

CHAPTER 2

CHANGE AND TRANSFORMATION: A THEORETICAL BACKGROUND

2.1 INTRODUCTION

The key challenges to education management are the enhancement of efforts to restructure, improve and transform schools in South Africa. New approaches in education require that education managers work in democratic, participative ways to ensure delivery and encourage initiative, team development, role clarification and communication amongst role players.

Increased focus on fundamental changes in the way schools are managed and governed is long overdue. The challenge to strike a balance between centrally formulated policy and the provision of quality management at provincial and school level, is inevitable. Many programmes are hampered by the lack of financial resources and, at times, infrastructure for building management skills that are well advanced.

Education managers have over the years discussed a need for change to take place in their schools, but the demand for it has superseded the actual fulfilment of merely finding a solution to the existing societal and economic problems in our country. The expected changes should be based on technical innovations and the achievement of increased insight into the existing values that characterize our institutions.

The school manager is encouraged to analyse useful detailed descriptions that will shed more light on the relationship between leadership and transformation. To this end, Rossouw (1996:97) states:

“... die skoolhoof (is) die sleutelfiguur in vernuwings en veranderings. Sy bestuur behels nie net goeie organisasie van die prosesse om die veranderings teweeg te bring nie, maar ook die vermoë om die regte klimaat te skep, sowel as die korrekte kundige hantering van weerstand.”

The education manager is faced with challenges that include the creation of an environment for effective teaching and learning.

In this chapter, an analysis of the principles and guidelines underlying both change and transformation in South African school management structures will be unfolded. Phenomenal changes to the management approaches are in the pipeline, even though more purposeful proposals in the formulation of policy will be translated into action in the short term. The actual applicability and the execution of the necessary skills and knowledge, as well as its pace, is left to the people on the ground, of which the education manager is an active participant. As a manager of an educational institution, the principal is expected to find ways and explore means to undertake the new key tasks in the following:

- transformation
- ability to get things done
- ability to mature and think clearly.

The dictatorial, non-compromising attitude of the education manager is no longer acceptable to the entire personnel and the community. The education manager must be able to encourage independent decision-making, communication and accountability on the part of his co-workers. The education manager's role has shifted from being a maintainer of discipline, to a co-operating leader who makes informed decisions.

Changes in society have affected the education manager's role and attitude towards his personnel, community and pupils. Most people know their rights as individuals and as members of political organisations, and it is the duty of the education manager to respect those rights.

2.2 THE PARADIGM CHANGE

The primary focus of the education manager is to familiarize himself with knowledge concerning the processes and strategies relating to the management of change. Rossouw (1996:97) says:

“Initiating change without being knowledgeable about change theory and practice can be as counterproductive as doing nothing.”

The education manager as a reform agent should acquaint himself with the theoretical and practical aspects of managerial changes. The following is a summary of the key aspects related to the above:

The change agent must have knowledge in the following:

- (i) how to motivate people he is working with;
- (ii) the works of other organisations and social systems;
- (iii) the school and neighbouring environment;
- (iv) leadership styles and how they affect the quality of work;
- (v) organisational processes like decision making; communication and the management of conflict;
- (vi) the change process;
- (vii) educational and training methods.

When change occurs, there is likely to be an element of stress. Change takes an energy source, and there is often a crisis of some kind. The education manager is at the centre of a web of relationships, and the concept of change will afford him an opportunity to be on the alert for things that will act as catalysts for change. This will give him an opportunity to save the new processes and address the problems arising in his workplace. By so doing, the education manager will communicate as well as challenge and involve all participants to transform the difficulties experienced, into challenges by creating new understandings, norms and practices (Murphy & Louis, 1994:148).

The concept of change and reform are intertwined, as Jacobson (1990:19) supports:

“... reform implies change ... It can be a re-forming of what is into something better.”

The transition may not be clear or may be revolutionary i.e. drastic changes to what exists, or whether educational leaders may cope with the uncertainties of reform and change. There is bound to be rapid educational changes as soon as business, political and educational leaders come to consensus with regard to the training and skills for learners who need jobs.

