementation of NCS and yet I am expected to implement it and see to it that other educators do so. The officials from the Department of Education were concentrating on training the grade ten educators. As the head of the school I am not only suppose to implement NCS, but more importantly to help and see to it that other educators do well in putting it into practice.

In the same vein, respondent C of school 2 responded this way:

Eh, when coming to NCS, I have nothing to say. I have never attended the workshops for professional training regarding the implementation of this approach. I am offering English in grade twelve. The workshops were focusing on grade ten educators only. I am struggling to implement it in grade twelve. I am going through the policy documents for the implementation of NCS to understand it better but hei, it is difficult.

Responding to the same question, respondent E of school 3 had this to say:

I find NCS not to be very different from the previous approach. In Geography in particular, there are slight changes in the content and terminology. However, I find the implementation more challenging for it requires the knowledge of OBE approach for which I was not well trained. It is not easy for me to assist the other members of staff as expected of me as the staff developer and the head of this school.

In addition to that, the group work activities which are required by this approach is difficult in our school because we have few classrooms with high enrolment. These make the implementation of group work which requires more space difficult. You know the implementation is challenging.

The following was the comment made by respondent G of school 4.

Eh...let me say I understand the principles underlying NCS. Though I attended the training workshops twice and for a short period, I went through the policy documents and other departmental circulars to learn about it. I have gained a better knowledge about the policies for its implementation as well as the choice of learning areas in FET band. The coordinators do not visit our schools to see if we cope with the implementation. I am trying to assist the other members of SMT to understand it in order to help other educators in their respective departments, but it is tough. Lack of resources is a problem here.

When the researcher goes through the responses made by school managers at different levels concerning the implementation of OBE through NCS, she realized that some of the interviewed school managers find it difficult to put these changes into practice because they lack the necessary knowledge. This is mainly due to lack of training though in some cases lack of resources was mentioned as the cause.

- **The implementation of IQMS**

When members of SMTs of the sampled schools were asked about the way they manage the implementation of IQMS as the new appraisal system in their schools, some of them responded this way:

Respondent A of school 1 reacted this way:

You see IQMS is a good thing. It is a performance based evaluation that is related to pay progression. It is a motivator in itself.

But most of us school principals and of course even the other managers in our area you know, we were not fully guided regarding the practical application of IQMS. I would say the departmental officials made advocacy.

We are given those IQMS files and we are left alone to implement it in our schools. Here at our school we have already established the various teams to oversee its application but we often lose direction. The Departmental officials do not pay us visits to see if we do well. Actually we are stuck.

Respondent E of school 3 answered question based on IQMS by saying:

The officials from Department of education failed to train us. They only demand us to make submissions to the circuit office. We are expected to implement and manage its application while we know less about it. You know, I regard IQMS as a form of appraisal method that created

managers and educator extra workload that is difficult to carry. The records that we are suppose to write demand additional time for administration from us. IQMS requires more time from both the educators and us managers of schools.

I personally find IQMS to be more demanding as compared to the previous appraisal system which involved evaluation through class visits by our seniors. Since it primarily focuses on whole school evaluation, it requires all members of the school, educators and HODs belonging to the same departments as well as peers in the same learning area to plan together. This makes our schools to compromise teaching time. It demands effective time management skills.

In responding to the same question, respondent H of school 5 reacted this way:

In IQMS we are expected to understand the new terminology and many abbreviations. We were not guided to make sense out of it. It is new appraisal method which is said to be too broad and demanding. We were only given files which are not easy to understand. We did not receive adequate training concerning its application and management. The training sessions took only a day in each cluster.

We met difficulties when we try to apply it. It consumes a lot of our teaching time. We invited the departmental official to come to our rescue but they did not turn up. We are failing to put it into practice. It is challenging.

Flowing from the responses to the question on the implementation of IQMS by school managers, it becomes clear that some of the interviewed school managers attempt to practice this appraisal system. However the demand made by this system on school managers seems to be huge. While lack of proper training regarding the implementation of IQMS and lack of support seem to be the common causes for failure, the most common inhibitor is said to be lack of time that is required for its application.

- **Abolition of corporal punishment**

The question based on abolition of corporal punishment focused on finding out whether school managers still apply physical infliction of pain to learner for restoration of order in schools.

The recognition of human rights and human dignity led to the adoption of section 12 (1) (e) of the constitution which is based on the protection of human beings including learners against the cruel and inhuman treatment. On the other hand section 10 (1) of South African Schools Act (SASA, 1996b) responds to section 12 (1) of the constitution which aims at upholding human dignity, particularly learners.

During the interviews when school managers were asked whether they still administer corporal punishment, they made the following responses.

Respondent C of school 2 said:

No mam. Corporal punishment is abolished. Application of corporal punishment is against the new education law. I am afraid; I may be charged or expelled for punishing learners that way.

As the head of this school I use to advice other members of the SMT and the entire staff not to apply this measure any more. We adopted the other alternative measures that are used for discipline amongst learners.

