Management of change as a determinant of school climate in the

traditionally Black schools in the Gauteng Provence

by

Sharon Thabo Mampane

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ABSTRACT

Management of change as a determinant of school climate in the traditionally Black schools in the Gauteng Province

This research project studies the management of change by school managers. South African school managers are operating in one of the most difficult environments in the world, one where many variables have an enormous influence on their main task, namely to achieve their organisation's goals and objectives. The new political dispensation in South Africa is characterized by a host of variables that can be classified under what is known as "transformation".

The organization exists in a dynamic environment in which changing ways of life, as well as political trends are continually changing the environment and ultimately affecting it. Insight into trends and events in the environment, especially the ability to forecast the implications of these for managerial decision-making, are now a top priority for management, since past experience in the rapidly changing environments often of little help when the management has to deal with new problems.

All organizations, including school organizations, are created and kept together by a group of people striving towards a common purpose or goal. All organizations have plans on how they will achieve the goals. These people are called managers, and they influence the success of their organizations. The success with which an organization achieves its objectives and satisfies the ever-increasing needs of society, depends on the competence of its managers.

A manager does certain things for the organization, satisfies certain needs and accepts certain responsibilities. As far as the interpersonal role of a manager is concerned, a manager is a leader by training, promoting and motivating subordinates. A manager maintains good relations within and outside the organization. A manager obtains information from colleagues, subordinates and heads of department as well as outside persons, and he can use this information for making decisions. A manager also has to pass on relevant information to colleagues, superiors and subordinates.

In developing goals, or planning the future of the organization, managers are confronted with decisions. In a decentralized organization members of the organization participate in decision making. Empowerment, which means the sharing of power with subordinates, has become a very important management issue.

Change triggers emotional reaction because of the uncertainty involved, and most organisational change efforts run into some form of employee resistance. Resistance to change can be overcome by education and communication, participation and involvement, facilitation and support, negotiation and rewards, and coercion and manipulation.

 From the empirical research undertaken through the use of questionnaires, interviews and observation, it is apparent that managers are working hard to implement change and that all stakeholders need to be trained on issues related to change. This implies that managers have to be exemplary and motivate teachers, learners and the parent body to do their respective duties. Parents are no longer spectators in the education

arena, they are part of the governance structures in schools. Their co-operation,

support and participation is highly crucial in the implementation of change in schools.

Several recommendations are made in respect of the Department of Education,

managers, educators learners and parents in education. These recommendations will

hopefully benefit all stakeholders in education and contribute in stimulating further

research.

KEY   CONCEPTS

Change

Managing change

Implementing change

Resistance to change

Culture of learning and teaching

Organisational climate

Organisational culture

Interpersonal relations

Communication

Motivation

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DEDICATION

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CONTENTS

CHAPTER 2: MANAGEMENT OF CHANGE

CHAPTER 3: ORGANISATIONAL CLIMATE

CHAPTER 1.

INTRODUCTORY ORIENTATION

1.1   INTRODUCTION

There is no one correct way to manage and lead a school. South Africa has many

different types of schools and many different school communities, and what is

successful for one school may not be successful in every other situation. It is up to the

school managers and leaders to choose the best way to manage and lead the school.

We can learn from the past about what does not work to build a strong and effective

school system. The apartheid system was characterized by inequality: racially,

regionally and in terms of gender. Many black children went to school, but received

an inferior education. The learning environment collapsed in many schools. Black

schools did not receive the resources they needed and this created apathy and

despondency. In many cases, the resources and relationships, which make a school,

were totally destroyed. In others, a strong culture of resistance took root among staff

and learners. By the 1990's resistance to apartheid had shown that certain education

practices do not work and the culture of opposition had undermined the role of school

management and leadership. (Tirisano, Managing and Leading Schools, 2000:1-2)

Not all change requires that people believe in what is being changed, only that they

get it implemented. The pace of rapid change today, however, forces organizations to

re-evaluate their beliefs about the change process. Forced change, without the

workers' support, will result in a half-hearted, inefficient operation (Fossum, 1989:1).

Most managers assume that a problem is solved when employees verbally agree to a

change. Later this manager may learn that the employees have neither accepted nor learned how to implement the change.

"The South African education system is supposedly undergoing a radical transformation. Whether such transformation is taking place in the spirit that it should is highly questionable. The many years of struggle against apartheid culminated in South Africa's first democratic elections in 1994, bringing into power a new democratic government with new value systems. A major issue and cause for speculation, however, is the effectiveness, at the level of implementation, of subsequent education policy directives from government" (Mda and Mothata, 2000:64).

South Africa's new system of education emphasizes equal access and improving the quality of education. To successfully put into practice the new educational policy, management in educational institutions must change. It is no longer good enough for a principal to be a good administrator: s/he must be a pro-active leader and manager in order to manage change in education. The new education policy requires school leaders to work in a democratic and participatory way to build relationships and ensure efficient and effective implementation of the changes in education. Poor resources and the absence of the culture of teaching and learning make it difficult. And even if school communities are willing to make a contribution, they are often living in poverty themselves. Often they are poorly educated and unemployed. School leaders and managers are in the front line of the struggle to develop the new ways of doing things in schools (Asmal, 2000:2).