It should be acknowledged that not all change is for the better, and that there are invariably costs associated with change. It is therefore necessary to pause and “ask who will be affected by the change, who will have to work harder, and who may be hurt by the change” (Hoyle, English & Steffy, 1994:121).

There are times when a great deal of resistance to change may be experienced. Consequently, some teachers may resist change in the classroom and are locked in the status quo. Resistance to change may mean that education is a closed system and needs to be flexible and open to influence.

Hoyle *et al.* (1994:122) continue:

“Effective administrators must be able to improve the quality of work life within the school. The administrators must see that their subordinates understand that suggested changes will make their work easier.”

Any education manager whose mind is set on change is expected to know the change process and other important aspects that go with it, including how receptive and how much change can be tolerated at school level. The education manager needs a strategic approach that will encourage changes in the way they view their roles.

Education managers have no choice whether to accept change or not. It is the circumstances beyond their control that will force change to happen. School leaders cannot continue to ignore the dynamic trends that unfold before their eyes.

The previous educational paradigm emphasized hierarchical order, subordinate function, control, command, division of labour, delegation, authority, job descriptions and individual responsibility. The new total quality management must emphasize the learner's priority, the lack of hierarchy, self-monitoring, collaboration, horizontal communication, co-operation and team responsibility.

The biggest change that total quality management brings to middle management, who are more like facilitators and resource persons, is that positions move from being authority-based, to being expertise-based. Every staff member is a leader in his small unit. Transformation and change will happen when middle managers are not authoritative, are knowledgeable and are prepared to understand how these processes work.

2.2.1 The importance of transformation in education

Educators of this century are charged with educating a learner population that is more complex and diverse. Educators are also faced with diminishing confidence levels of the public towards the ability of the educator to deliver. The education of today has to address learner-needs that cause uncertainty, conflict and contradiction on the side of the learner. If the education system is anything to go by, performance levels on the part of the learner have to increase dramatically.

Education managers must not be discouraged by mind-set against changes. One does not have to expect perfection at the operational level as "change is not linear and therefore not predictable ... Change is a journey — problems along the way are what it is all about — it is these solutions to the problems that produce the pathway to

continue” (Clarke, 1995:13). Above all else, it should be remembered that it is the pupil that has to benefit from the transformation process.

It is essential to overemphasise continuous interaction with teachers, learners, parents, community, business and industry to ensure that every person is accountable, and is an agent of change.

If well managed, changes in the learning process, occupation and the job situation will continue at an ever increasing pace. Education needs innovation, vision and fundamental change in the learning and teaching processes.

Schools have to deal with the following changes so as to fulfil economic obligations in future:

- Technology and development
- Information systems
- Increase in international trade
- Massive urbanisation (Clarke, 1993:13).

Change is necessary to alleviate the growing uneasiness regarding educational purposes and methods, and their impact on the nation socially, economically and psychologically.

Schools should implement change by first giving consideration to the following outcomes:

- Increase the number of learners who have mastered the basic skills.
- Provide learners with a substantial knowledge base as well as higher order cognitive skills.
- Help learners achieve a thorough understanding of the subject matter, and an ability to apply this knowledge in creative and imaginative ways.

- Help all learners to complete high school education.
- Enhance the teaching-learning environment.
- Prepare learners to enter a rapidly changing job market.
- Place more emphasis on “traditional” academic subjects such as reading, writing and mathematics since the need for these skills will increase.
- Plan well the use of new learning technologies that enable humans to make learning a relevant and applicable future skill.
- Provide for lifespan learning beyond Grade 12.
- Empower employers to make correct decisions (Fitch & Malcom, 1992:2).

The above mentioned factors encourage the educator to provide the learner with life skills that will see him through to adulthood.

The need to change education in South Africa comes about because of the previous system that segregated people according to colour, provided resources unequally and produced learners that were ill-trained and ill-prepared to face the future.