On the other hand the comment from respondent G of school 4 was as follows:

Eh, not any more. I am aware that corporal punishment is not allowed in schools today. This days discipline is based on the correction of behavior rather than causing pain to learners. I have made it my responsibility to see to it that it is no longer practiced in our school. For those educators that are still tempted to resort to verbal abuse and infliction of pain to learners, I often remind them that it is forbidden and it is against the law to use it.

In our school we have drawn code of conduct in collaboration with the parents and learners. Alternative disciplinary measures are put in place for a variety of bad behaviors among learners.

Respondent E of school 3 made the following comment.

No. corporal punishment is abolished. I have refrained from doing it. I advised the other members of the SMT and educators not to administer it anymore. I even remind them that verbal abuse is forbidden.

When learners misbehave, it is often the responsibility of the educator concerned to select apply one of the appropriate disciplinary measure that matches the misbehavior in question but not corporal punishment. I told educator to forget about it.

From respondent G of school 4 the following comment was made.

We used to punish learners by causing pain either verbally or physically, but not anymore. I personally never thought I could manage this school without punishing learners that way. But the law that is above me has made me to understand the danger of continuing with it. I have realized that the Constitution and SASA are above me, I can't violate them. We have laid rules that govern the unbecoming behaviors among learners. Alternative measures are also in place to correct misbehavior among learners.

Looking at the responses to the question based on whether school managers still administer corporal punishment, it is evident that almost all the school managers of the interviewed schools gave similar responses in varying ways.

According to most of the interviewed school managers, corporal punished is no longer practiced in the schools. Some of school managers are aware of the impact of the constitution, that is, section (12) (1) and section 10 (1) of SASA which forbid the use of the rod and infliction of pain to learners. They are aware of the consequences such as suspension or expulsion.

Regarding the alternative disciplinary measures, though there are some differences, basically school managers appear to be aware of their role in drawing the code of conduct and laying down rules that govern the application of alternative disciplinary measures to restore discipline and order in their schools.

5.3.3 The impact of educational changes and the roles played by school managers.

There is no doubt that the educational changes that are experienced in schools today, affect schools in many ways. This is evident from the responses to the questions that are based on the implementation of the changes such as the implementation of OBE, and IQMS. This is also supported by literature review in section 3.2 which describes the changed roles of school managers.

In the following section, school managers were asked to elaborate on how some of the changes impact on their school and the roles that they play in directing the changes to align them with the prevailing contextual factors in their respective schools.

- **The Admission policy**

When asked about the way the current admission policy that emphasizes non- discrimination of learners impacts on their schools, the following responses were made:

Respondent C of school 2:

With regard to the present admission policy which compels school managers to open doors and allow learners to be admitted without discrimination based on, colour, gender as well as the area of residence, we found ourselves as a school admitting more learners than we used to do in the previous years. This has put us in a better position with regard to learner enrolment. It has contributed towards an increase in the enrolment of learners which has led to the creation of additional posts in our school. This makes us to secure more posts than before. Our school will no longer experience the loss of educators through the process of redeployment.

Though we admit learners from outside our village we are careful enough to detect possible troublesome learners.

Respondent A of school 1 reacted this way:

I became the head master of this school at the beginning of last year. The enrolment then was at 298. The teacher - pupil ratio was low.

This year I allowed learners from outside our school zone to be admitted in an attempt to increase enrolment and teacher - pupil ratio. The enrolment increased up to 391 learners. However, I have realized that I have created more disciplinary problems. Some of the learners from the

neighbouring villages are troublesome. I have discovered that they were refused admission in their schools. Most of them are often late and absent from school. I have started to interact with their parents to make partnership in trying to correct the behavior of these learners. Hei I have created more discipline related problems in this school than before. I do not have a choice. I have to admit more learners each year to retain the posts.

Respondent F of the 3 made this comment:

I would say we have marketed our school well by producing good results in grade 12. We are relatively strict in learner admission. We admit learners within our school zone. We do not admit learners from other zones. We use to fight with parents from other zones but we often win the battle because even the available resources like classrooms and educators do not allow us to do so.

On the same question, respondent H of school 4 made this comments:

Hei, this open door admission policy has different effects in our school. While we admit more learners to increase the number of posts in the school establishment as a way of avoiding redeployment of staff members, we cause overcrowding in the classrooms.

We admit learners from this village and from nearby semi-urban areas who travel by buses and other modes of public transport. Most of these learners arrive late to school due to the mode of transport that they use because they come from different villages and urban areas. Some of the learners from other villages gang against the other groups and engage in regular fights in and outside school grounds.

It became evident from the observation during the interviews that some of the schools that the researcher visited had high learner-educator ratio. The responses from the interviewed members of SMTs reveal some of the reasons for high enrolments in these schools.

The researcher noticed from the response of a member of SMTs from school 3 that high enrolment was not a priority. However it also became clear that in some of the schools, school managers preferred to admit more learners to secure posts. This is done to avoid loss of educators through the process of redeployment and right sizing.