The education minister's call for action places increased pressure on all managers in the education system to facilitate and implement education policy and change. The South African Schools Act, No 84 of 1996, provides a uniform system for the organisation governance and funding of schools. School principals and school management teams have a crucial leadership role to play in achieving this vision and improving the standard of learning and teaching in schools. (Tirisano, introductory Guide, 2000:ii)

After seven years of democracy, our education system is still plagued by conditions left by apartheid. Low teacher morale is endemic: conditions in black schools are appalling: and inequalities remain entrenched. Education Minister, Kader Asmal, acknowledged as much when he declared that the system is in crisis (Weekly Mail And Guardian,16-Aug-2001). The lack of confidence in the system cannot, however, be addressed only in material terms. We hear reports of remarkable schools that have excelled despite gross deprivation. They have heeded the government's call to return to a culture of teaching and learning.

The National Plan recognises that efficiency improvements are dependent on addressing the underlying factors that contribute to the low pass rate among Black students. Irrespective of equity of access Black students still account for a larger proportion of dropout and failure rates than White student. The national Plan's main aim is to ensure that all students are equipped with the skills and competencies necessary to function in modern society. (The Educator's Voice, April, 2001:10)The process of change is not easy. The managers of change find themselves often in the middle of the conflicting forces where people experience change differently

depending on different factors, for instance, previous experiences with change and peoples' roles and position in an organisation (Stokes, 1991:5).

The effective functioning of the school depends on the conduct of the principal and the leadership and managerial roles s/he fulfils. Campbell-Evans in Dimmock (1993:93) believes that current management of change in schools requires increased levels of staff and parental involvement in decision making. It is no longer enough for the principal alone to be clear about the facts, the goals and the obstacles in the school. However for educational change to occur, information must be shared. This has implications for communication patterns in the school and for communication skills required by the manager to work effectively with other stakeholders.

Smit and Cronje (1992:236) indicate that management should be sensitive towards potential change in order to prepare and plan for the process of change. Managers should be aware of the steps involved in a change process to increase the possibility of the successful implementation of change (Smit and Cronje, 1992:23). When implementing change within an organisation, it is often met with individuals or organisational resistance towards the changes, for example, the issue of some school bodies trying to derail transformation (The Star, 19-Oct-1999). Afrikaans school governing bodies in Mpumalanga regularly interfere in the management of schools in an attempt to derail transformation. The education department spokesperson Peter Maminza said a growing number of Afrikaans school governing bodies were operating outside the legislative guidelines established by the SASA. "Various tactics can be employed to overcome this resistance, for example, communication, participation, facilitation and negotiation" (Robbins, 1991:644).

Among the changes in the education sector has been the banning of corporal

punishment in all schools under the South African Schools Act (SASA). This

prohibition has recently been challenged in the Constitutional Court, but the appeal

has been dismissed. Therefore corporal punishment no longer has a place in our

schools. Failure to comply with this prohibition could result in educators having to

face charges of assault. The question being asked by most people is, what do we do

now, what are the alternatives?

Minister Asmal, in the preface to the Report of the Working Group on Values and

education points out that: it will be extremely foolish to remain complacent about

deep suspicions that continue to exist in the country. It would be foolish to expect that

the severe corrosion of human dignity would heal quickly and without purposeful

effort, active reconciliation and focussed attention to developing values necessary to

underpin our democracy (200:3).

It is essential that management select an appropriate change strategy to introduce

change. This s/he must do with the team selected to plan and implement change. To

prepare an organisation for the changes that result from the implementation of

educational change, it is necessary to understand the organisation (Dahlbom and

Mathiassen, 1993:169). To achieve this goal one can, for instance, study the

organisations' behaviour. Organisational behaviour focuses on the behaviour of

people within an organisation and on how that behaviour affects the performance of

an organisation. It includes topics such as motivation of employees, behaviour and

power structures of leaders, interpersonal communication, group structure, change

processes, conflict handling and work stress (Robbins, 1991: 643) In the case of black schools, the above topics needs addressing.

This study will focus on management of change as it determines school climate in the traditionally black schools in the Gauteng Province. It is also necessary to include in the study the way in which managers prepare for and cope with changes in order to facilitate the adaptation of change management for the implementation of educational change.

1.2   STATEMENT OF THE PROBLEM

When considering the rapid change in the education system in the new South Africa, today's school manager is faced with an urgent and ongoing need for careful evaluation of the various intervention strategies to use. There are environmental forces that require school managers to implement comprehensive change programs in order to overcome resistance (Robbins, 2001:539-540).

Considering the rapid change in areas of curriculum, governance and management, today's managers need to have core competencies to manage schools effectively. Thus the problem statement can be formulated as follows:

(i.)   Do school managers possess the training, skills and behaviour patterns to manage change in their schools? Schools need managers who can manage change in education in a transparent, accountable and democratic way to improve efficiency and productivity.

(ii.)   What kind of relationships exists among stakeholders in education in relation to the organisational climate of the school? School managers should empower stakeholders by fostering attitudes and values so that they will show respect for other people and their democratic rights.