If change has to mean anything to the South Africans, it has to have an impact at classroom level — on the hearts and minds of teachers and learners. The reality of change is not only about the formulation of policy — it is mainly about the implementation of policies and their interpretation at school level.

The likelihood of the implementation of a significant curriculum and organisational change is inevitable, and will involve one or more of the following:

- ❑ changes in the structure and organisation of the school, eg. time table, formulation of new working groups
- ❑ new and additional teaching materials
- ❑ re-training of the available teaching corps
- ❑ change of attitude and behaviours in terms of teaching style, eg. resource-based learning (Hopkins, Ainscow & West, 1994:24-25).

The changing pressures and skills in the education manager's job has demanded that he give more attention to the expectations of the community in which the child lives. There is also a shift in the public's attitude towards schools. The public is now more questioning and demands a lot of accountability on the part of the education manager. Collective bargaining has reorientated the manager's relationship with his school personnel for the better.

2.3 EDUCATION IN SOUTH AFRICA: THE POST-APARTHEID ERA

2.3.1 Where do we come from?

The transformational process of South African education does not start from a tabula rasa. The past cannot totally be erased to make way for a new system of education — there has to be something to work on. The change process is a continuation factor affecting both society and the economy. South African education cannot totally remain remote from the two major challenges facing the world today, viz.

“They are the need to learn to live together through the conquest of inhumanity, prejudice and self-interest; and the need to cope with the economic imperatives of society through the conquest of poverty, hunger and unemployment” (Hartshorne, 1992:332).

South Africans are faced with challenges to transform the education system that was rooted in the apartheid past, where “a society was weakened and corrupted by misrule, management and exploitation ...” (Godden, 1996:11).

Apartheid education created 17 education departments, often more than two departments responsible for different schools in the same area. This resulted in inefficient management and underutilization or lack of supply and resources.

South Africans emerge from a situation where education has been fragmented along racial lines for many years and is characterised by, amongst other things:

- (a) great disparities in the provisioning of education and its resources
- (b) backlogs
- (c) vast differences in the education of teachers, per capita expenditure and class sizes
- (d) inequitable distribution of resources
- (e) enormous disparity in matriculation results (Taunyane, 1994:14).

Since 1994, there has been a radical shift in the direction and vision in the Education Department, with a series of policies, new legislation and guidelines. The government’s key approach is two-fold:

- (a) to achieve equitable access to basic education and training; and
- (b) to improve the quality of provision.

Within two years, access to the nation’s school was put in black and white, as well as strategies with which government aimed at focusing on change in management and the classroom levels.

The National Education Co-ordinating Committee (NECC) was actively involved in the development of policy for education governance during the pre-election period. It encouraged the establishment of Parent-Teacher-Student Associations (PTSAs) in

secondary schools and demanded that such structures be aimed at the empowerment of local school communities.

The establishment of Model C schools in the early 1990s led to substantial powers being given to governing bodies including the charging and determination of compulsory school fees in the so-called white schools. This led to the maintenance and improvement of facilities and resources due to availability of financial resources.

Model C schools were rejected by extra-parliamentary forces due to the unilateral decisions taken by the previous government which gave whites the powers to restrict access to these schools (Karlsson, Pampallis & Sithole, 1996:22).

In 1994, the Education Policy Unit (EPU) at the University of Natal researched on the centralisation and decentralisation of education at sub-national levels. A new South African Constitution was adopted which gave national and provincial governments power over education, thus leading to the centralisation and decentralisation of the South African education system. While the central government sets national norms and standards, provinces have substantial policy-making powers (Karlsson *et al.*, 1996:9-10).

The transformation of the education has led to a number of policy changes and how they affect its quality. Amongst other changes, says Hofmeyr (Hofmeyr: *The Sunday Times*, 1998:18) are the following:

- The curriculum changes (outcomes based education) which aims at sharpening the skill acquisition of learners and doing away with the old rote learning methods. Focus should be placed on in-service training and the acquisition of learning materials.
- Teacher policies, leading to redeployment and severance packages has been poorly implemented, leading to court cases in some instances.