This implies that though the present admission policy puts most schools in a better position because it leads to an increase in enrolments of learners and number of posts, it has also been noticed from the responses of some of the school managers that this policy created a variety of problems ranging from late-coming, unruly behaviors and small gang fights.

It became clearer from the responses that the present admission policy has increased the managerial responsibilities of some of the school managers. The problems emanating from this policy is that it demands school managers to develop managerial skills and capacity that will enable them to align the situations that are created by the application of this policy with other prevailing school policies within the context of their schools.

- **The school funding policy**

The question on the impact of the current school fund policy on schools intends to find out the extent to which school manager implement the policy and how it affects school budgets.

When the school principal A at school 1 was asked about the way the present school fund policy affects them, he made the following comments:

You know, the current norms and standard for school fund which allows some of the parents not to pay school fund while their children attend school like all other learners is not good. It has negative effects on our budget.

You see, our school is located in a village. Most of the parents here are unemployed. They qualify exemption for payment of school fund. We collect school fund from few learners. The amount for school fund is low and it is paid annually rather than monthly. You see we have problems. We collect inadequate funds.

Responding to the same question, respondent C of school 2 said:

Look at our school, it is old and we do not have money to repair it. We do not afford to purchase some of the resources that are required for teaching and learning. Stationery is often a problem. The parents here are reluctant to pay school fund. We have made attempts to encourage payment but it is still difficult to collect school fund. As you know we are not allowed to send learners home if they don't pay. Most parents do not afford to pay because they rely on social grants as the income for their families

On the other hand respondent G of school 4 made this comment:

The current "no fee" policy on school fund is creating problems in our school. We are on quintile 1 (one). We are not allowed to collect school fees from learners. We are supposed to get money from the Department of Education. As I am talking mam, we have not yet received a cent from the Department. The school cannot be run without resources such as chalks. We have called parents for a meeting and they resorted to pay a little amount of school per month while still waiting for payment from the Government. Thanks for the parents' understanding. We were stuck. We used to collect school fund monthly with very few problems but this year, hei we experienced serious financial problems because of this policy.

Respondent B of school 1 made this comment:

When this policy was introduced, we were hopeful that our financial problems as a school will be over. We are a 'fee-paying' school because we fall in quintile four.

Our learners are paying as expected but what we have realized is that our enrolment has dropped drastically this year. This is because after realizing that our school is a fee-paying school, most parents took their children to the neighboring non-fee-paying schools. I am afraid we are going to lose some of the posts on our school post establishment next year.

It is evident that the interviewed members of the SMTs apply the present school fund policy in their school. The policy affects them in different ways. The section on the exemption of parents from paying school fund has shown to affect schools negatively. From the comments made by the interviewees, it is noticeable that in rural areas majority of parents are unemployed and thus qualify for exemption. Less money is collected for school fund and schools find it difficult to make ends meet. They do not afford to purchase resource for their schools. Maintenance of school buildings is also a problem for them.

The 'no fee' schools regard this policy as a good one because it leads to an increase in enrollments of learners. However schools which are categorized as 'fee paying' are faced with a reduction in learner enrolments because parents take their children to non-fee paying schools. The fee-paying schools are in a difficult situation of loss of staff through the continuous process of redeployment due to reduction in enrollment of learners.

- **Alternative disciplinary measures**

The question based on corporal punishment appears twice in this section though the focus differs.

In section 4.8.3 the focus was on establishing whether school managers still administer corporal punishment or not, and if not reasons were supposed to be given.

However, in this section focus is mainly on the impact of the abolition of corporal punishment as one of the changes that are experienced in schools and the alternative measures that school managers apply in their efforts to maintain discipline.

In responding to the question concerning the impact of the alternative disciplinary measures and restoration of discipline in schools, the following response was made by respondent A of school 1:

I don't know whether to increase lunch time or leave it being forty five minutes. Most of our learners do not afford to buy food nearby or to carry lunchboxes. They have their lunch at home. They often arrive late to classrooms after lunch break. I have tried a variety of alternative disciplinary measures at my disposal to discourage late coming, but all in vain. Some of them arrive late to school in the morning due to public transports in the form of buses and taxis. I use lot of my time to monitor them. At times I detain them after school and though I become compelled to remain here in order to monitor them. Hei, these disciplinary measures are demanding while they are less effective in maintaining order here.

On the same issue, respondent C of school 2 responded as follows:

Hei mam, I am exhausted. I often discipline the learners who fail to do their school work, make noise in the classroom or bask in the sun during lesson. Some of them made late-coming a habit. I used to ask them to pick up papers around the school as a corrective measure.

At times I would bring some news papers from home and ask them either to read and report, write summaries of what they read or rewrite some of the articles from the newspapers. When I have time I detain them after school or during lunch break. Actually I applied a variety of alternative measures, but I am far from comparing the effectiveness of these measures with corporal punishment. Maintenance of discipline in the classrooms and in the school is a problem.

