CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The problem that this research essay investigates, revolves around the concept of management of change. The current problem in Black schools appear in large measure to involve aspects of lack of motivation, poor culture of learning and teaching, tensions and misunderstandings in schools and incompetence in effecting management of change.

The present study sets out to give a holistic, intergrated account of the interaction between management of change and the organisational climate in the traditionally Black school of the Gauteng Province. A valuable set of findings was derived from the methodological structure described in the previous chapter. These findings are set out in this chapter.

5.2   THE BIOGRAPHICAL DATA

The research methods that have been used to gather data, are interviews, observation and self administered questionnaires. The biographical data questionnaire was developed by the researcher to elicit the males and females, their position, age and qualifications, and for statistical analysis. The purpose of the study was to see what effect the management of change has on the organisational climate of Black schools.

This chapter will comprise the validity and reliability of the questionnaires, the findings, analysis and interpretations of the obtained data from the questionnaires which were administered in schools.

5.3   ANALYSIS AND INTERPRETATION OF DATA

According to Smith and Schalekamp (1997:2) punctuality, dedication, positive motivation, positive climate, good facilities and infrastructure constitute a positive COLT, and this results from effective management. Hence these characteristics were tested by the questionnaire.

- MOTIVATION

Motivation is not a problem as management makes a concerted effort to enhance it. Most of the participants are motivated to work but most organisations experience internal conflict and misunderstandings. The cause of this is lack of thorough training in the implementation of change in education. Workshops conducted on changes in education were done over a short period with no follow-ups or support, hence the stakeholders' resistance to change. This also proves that training done was not effective. Once some respondents do not feel secured about these changes whilst others feel secured, there is bound to be lack of co-operation amongst stakeholders.

- THE CULTURE OF LEARNING AND TEACHING

There is a strong agreement among the participants that loss of culture of learning and teaching is due to lack of punctuality to school, to class and for meetings. The

turbulent environment in which school organisation have to operate, emphasise effective management of change. Disagreements an conflicts emanating from poor management of change and poor attendance and lack of commitment to educational issues result in an organisational climate that is unfriendly and non receptive.The culture of an organisation is akin to the personality of the organisation. The beliefs of people in an organisation, are influenced by the individuals with whom they associate. When relationships become strained due to the loss of culture of learning and teaching, the organisational climate becomes affected too. The organisational manager should be able to communicate, understand people's behaviour and motivate groups as well as individuals. Some stakeholders feel that education is no longer fruitful because of the high failure rate in Black schools.

On the overall, respondents show dissatisfaction in as far as the Colt is concerned. This does not speak well of the manager and his implementation of change in education. According to Cunningham and Gresso (1993:33), organisational culture and climate should be mechanisms for improving performance in organisations. It is significant to note that effective management of change in education incorporates aspects of personnel approach to work, their attitude, the organisational culture as well as organisational climate. Therefore school climate and effective management are inter-related. The unprofessional behaviour displayed by stakeholders, impact on learners. A high number of students display lack of respect because of lack of commitment and involvement of stakeholders in education. Monitoring strategies for such incompetent people are lacking, hence the difficulty for managers to implement changes in education effectively.

▪ **TENSION AND MISUNDERSTANDINGS IN SCHOOLS**

With regard to tension and misunderstandings in schools, most respondents felt that educational managers were dedicated to their work and were doing their best to manage and implement change in education. Participants agree that educational management promotes effective teaching and learning, and, that the strategies, which focus on change, improve the quality of education. Respondents also felt that management and governance have developed skills and strategies of working with people. This means that there was a high level of dedication to work among management as compared to educators. Respondents even feel that management provided effective leadership and communication skills for stakeholders inside and outside the system.

Despite all these positive factors from management, respondents feel that there is still lack of power amongst management, to influence the course of events towards change, hence the reason why change cannot be effected efficiently. Haphazard training given to stakeholders in education, about changes in education, leads to uncertainty, which leads to novel ways of doing things. This uncertainty in stakeholders creates an environment, that, makes it hard to reach a greater number of stakeholders. These responses further prove the fact that management is not confident about its role in the organisation. Because of management's lack of confidence, its aim of facilitating change reaches only some of the people. Despite the fact that management has a clear vision about education, it is still difficult to implement change in education. Respondents feel positive about instructional effectiveness used to evaluate the school, its staff and the creation of policy, but all these are of no avail if there is no effective management of change.

- **THE EFFECTIVENESS OF THE MANAGEMENT OF CHANGE ON SCHOOL CLIMATE**

Most respondents agree that school climate affects how well the school functions. School climate and management of change are inter-related in the sense that what happens during the implementation of change affects how the school climate will be. What happens in the school climate will also affect the management of change in the organisation. The community plays a great role in education. If there is lack of support from the community the school climate suffers. Involvement of stakeholders in the community creates a positive school climate because they become part of the school.

There is a close correlation between management skills and success. Managers with excellent interpersonal skills can handle conflict with poise and grace. They can focus on problems and solve them. Managers should not unilateral decisions but should allow participatory decision making in order to manage education effectively. A school with a positive school climate created through effective management of the changes occurring in education, teaching is evaluated by a mutually agreed upon set of objectives. Most respondents agree that, management should keep the school staff working together as a team. This improves the learning climate, especially if there is no pressure to conform to the rules of the system. Again, if the resources needed for education are made available, educational change will be enhanced. The above management strategies, will allow teachers the freedom to experiment and determine their own instructional activities. On the whole, most of the respondents feel that an effective management of change can bring about a positive school climate.