- ❑ The issue of teacher-pupil ratios resulting in more powers being given to the provinces to determine their budgets and personnel provision as from 1999.
- ❑ The examination policy emanating from poor matric results will encourage the commitment of everybody, including parents, teachers, learners and the private sector.

2.3.2 Where are we heading to?

The abolition of apartheid in South Africa increased the level of democracy, thus leading to the restructuring and transformation of the education system. The old education system has been replaced by a single national ministry and the nine provincial departments. It is at this level that the restructuring and transformation efforts will impact on the South African citizens.

The achievement of an equitable, non-racial, non-sexist democratic society is the starting point marking the measurement of long-term solutions to both political and economic options. Hartshorne (1992:343) sums up the above statement by saying: "In biblical terms, the poor, the weak and the oppressed have to be protected and delivered from those with power. In the economic as in the political order, a just and democratic path to the future South Africa must be sought ..."

The most significant change is that management systems must be built from school up, and not the old top-down approach. Teaching and learning in a conducive environment will develop management and promote effective democratic governance. The deployment of financial, physical and human resources to achieve maximum results in a school environment support the management development initiatives.

People's Education came about as an alternative by the education crisis that emerged in 1976. The main aim of People's Education is to introduce a new education system

that would involve the whole community. It has also put emphasis on “critical and creative thinking, analysis and working methods, active participation, collective work and democratic practices” (Hartshorne, 1992:345). New curricula are relevant to the needs of the community, and this gave way to active participation and involvement of pupils in the learning process.

The new strategic approach to management discourages them to wait for instructions from government. “The pace of change, and the need to be adaptable and responsive to local circumstances requires that managers develop new skills and styles of working” (Godden, 1996:14). Education managers are expected to perform the following duties with distinction:

- provide quality leadership for teams
- interact with communities and other stakeholders
- manage and use information to promote efficiency
- communicate with policy makers to maintain responsiveness and accountability.

If South African education is honest with the implementation of its vision and the improvement of teaching and learning at school level, the following three approaches should be focused on:

- develop structures and systems appropriate to decision making processes within the context of new policy legislation
- to develop the leadership skills, to manage people, lead change and support the process of transformation
- to develop individual and team competencies that will enhance appropriate day-to-day management of education (Godden, 1996:16).

However, some educationists are sceptical about the ability of government to provide sound solutions that are long-term. In the words of Mamphela Ramphele (The Sunday Times, 1997:25) “Attempts by the government to transform the grossly inequitable and inadequate school system in South Africa are characterized by failure to translate good policies into sound practice”.

2.4 THE CONCEPT OF TRANSFORMATION IN LEADERSHIP

The role of the principal is often referred to as transformational leadership. The school is referred to as an institution (or unit) responsible for change, not just an implementation of changes conceived by others. With the education manager centrally placed to coordinate and control curriculum and instruction, his role is said to be that of “leading from the front or middle of the band” and the transformational leader as “leading from the back of the band” (Murphy & Louis, 1994:169).

Bottery (1992:186) identifies the following criteria that education must achieve through their leaders, viz.

Leadership must be critical; transformative; visionary; educative; empowering; liberating; personally and organizationally ethical; and responsible.

The above-mentioned criteria are interdependent. Their main concern is the educational, social and political development of the people. The critical aspect of leadership aims at improving the lives and practices of those within the organization. Leadership must be transformative, educative and visionary if it seeks to change for the better, and analyses both the present and the future. Leadership also attempts to liberate itself and the organizational members (in this case, the school) from the shackles of history and intellectual constraints. “Moreover, by treating people as ends in themselves, and not as means to organizational ends, and by keeping the focus on the realization of a just and democratic community, it is ethical at both personal and organizational levels” (Bottery, 1992:187).