Respondent E of school 3 responded this way:

Mam, to be honest, discipline in this school has become a serious challenge. Our classrooms are often noisy. At time in the presence of the educator especially the novice educators. Learners do not see the importance of writing the school work and submitting written tasks to their educators. We are trying to instill self-discipline by making them aware of the value of time. We teach them better time management skills to encourage them to plan their time. We often advice them to stop playing around and concentrate on their school work. You know, it is as if they do not have ears to hear. It is frustrating. They are out of control. They still believe in the infliction of pain. We are no longer allowed to punish them by inflicting pain on them. It is against the law.

Respondent D of school 2 stated that:

Hei I find it difficult to maintain discipline without the cane. These learners are noisy especially during group work as required by OBE approach. I have tried to let the noise makers to stand

during lessons, picking up papers during lunch time or detain them during lunch time or after school, it doesn't work. At times I call their parents to talk to them but, it consumes time while it brings little improvement in most learners.

I understand that corporal punishment failed to mould and instill self-discipline among learners, but the present alternative measures, are less effective in restoring order and discipline in the school. These alternative measures go well with the democratic principles but they have turned our schools into playing grounds. The learners do not listen to what we request them to do. As managers we are more often engaged in solving problems among learners and educators in our offices than attending to other managerial and administrative duties that are expected of us.

From this question it becomes clear that the interviewees as classroom and school managers regard the alternative disciplinary measures to be less effective in maintaining discipline in schools. As educators in the classrooms, they experience problems of failure to do school work and late coming. One of the managers does not only regard these measures to be less effective, but also time consuming.

It is evident from the responses from the school managers that they are aware that corporal punishment is abolished. However, they regard it to be more effective in maintaining discipline than the other alternative disciplinary measures.

5.3.4 Leadership and management approach

The purpose of this question was to find out how principals lead and manage their schools, while for the middle manager such as deputy principals and HODs the focus was on the way they manage their departments in schools.

In response to the question based on his most preferred leadership and management approach, respondent C school 3 made this comment:

I usually prefer taking people on board and manage with them. In this school I often involve the other SMT members when a decision needs to be taken or planning to do something. When an agreement is reached amongst us as members of SMT, I often throw the issue to the other members of the staff for further discussion. This is a democratic country. Involvement of stakeholders is one of the basic principles.

The respondent G of school 4 answered:

I prefer to sell ideas to other members of SMT before I take a decision on a matter pertaining to school. Where necessary I organize staff meeting and share with the members of staff or even parents if the matter deserves their attention.

When asked on the same question, respondent A of school 1 responded as follows:

You see when confronted with an issue that needs discussion, I often consult the Deputy principal and HODs. If I deem it necessary for the staff to be informed I delegate HODs to inform educators in their respective departments. I don't prefer to hold meetings unnecessarily. We often waste time discussing issues instead of teaching learners.

Respondent D of school 2 made this comment:

My Motto is to manage together with the people especially when there is an issue that requires our attention. You know, I like it when the educators in my department share ownership of a decision with me. I involve them at all levels. We plan and implement together.

Respondent A of school 1 said:

Since I started as the deputy principal in this school, I have realized that the telling method is overpowered by discussion. Educators become more productive when they own the decisions that they made. This also limits resistance which is common when educators are told to implement rather than being involved in planning the implementation of the changes in the school.

5.3.5 The recommended managerial strategies

The last question for the interview was based on the management strategies that school managers could recommend to their colleagues as the most effective ones for the management of educational changes.

Based on the issue of the recommended management strategies, the respondent D of school 2 had this to say:

Yes there are many strategies that I can recommend. I can say I regard staff development as one of the effective strategies for the management of changes.

At school level we may have regular professional development activities with other members of staff. This can be in the form of staff meetings and workshops to update one another on the current educational changes and how best we can implement them.

Though we often lack knowledge and skills concerning the implementation of some of the changes, we may invite experts and officials from the department of education or even from our teacher formations to see to it that members of staff are developed to meet the challenges of the new environments in schools.

This contribution is in accordance with the literature review in section 3.2.1 which describes professional development as a training activity that requires more comprehensive efforts in improving staff at different levels.

Respondent A of school 1 made the following suggestion.

You see, the current educational changes are diverse. I would recommend that apart from members of SMT, other structures and committees need to be established in schools to help the SMTs to manage these changes. These teams should be trained and empowered by school managers regarding their responsibilities as leaders of teams or committees.

However, though roses smell the same, they are different. Some are red, white and even yellow. Thus as managers we are challenged by the present changes in schools but at different degree and extent. We need to study the contextual factors of our schools and manage the changes accordingly.

On the same question, respondent B of school 1 highlighted.

For us school managers to become successful in our attempts to manage the current educational changes, we need to study the rules and regulations governing these changes then all will follow.

On the other hand respondent D of school 2 said:

I personally discovered that intensive parental involvement works for us. Colleagues, let's involve parents in school governance and educational matters of their children.

Flowing from these experts, the researcher realizes that there are diverse recommendations made by school managers of the sampled schools. They range from staff development, responding to contextual factors of each school as well as intensive parental involvement.