5.4   RECOMMENDATIONS

This research paper has identified that the concept of management of change is an imperative in determining organisational climate which may enhance school effectiveness and pupil success. The recommendations that will be put forward are intended to provide valuable insight and guidelines to those responsible for managing change and school effectiveness. Management of change researched in this investigation directly addresses management and the creation of a positive organisational climate. Nevertheless, the findings of the current research may be relevant to other educational competencies than that directly involved in this research. Although the research group was predominantly selected from the Gauteng Province, the findings of this research essay may be relevant to other provinces.

▪ MOTIVATION

Because of the fact that most stakeholders had indicated that they did not have satisfactory knowledge on change, the Department of Education has to provide an intensive training about the changes in education to all stakeholders. This will help to improve co-operation among stakeholders and eliminate the attitude of resistance caused by insecurities from lack of knowledge.

Furthermore, managers have to motivate and monitor both educators and learners to do their respective duties efficiently. They have to set an example to everybody at school in order to encourage others to accept the changes in education. This will help to improve his support from all stakeholders.

Today, it is recognized that workers in South Africa and around the world, do not work for money only. Money is not the only motivator, job satisfaction and empowerment are also important motivators. The focus on this chapter is on inferences that explain employee motivation. These inferences are experts' explanations of the motivational issues confronting managers. They are, not absolute truths, they are theories. These theories are: content theories; process theories and reinforcement theories.

Content theories are associated with the work of researchers such as Maslow, Herzberg and McClelland. According to this perspective, people have intrinsic needs that they wish to satisfy and their behaviour is influenced by them.

Process theories endeavour to identify man's needs. The emphasis is on the process of individual goal setting. There is an evaluation of satisfaction after the goals have been attained. The best known process theorist is Victor Vroom.

Reinforcement theories are based on behaviour modification. To encourage specific behaviour, individuals can be rewarded (positively reinforced) as they move closer to the desired behaviour. In reinforcement, not only is the type of reinforcement used important, but also when and how frequently it takes place.

▪ CULTURE OF LEARNING AND TEACHING

The managers as well as educators have to display exemplary behaviour for the learners and show all the characteristics of the culture of learning and teaching in their

behaviour. A code of conduct for both the staff as well as students should be drawn and agreed upon by the school governing body with the approval of parents for the sake of disciplinary measures.

The issue of the appraisal system as well as the evaluation of teachers has long been approved on paper and is long overdue. The Department of Education should see that this is put into practice soon. With regard to the violence and killings in educational institutions, schools should make security their priority number one. The SGB should help raise funds for the employment of security guards.

Unions and Teacher organisations should organise motivation forums where problems and successes of education can be discussed. Early identification of problems in the organization help to prevent conflicts. Educators should be empowered with professional information in order to foster co-operation with all involved in education. Unions should promote collective bargaining to enforce collective agreements especially with regard to redeployments or placements of educators.

- TENSION AND MISUNDERSTANDINGS IN SCHOOLS

Most school managers need to be trained about management in order for them to be able to steer the course of events towards change. This is the task of the Department of Education. This will also help to make them confident about their role in the organisation.

Managers too need to assist group members within the school through the flow of communication. They should create positive environments that encourage creativity

of all to flourish. Educators need to bring back professionalism to their work and

concentrate on restoring the culture of learning and teaching.

- ▪ THE EFFECTIVENESS OF THE MANAGEMENT OF CHANGE ON SCHOOL
  CLIMATE

The school community should support the school in order to bring about a positive

climate in schools. Parents have to take the responsibility for their children's

behaviour, eg, discipline, punctuality, attendance of classes, and motivate them to be

positive in the school.

Managers should implement the changes brought about in education. Experts in this

field should also be invited for clarity in matters that are still not clear. In service

training should be provided to ensure mastery of skills and competence. There should

be monitoring of this programme and incentives should be provided for implementers.

5.5   GUIDELINES FOR MANAGEMENT OF CHANGE

School leaders and managers have to understand their school well enough to make the

right judgements so that they can lead and manage appropriately. Good leadership and

good management go together.

Managers should set the course for their school and make sure that that course is

followed. They should also make strategic plans, design and oversee the way those

plans are carried out. As leaders they should motivate and inspire; and as managers

they should use their influence and authority to get people to work productively. (DOE, 2000:8-9).

Managers should involve school stakeholders in the change process. They need to plan with stakeholders, get feedback from them, and then plan again if something is not working. Managers should share information effectively and promote teamwork. They should play a role in motivating and supporting the people in their schools.

5.6   CONCLUSION

The challenges facing school leaders are far greater than those of the apartheid era. Before, all decisions were made somewhere far away, now many are made right in the school. All stakeholders should take part in school management and leadership, and it is the job of the SMT to encourage this participation. The parallel structure of the SGB is an important element in democratisation in education, and it is essential that the two structures work closely together, each respecting what the other can contribute to the school. Experience has shown that, in most cases, the principal can best fulfil this role by working with the SMT and other school stakeholders. The job is simply too big for one person (DOE, 2000:36).

Evidence from this research essay, undoubtedly, shows that ongoing research on management of change is essential. The work of principals and educators and the way it is done is governed, directed and tempered by a set of values, beliefs, norms, customs and systems which they create and should sustain. Management of change should be understood and implemented in terms of a given particular set of

circumstances under which to operate. It is therefore, the task of principals to create

the strategic framework within which management of change can be enhanced, to

ensure school success.

Finally, research on management of change should ensure a continuous review and

support possible modifications to the theoretical conceptualisation of management of

change. Such a review would result in the refinement of a theoretical base to guide

future research on the concept of management of change (Moloi, 1997:81).