Decentralized decision-making in schools is one of the most common types of transforming school governance. Decision-making can be shared with the management, teachers and occasionally, parents. These transformations affect the manner in which education managers run their schools, for example it gives new shape to the micropolitical environment of the school.

The effective implementation of change leads to success. The following fundamental phases are prerequisites for transformation, according to Rossouw (1994:8)

1. 'n Oriënteringsfase waartydens volgelinge vroegtydig deur die leier oor die verwagte veranderings ingelig word;
2. 'n Fase van deelname waartydens al die betrokkenes aangemoedig word om by die beplanning en implementering van verandering betrokke te raak;
3. 'n Kommunikasiefase waartydens die implementering van die projek geloods word;
4. 'n Fasiliteringsfase waartydens die leier persoonlik by die veranderings betrokke is en as rolmodel vir die volgelinge dien;
5. 'n Evalueringsfase waartydens bepaal word watter aspekte geslaagd is of nie;
6. 'n Fase van toewyding waartydens almal opnuut toewy aan die veranderings.

The phases named above form the core of fundamental aspects required to transform the education system that will involve all stakeholders.

Everybody in the school system has to work towards the accomplishment of transformed management approaches that will lead to total quality management. It is everybody's job to take part in the transformation process. As a result, active leadership and participation by all is essential.

2.5 THE TRANSFORMATIONAL LEADER

He is a culture-changer, says Jacobson (1990:188) “The transformational process can be viewed as a unifying (centripetal) force that provides the organization [school] a moral basis for action”. The result of transformational leadership “is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Kellerman, 1984:79). The following factors about transformational leadership have to be taken into consideration:

- the incumbent with the potential for transformational leadership has to be identified
- the aspiring school leader has to be given a chance to realize the potential through practice
- there is a need to manage our schools and transform them into communication and technological centres
- during transformation good leadership skills and teacher empowerment will balance.

The transformational leader must ensure that the efforts to exploit the existing need for change and restructuring the education management structure is a long-lasting success.

Transformational leadership is an essential aspect of transforming an organization. Co-operation among the other organizational members will lead to the achievement of its goals. The transformational leader regards his co-workers as co-leaders and motivates, supports and empowers them to take part in the deliberations during the transformational process.

Transformational leaders operate within a deeprooted value-system, with values such as fairness and integrity dominating. Such leaders are self-assured and encourage colleagues to adopt the interests of the organization as their own. Transformational leaders can be trusted, regard their colleagues as individuals, give advice and encourage other people to intellectually look at different ways of solving problems (Rossouw, 1994:86-87).

2.6 TEACHER EMPOWERMENT

Teacher empowerment urges teachers to become strong decision-makers and to have a say in the development of education. Teacher empowerment arises from the fact that learners receive a better, more sophisticated education, leading to educational reforms also on the part of management.

Support is given to efforts by teachers to be empowered in the area of curriculum development. Quality time spent by teachers on students will ensure that learners are empowered with the skills to survive. Teachers should press for removal of clerical and administrative tasks from their job so as to spend more time with learners (Jacobson, 1990:141).

If managing transformation in our schools is anything to go by, teachers' empowerment has to be fully supported to enhance a variety of decision making approaches with the aim of significantly improving the achievement outcomes of the learner. It is from these quality teachers that transformational leaders can be drawn after preparation programs and pre-service training has been undergone. Educational leaders will thus have to be concerned with fundamental pedagogic and instructional issues rather than the issues of control.

An audit on determining the resource base of the school system missed an assessment of the human resource base in support of the transformation of our education system.

The loss of the best stock of teachers was due to policies aimed at redeployment and retrenchment of teaching personnel, which is unfortunate (The Sunday Times, 1996:25).

School-based management is working towards strengthening relationships between the learner, the staff and the community with the aim of empowering them towards assuming decision-making roles and making them accountable and responsible for decisions made. This is made real once the aforementioned acquires the ability to design new structures that will eventually enhance the leadership. The team members are encouraged to have vision and be knowledgeable in basic aspects relating to the school. The school leadership has to determine activities that will lead to the staff solving problems, making decisions and recommendations which will enhance the feeling of ownership and participation in the transformation process.