5.4 EMPIRICAL FINDINGS

Analysis and interpretation of empirical data led to the main findings of this research. The findings emerged mainly from the six major themes upon which the research questions were based. From the empirical research it is evident that members of SMTs in Mogodumo region do not play their new roles in managing the educational changes successfully. Analysis of data has revealed several hindrances that contributed towards failure in this regard.

With regard to the nature of change it is evident from the excerpts that most of the interviewed school managers held a positive perception about change. They regard change to be a process rather than an event. They view it as a force that helps individuals to improve and grow. This view is in line with section 2.3.1 of literature review.

Based on the implementation of the educational changes such as OBE and IQMS, it is clear from the responses of members of SMTs that these changes have posed a challenge to most of them. They find it difficult to implement these educational changes effectively. With regard to OBE, some of these school managers cited lack of the relevant skills, knowledge and creativity required by this approach as one of the major causes for ineffectiveness regarding implementation and management of these changes in schools.

From the literature reviewed it is found that incapacity of school managers to manage educational changes emanates from their initial pre-training. It is revealed that most of the current school managers received educational training that focused mainly on preparing them to become classroom managers rather than managers of school and the changes thereof.

Lack compulsory managerial and administrative training for career path was also cited as one of the contributing factor towards unsuccessful management of educational transformation amongst school managers in Mogodumo region in Limpopo province.

Concerning the implementation and management of IQMS in particular, it is found that school managers are inadequately trained. Some of the school managers regard it to be time-consuming. They also see it as an appraisal system that increases administrative duties of school managers and educators. Some of the school managers regard it as a system that requires effective time management skills which they do not possess.

From the analysis of empirical data, it is evident that the main cause of failure for school managers to play their roles in implementing and managing the changes is inadequate in-service professional development in the Mogodumo region of Limpopo province. School managers regarded the available in-service development programmes be inappropriate because they often focus more on curricula issues than school management. The development programmes are further said to be inadequate and some times inaccessible. They are said to be held less often and in most cases they are held at regional level far from some of the schools in the Mogodumo region. Insufficient knowledge amongst some of the curricula coordinators has also been mentioned by some of the school managers as one of the contributing factor towards the lack of skills and knowledge in change management in schools.

On the issue of the present admission policy, the responses from some of the interviewed school managers have revealed that they preferred the present open - door admission policy irrespective of the increased disciplinary problems it causes. This is based on the fact that it leads to an increased enrollment which often offers schools the opportunity to secure more posts on their posts establishment. This is regarded as measure for right-sizing and redeployment.

With regard to the norms and standard for school funding, from the analysis and interpretation of data it is established that school managers have discovered the merits and demerits of this policy. While in the “no fee” schools school managers are faced with high learner population, the fee-paying schools are losing learners and are under threat of redeployment of some of their educators.

Looking at the issue of management and leadership, the respondents pointed out that they preferred participatory and democratic management approaches. However it is clear from the responses that school managers differ with regard to the degree and extent of involvement of stakeholders. While some principals consult and involve members of SMTs only, others involve the whole staff and the other stakeholders in issues that concern them.

Based on the recommended managerial strategies for effective management of the changes in schools, it is established from empirical data that there are diverse recommendations made by school managers. These include intensive parental involvement, responding appropriately to the contextual factors of one’s school and regular professional development activities.

Flowing from these findings it is clear that the main aim of this study is addressed. The analysis and interpretation of empirical data has mainly revealed that school managers do not succeed in playing their new managerial expectations regarding change management.

5.5 SUMMARY

The role that school managers are supposed to play in managing the changes in school is critical because successful management of the changes is mainly determined by the effectiveness of their managerial skills and capabilities.

From the empirical data gathered during the interviews it became evident that managers of school are aware of the changes that characterize the education system and schools today. However from the responses of the interviewees it is clear that school managers in the Mogodumo region perform their managerial roles regarding the implementation and management of education changes inadequately. This is said to be due to the inadequate in-service professional development that they receive from the Department of Education.

The workshops that are organized for professional development besides being insufficient, they are also said to focus primarily on curricular issues. They are said to focus more developing the post level one educators though they often fail to provide effective training for them as well. From the analysis of the responses it is evident that appropriate courses or workshops based on leadership and management of the current changes are seldom organized for SMTs by the officials from the Department of Education.

5.6 CONCLUSION

This chapter addressed the empirical research. Focus was mainly placed on presentation of data collected from the respondents. The main findings from empirical research were also stated. In the following chapter attention will be on the summary of the whole study, recommendations for further study and conclusion.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter intends to put to light what the study has uncovered through the literature review and the empirical research. A summary of the findings is provided and recommendations arising from this study are made.

6.2 OVERVIEW OF THE STUDY

The purpose of this study was to investigate the roles that members of SMTs play in their efforts to manage the current educational changes in schools. The study commenced with the literature review on change management with specific reference to schools.

Literature review provided a springboard for understanding change and its nature. A variety of educational changes that impact on the managerial roles of school managers were studied. This was followed by a discussion on the roles that school managers play in their efforts to manage educational changes in schools.