According to Smith, Piele and Clearinghouse (1989:21) the following skills have to be developed as a means of enhancing management in schools:

Managers have to:

- depend* less on their positions and more on expertise, leadership and personality
- pay* more attention to what people in the organization think or say
- adapt* easily to new information and situations
- place* more value on the creative, experimenting style of making things happen
- rely* less on rules, systems, procedures and control and hence live with a greater degree of risk and uncertainty
- recognize* the needs of followers to satisfy their higher needs of personal development, autonomy and self-realization.

Empowerment may be achieved only once the obstacles that have been identified are removed. If only mindsets that retard progress can be shifted and changed, individuals and groups can travel back on the road to prosperity.

For a school manager to build trust and openness amongst the staff members, quality communication, decentralized decision-making, vision building, form a basis for empowerment and encourage active participation in school matters. "Collaboration is also an essential aspect that develops as an outcome from groups of teachers working together to achieve the same organizational goals" (Hopkins, 1994:158). The process of collaboration transforms the school into "a more dynamic and self-questioning organization" (Hopkins, 1994:158).

2.7 TRANSFORMATION IN SOUTH AFRICAN SCHOOLS

One of the key aspects of transforming education has been the formulation of policy frameworks and the new legislation. Since 1994, national policy frameworks have attempted to clarify important aspects regarding planning and effective management of the single education system. These provisions are laid out in White Papers One and Two, the Report of the Review Committee on School Organization, Governance and Funding (the Hunter Committee Report), the new national legislation (the National Education Policy Act and the South African Schools Act). Provincial legislation and policy documents are all based on a school-based system of education management (Godden, 1996:12).

According to Godden (1996:12), The Task Team on Education Management Development was set up in February 1996 by the Minister of Education to investigate ways of institutionalizing strategies for education management development in South Africa, with their mandate being:

- to make strategic proposals for improving education management capacity;

- to make specific proposals for establishing a national institute for education management development;
- to consider matters related to resource mobilisation, coordination and management on behalf of a country-wide education management development programme;
- to provide an interim education management support service.

A strategy aimed at enhancing fundamental concepts of governance in education recognizes the significance of decentralizing authority from government structures to schools and communities. This strategy can be successfully implemented if transformation of management in educational institutions takes place.

Flexibility, and not rigidity, must be the key feature that will help South Africans deal with the non-static educational issues that will lead to vision and transformation. One way of ensuring flexibility is by allowing all stakeholders a say in the restructuring process, viz. in the form of “participatory management” and “participatory approaches” (Taunyane, 1994:8).

NAPTOSA, whose chairman addressed the Congress of the Free State Teachers mentions the guidelines on education transformation requiring attention, as follows:

- redress
- affirmative action
- utilisation of under-utilised facilities
- equitable provision of facilities.

*NAPTOSA encourages a flexible approach towards funding for matters such as redress, which will, in the short term, exceed the limits of the budget on education.

* Key: NAPTOSA
National Professional Teachers' Organisation of South Africa.

2.7.1 Concern about educational standards in South African schools

While education in South Africa is going through a transformational process, concerns have been raised about the quality and standards of education. Two sources of uncertainty occur when most people think that standards in education will go down to what people are used to, and that there is an advantage for certain racial groups.

What are educational standards? “‘n Standaard is ‘n maatstaf wat geld vir ‘n sekere produk of praktyk om te bepaal of die produk of praktyk genoegsaam voldoen aan die eise of verwagtinge wat deur die gebruikers of verbruikers daaraan gestel word” confirms Kok (1995:13).

Eight factors determine educational standards, viz.

- Teachers and instructional matters
- Learners and the quality of learners
- Curricula and examinations
- The education system and policy
- School management matters
- Facilities in the school
- Parents and social circumstances
- The school environment.