In chapter four focused was on empirical research. The intention was to find out from school managers how they executed their managerial activities regarding change management. In order to gather the lived experiences of school managers, four schools in Mogodumo region were randomly selected. Semi-structured face-to- face interviews were conducted with two members of SMTs in each school.

Empirical findings were deducted from the responses made by members of SMTs. The study established that school managers in Mogodumo region are not capable of executing their new roles regarding the management of the changes that are experienced in schools today. It is indicated from the responses of school managers that they lack the necessary skills and knowledge. From the research findings it is clear that inability of school managers regarding change management mainly emanates from insufficient in-service professional development programmes organized for school managers in this region.

6.3 LIMITATIONS OF THE STUDY

The empirical research was conducted in four schools situated in the rural areas and semi-urban areas of the Mogodumo region in Limpopo province. All the schools were found to be secondary schools. Thus empirical findings and the comments in this study apply to secondary schools only. As a result the challenges that are said to face school managers as outlined in this study is limited to secondary school managers. These may not necessarily be the same with those of the primary school managers.

It is also realized that the field of research for this study is too wide. This study should have been limited to a single circuit rather than the whole Mogodumo region. Random selection of schools for empirical research may not have given a correct representation of schools in Mogodumo region.

Based on the limitations as mentioned, the researcher deems it relevant to mention that conclusions arrived at in this study are not supposed to be generalized because the study cannot be regarded as the one that have captured the full range of views and perspectives of all the secondary and primary schools in Mogodumo region.

Although the results lack the basis for generalization, much has been learned from the study that can be used to refine the readers` understanding and perhaps thereby modify old generalizations.

6.4 RECOMMENDATIONS FOR FURTHER STUDIES

Based on the findings, it is evident that this study is by no means complete. Further research is needed - perhaps using larger samples or different research approaches to investigate the following areas:

- Approaches to implementation of educational changes in schools.
- The development and empowerment of school managers.
- Managerial strategies for educational changes.

6.5 CONCLUSION

Transformation of South African society into a democratic nation left education with no option but to change accordingly. There is no way education could keep the status quo while other spheres of life are transforming.

Educational transformation has led to the curricular and non-curricular changes that demand new managerial capabilities from the present school managers. Unfortunately it is established from this study that some the school managers in Mogodumo region in Limpopo province are not capable of playing their new roles especially with regard to managing and implementing the present educational changes.

Substantial change demands members of SMTs to reshape their professional identity and develop new competencies that will enable them to play their expected roles. The implication is that

school managers as leaders who determine the tone of their institution need to be afforded opportunities to grasp the new competencies that are required for successful management of the present educational transformation. It further implies that school managers of the present era require a paradigm shift from where they are to truly democratic leaders who are capable of managing educational transformation in accordance with democratic principles. What they need is a more professionally based training programmes that focus on empowering them to react proactively to the challenges that might face them as they execute their managerial roles.

BIBLIOGRAPHY

African National Congress. 1995. A policy framework for education and training. Manzini: Macmillan Baleswa (Pty) Ltd.

Badenhorst, D. 1997. School management. From introduction to education for South African teachers: An introduction teaching practice. (327-352) Pretoria: Juda & Co Ltd.

Bertram, C. Gultig, J & Ndlovu, T. 1999. Creating people-centered schools. School organizational and change in South Africa. Cape Town: Oxford University Press.

Bless, C & Higson, S. 1995. Fundamentals of social research methods an African perspective. Lusaka: Juda & Co Ltd.

Burns, B. 2002. Managing change and changing managers from ABC to XYZ. Manchester: University of Manchester Press.

Busher, H & Saran, R. 1994. Towards a model of school leadership. Educational Management and Administration. 22 (1) 5-13.

Chemane, B.R. 1998. Factors related to school refusal of black adolescents in the Impendle area. M.Ed dissertation. Pretoria: University of South Africa

Credora, A. 2001. Innovation and change in education. <File://A:\innovation%20and%20change%20in%Education, htm.04.06.2005>.

Department of Education. 1996. Changing management to manage change in education. Task team report on education management development. Pretoria: Department of Education.

Department of Education. 1998. Employment of Educators Act. Pretoria: Department of Education

Department of Education. 2001. Alternatives to Corporal Punishment. A Practical Guide for Educators. Pretoria: Department of Education.

Department of Education. 2002. Educators Guide to Phase OBE into FET. Pretoria: Department of Education

Department of Education. 2003a. Alternatives to Corporal Punishment. The Learning Experience. Pretoria: Department of Education.

Department of education. 2003b. Collective Agreement number 8 of 2003: Integrated Quality Management Systems. Pretoria: Department of Education.

De Vos, A.S, Strydom, H, Fouche, C.B, Poggenpoel, M, Schurink, E & Schurink, W. 1998. Research at grass roots: A prime for the caring professions. Pretoria: Van Schaik.

Dufour, R & Berkey, T. 1995. The principal as staff developer. A Journal of staff development. 16 (4): 2-6.

- Evans, R. 1993. The human face of reform. From education leadership. 51 (1): 19-23.
- Fenstermacher, G & Berliner, D. 1993. A conceptual framework for analysis of staff development (Report prepared for the National Institute of Education) California: Santa Monica. Free Press.
- Fullan, M. 1985. Change processes and strategies at local level. The Elementary School Journal, .85 (2): 391-421.
- Fullan, M. 1991. The New Meaning of Educational Change. London: Cassel.
- Fullan, M. 1993. Changing forces. Probing the depth of educational reform. London: Falmer Press.
- Fullan, M.G. 1992. The new meaning of educational change. London: Cassel Educational Limited.
- Garrett, V. 1997. Managing change from school leadership in the 21st century. London: Routledge.
- Gultig, J & Butler D. 1999. Creating people-centered schools: school organization and change in South Africa. Cape Town: Oxford University Press.

Hawkins, J. 1984. *The Oxford Advance Learner's Dictionary of Current English*. New York: Oxford University Press.

Hoberg, S.M. 1999. *Educational Management. Research Methodology. Study guide for MEDEM*. Pretoria: University of South Africa.

Karpik, H & Murphy, M.E. 1996. *Productive school culture: Principals from inside*. Menchester: University of Menchester.

Kendall, H.G. 1989. Managing educational change. Education Today. 39 (1): 23-30.

Lemmer, E & Pretorius, F. 1995. *South African education and training: Transition in a democratic era*. Pretoria: Hodder & Stoughton.

Lemmer, E & Squelch, J. 1993. *Multicultural Education: A teacher's manual*. Halfway House: Southern Book Publishers.

Lombard, J. 2003. *Managing educational change in the Paarl Region: The role of school management teams in staff development*. Unpublished M.Ed dissertation. University of the Western Cape: Cape Town.

Maphila, M.L. 2000. *The self-concept formation of juvenile delinquents*. M.Ed dissertation. Pretoria: University of South Africa.

McClellan, J. 2005. Responding to change ensures survival. The British Journal of Administrative Management: 12 (1):1-45.

Morgan, G. 1988. *Riding the wave of change*. San Francisco: Jossey-Bass.

Mouton, J & Marais, H.C. 1991. *Basic concepts in the methodology of social sciences*. (2nd Edition) Pretoria: Unisa press.

Mouton, J. 1997. *Understanding social research*. Pretoria: Van Schaik.

Mouton, J. 2001. *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Pretoria: Van Schaik.

Nduna, W. 2002. Department of Education 2002. *Educators Guide to Phase OBE into FET 2002-2005*. Pretoria: Shumani Printers.

Patton, M.Q. 2002. *Qualitative research and evaluation methods*. (3rd Edition) London: Sage Publications.

Pinchot, G & Pinchot, E. 1993. *Bureaucracy and the rise of the intelligent organisation*. San Fransisco: Berrett Koehler.

Pretorius, C. *The Teacher*. 2006. 10 April. Vol. 11 (04) pp: 06.

Pudi, T.I. 2005. *Teacher-Educator roles for Technology Education*. *Africa Education Review*. 2(1): 147-167.

Rabothata, S. 1982. *The role of school principals with special reference to community primary schools in Lebowa*. M.Ed dissertation. University of South Africa. Pretoria.

South African Schools Act, 1996b. Act No 84 of 1996. Government Gazette 377 (17579)
Pretoria: Government Printers.

Schulze, S. 2002. Research methodology. Study guide for MEDEM. Pretoria: University of South Africa.

Seller, W. 2001. Introduction to reforming schools: Building the capacity for change. Canada: University of Toronto.

Steyn, G. 2003. The role of the members of the School Management Team in the management of curriculum change. M.Ed dissertation. Durban: University of Zululand.

Steyn, G.M. 1999. Professional development: A key to school improvement. South African Journal of Education.24(1): 1-30.

The Constitution of the Republic of South of Africa, 1996a. Act No 108 of 1996. Government Gazette 378 (17678) Pretoria: Government Printers

Tshabalala, P. 2006. Human Resource Management Workshop. Polokwane. 16 April.

Van Dalen, D.B. 1979. Understanding Educational Research: An Introduction. PH.D. University of California. New York: McGraw-Hill Book Company

Van der Bank, A. 1996. Education management. A study guide for B.Ed. Pretoria: University of South Africa.

Xaba, M.I. 1996. Factors influencing the job satisfaction of senior teachers in schools predominantly attended by black students. M.Ed dissertation. Potchefstroom University: Vanderbijlpark.

Zatman, G, Florio, D & Sikorski, L. 1997. Dynamic educational change. New York: The Free Press.

APPENDIX A

THE INTERVIEW GUIDE

This guide does not only have the interview questions. It also has the main themes on which the interview questions are based. These themes were derived from literature study especially Fullan 1992. The focus was on change management at schools. The following are the main themes that were addressed by the interview questions:

- The nature of change.
- The educational changes in schools.
- The role played by school managers in managing the changes and their impact.
- Other recommended managerial strategies for managing the changes in schools.