School managers must provide the financial resources for those factors that are directly related to education, viz. the teacher and instruction, facilities and other resources, parents and their educational situation.

The two main aspects associated with educational standards are the teacher and the management of the education system and the school. In this regard, Kok (1995:14) affirms:

“Onderwysstandaarde word wel deeglik beïnvloed deur die gehalte van onderwysbestuurders en onderwysbeplanners ... deur die bestuur van personeel, hulpbronne en administratiewe prosedures”

From the above descriptions, it is clear that quality education managers during the period of transformation in South Africa, are occupying the highest priority in relation to the standard of education.

2.8 KEY ASPECTS REGARDING CHANGE AND TRANSFORMATION

There are important features from both aspects, uniting the efforts of both the education manager and the education department to change, transform, inspire and stimulate affected communities in a meaningful way.

Although there is no watertight division between change and transformation per se, working towards change will lead to transformation. The following common features have been identified by the researcher with regard to change and transformation in an educational milieu:

- people are motivated to do better
- there is informed decision-making, active participation and accountability on the part of all stakeholders
- there is improvement in the quality of work done by both the learner and the educator
- the social, economic and psychological aspects of people's lives are positively affected
- people are being empowered and liberated mentally
- there is improvement in communication and the acquisition of other skills.

Change and transformation have brought about new pressures for the education manager during the past few years. The job has become more complex and demanding. Education managers are now more subject to public scrutiny as more and more people demand transparency in the running of the schools. Furthermore, there is a need to acquire more skills and also respond to change and transformation.

The job of the education manager is affected by the shift in the public's attitude towards the schools. Communities are showing more interest and are questioning the affairs of the school. The family structures have been altered with women structures taking more leadership roles and some children faced with problems of abuse and the emotional instabilities caused by divorces. All these shifts have affected the manner in which education managers govern their schools.

Collective bargaining has also changed the education managers' jobs by reorienting their relationships with the teachers and the rest of the personnel. Union contracts have led to increased demand for quality instructional focus and all stakeholders have a responsibility to create an atmosphere conducive to learning and teaching, including improved performance on the part of management.

There is a belief that most education managers are able to handle conflict and other problems that may arise in their schools, without any intervention by the district office or the courts. In spite of the managers having their powers diluted by external forces and the political and economic atmosphere in the country, the managers remain in command of their situations everyday. In short, management still holds the key and is accountable to what happens in their schools.

2.9 CONCLUSION

The job of the education manager is more complex and demanding than was the case a decade ago. It is characterized by a number of factors including diverse interests and

concerns of the communities they are working with, the political, economic and social environment, the change in government structures and policies and their implementation, and other factors.

MANAGING TRANSFORMATION

Whatever happens, the education manager is expected to exercise leadership ability by initiating change aimed at leading the learners to higher achievement levels. Invariably, the manager is the main source of energy for the successes and failures experienced at his school, with the rest of the personnel playing supportive roles.

The managers' ability to have vision and maintain a clear focus on the attainment of goals, will lead the school to greater heights. The manner in which the manager conducts his work, his style, is shaped more by his ability to bring about change and innovations in his institution. Once a sense of pride and commitment is instilled among all stakeholders, then aims and objectives can be achieved without difficulty.

The purpose of education in a democratic society is to broaden up opportunities for meaningful participation in the mainstream of society through the development of necessary skills and credentials. The school has to make this possible by creating an environment that enhances both learning and teaching, as well as manage it effectively at all costs. Failure to achieve the above, will yield catastrophic results.

If management development has to reach every pupil in the classroom and every teacher, all structures, including the private sector, have to participate. Their involvement will lead to sound financial support that will benefit management development and provide sound financial backups in our schools.

The added roles in the duties of educational managers have made the acquisition of new skills and abilities essential. The principal has to act as far as possible towards his learners as well as towards the community he is responsible for. It is essential to continue networking with other agencies in the community, for example, the police service, to