INTERVIEW QUESTIONS

1. How do you personally understand change?
2. Which educational changes do you experience do your school?
3. How do you manage the implementation of the following educational changes in your school?
 - 3.1 OBE
 - 3.2 NCS
 - 3.3 IQMS
 - 3.4 Abolition of corporal punishment
4. Which roles do you play in to manage the impact of the following changes:
 - 4.1 Admission policy.
 - 4.2 School fund policy
 - 4.3 Alternative disciplinary measures
9. May you suggest any two managerial strategies which you regard to be effective for the management of the changes in schools today?

APPENDIX B

P O BOX 409
LEBOWAKGOMO
0737
31 / 08 / 2006

THE HEAD OF DEPARTMENT
DEPARTMENT OF EDUCATION (Limpopo province)
PRIVATE BAG X9489
POLOKWANE
0737

SIR / MADAM

RE: REQUEST FOR PERMISSION TO CONDUCT INTERVIEWS IN SCHOOLS (MOGODUMO REGION)

I am presently undertaking a study to investigate the role played by school managers in managing educational changes in schools. This is in fulfillment of the M. Ed degree with UNISA. My focus for this study is the Mogodumo region.

Based on the above, I am making a request to your office to give permission to proceed with these interviews. Since this is a qualitative study, only three schools are earmarked. In each of the schools two SMT members including the principal will be interviewed. Care has been taken to avoid disruption of the schools programmes by arranging for these interviews to take place after schools.

I would like to stress how important this study would be towards the improvement of school management with specific reference to the Mogodumo region. Needless to say that management of change is a central topic in the quest for 'whole school improvement', a vital concept to achieve the ideals of democracy.

I hope that my request will meet with your favourable consideration.

Yours Faithfully

SELLO ME (MRS)

APPENDIX C

P O Box 409
LEBOWAKGOMO
0737
31 / 08 / 2006

THE PRINCIPAL AND SGB

SIR / MADAM

I am currently enrolled for Masters degree with the University of South Africa. I am undertaking a study to investigate the role played by school managers in managing educational changes in schools in Mogodumo region in Limpopo Province. Permission to conduct this study in Mogodumo region has been requested from the Limpopo Education Department.

As part of the study, I need to conduct interviews with School Management Teams (SMT's) at various schools on the topic. Your school has been earmarked for these interviews. It would be appreciated if you (as the principal and any other member of the (SMT) can avail yourself as one of the two representative from your school for these interviews.

It is hoped that the duration of the interview for each of the two representative members will not exceed one hour each. The times, dates and venues for these interviews will be arranged with you.

Confidentiality of the interviews is guaranteed. Neither you, the other SMT member who will take part in the interviews nor your school will be divulges or mentioned anywhere in the study. The interviews will be tape-recorded.

Thank you in advance for your consideration and cooperation

Yours Faithfully

-----SELLO M.E

APPENDIX D

The Role and responsibilities of the as members of the SDT

The STD is constituted by all or some of SMT members and post level one educators.

The following are the roles and responsibilities of school managers as members of the SDT.

Ensure that all educators are trained on the procedures and processes of IQMS.

Coordinate activities pertaining to staff development.

Prepare and monitor the management plan for IQMS.

- Facilitate and give guidance on how DSGs have to be established.
- Prepare final schedules of DSG members.
- Link Development Appraisal to the School Improvement Plan (SIP).
- Liaise with the department, through the SMT, in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.
- M-Monitor effectiveness of the integrated QMS and reports to the relevant persons.
- Ensure that all records and documentation on IQMS are maintained.
- Oversee mentoring and support by the DSGs.
- Together with the SDT, develop the School Improvement Plan (SIP) based on information gathered during developmental Appraisals.
- Coordinate ongoing support provided during the two developmental cycles each year.
- Complete the necessary documentation for Performance Measurement (for pay or grade progression), signs off these to assure fairness and accuracy and submit the necessary documentation in good time.
- Deal with differences between DSGs appraisees and their peers in order to resolve the differences.
- Provide all the necessary documentation (e.g. SIPs) to the Principal for submission to the Regional/District/Area Manager in good time.
- Coordinate the internal WSE processes.
- Liaise with the external WSE Team and SMT to coordinate and manage the cyclical external WSE process.
- Ensure that the QMS is applied consistently.

Source: Collective Agreement Number 8 of 2003

APPENDIX E

NORMS AND STANDARDS FOR EDUCATORS

The basic roles of educators

1. Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualized and inspirational; communicate effectively showing recognition of and respect for the differences of others. In addition an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

2. Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning in a manner sensitive to the differing needs of the subject/learning area and learners.

3. Leader, administrator and manager

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out class administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs.

4. Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.

5. Community, citizenship and pastoral role

The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibilities towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an a

bility to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.

Furthermore, the educator will develop supportive relations with parents and other key persons and organizations based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV/AIDS education.

6 Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purpose, methods and effects of assessment and be able to provide helpful feedback to learners. The educators will design and manage both formative and summative assessment in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

7 Learning area/subject/discipline/phase specialist

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism.

Source: National Education Policy Act 27 of 1996