(iii.)   What problems, resulting from management of change, cause conflicts, which affect the organisational climate of the school? Schools need managers who let people participate fully in tasks, trains people to work in teams and gives new skills.

1.3   AIMS OF THE STUDY

Managing change requires an orchestrated effort that involves coaching and monitoring progress as well as wise decisions and appropriate training. Finally the purpose of this study is to answer questions regarding school climate in traditionally Black schools in Gauteng and how these affect the management of the change in the schools.

This study has the following aims in view:

(i.)   To determine whether school managers possess the necessary training, skills and behaviour patterns to manage change in their schools?

(ii.)   To find out what types of relationship exist and the organisation climate resulting from this relationship.

(iii.)   To determine whether procedures followed in the implementation of change do not result in conflicts in schools.

1.4   RESEARCH METHODOLOGY

In order to realize the aims of this study the following research methods are used:

1.4.1 QUANTITATIVE RESEARCH

Quantitative research involves description and data collection processes, research designs and statistical procedures that enable research in social sciences to parallel closely the work of natural science researchers. Such research follows the scientific method as far as possible in as much as it attempts to accurately and objectively research social factors (Vockell, 1995:192-193). Quantitative data collection techniques include, the experiment, the social survey, questionnaires and structured interviews. The choice of the measuring instrument is made simply on strategic grounds, that is, the method of collecting data is always subject to what a researcher understands knowledge to be. Quantitative research strives to be objective, but the human nature and the imprecision of measurement processes in education guarantee that research in education can never be as objective as that in physics and biology (Vockell, 1995:192).

1.4.2 QUALITATIVE RESEARCH

The aim of qualitative research is to purposefully select informants that will best answer the research question – What is the effect of management of change on the organisational climate of Black schools? Le Compte (1992:744) maintains that the central issue in qualitative research is why things happen. In the qualitative research paradigm, the researcher experiences, inquires and examine phenomena. Qualitative structured interviews will be conducted with focus groups. Qualitative evaluators conduct their research within the context of real lives of real people, therefore, the research will take place in schools, where management teams, educators and learners will be observed. Le Compte (1992:743) postulates that what people tell tends to reveal how they believe things should be whereas what researchers observe firsthand is more likely to reveal how things are.

1.4.3 LITERATURE REVIEW

In this research project a literature study will be undertaken to gather information and to make a conceptual analysis of the issue of managing change in the traditionally Black schools in the Gauteng Province. The existing literature sources with relevance to the topic under investigation will be studied. The literature sources to be included will amongst others be: text- books, manuals, journal articles, theses, school records, acts and education guide.

A detailed study of the following acts, which provide for change in education

management, will be made. They all resulted in change implementation relating

directly with management of change.

* National Education Policy Act No.27 of 1996-National Educational Policy Act,

1996.

* South African Schools Act No. 84 of 1996 (Assented to 6 November 1996).

* The Constitution of the Republic of South Africa Act No 108 of 1996.

The literature study is chosen as a research method with the aim of clarifying aspects

of a problem and obtaining relevant information, determining facts and theories that

serve as a reflection and evaluation of the literature related to the topic (Kgaphola,

1999:5). Further more, literature surveys help to relate the study to the larger ongoing

discourse in the literature about managing change, and specifically the school climate

as an aspect that is largely determined by management of change, filling in gaps and

extending prior study. (Marshall and Rossman, 1995:6). It also provides a framework

for establishing the importance of the study, as well as a benchmark for comparing the

results with other findings (Creswell, 1994:21).

1.4.4 EMPIRICAL STUDY

The type of empirical study to be undertaken will mainly be questionnaires and

interviews. A questionnaire is developed and pre-tested. The aim of the questionnaire

is to gather information from secondary school principals, teachers, learners and

School Governing Body (parent members) and to obtain their views of problems

facing organisations during the management of change and how this affects the school climate in the traditionally Black schools in the Gauteng Province.

Semi-structured interviews will be conducted on a provincial level to find out how change is managed and the school climate that results from management of change. This research technique is chosen because the researcher has the opportunity to explain concepts that are not clearly understood by the interviewee. The interviewer obtains the original responses on a face-to-face basis. McMillan and Schumacher (1993:240) supports the view that " conclusions made from findings of this nature are mostly reliable and generate a pool of intelligence which may help solve problems of management of change" in Black schools in the Gauteng Province.

1.5   LIMITATION OF THE STUDY

This research is limited to one province because of the length of the research and because this is a limited research project. The researcher will conduct an investigation into the extent to which school climate is determined by the management of change in the traditionally Black secondary schools in the Gauteng Province: The investigation will be focused on the current climate of educational development for professional growth. Further more, special attention will be paid to the facilitation and implementation of education policy and change. Recommendations will also be made to address the educational condition in Black schools in the Gauteng Province.

1.6   RESEARCH PROGRAMME

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┌─────────────────────────────────┐
│  CHAPTER 1.                      │
│                                  │
│  INTRODUCTORY ORIENTATION        │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│  CHAPTER 2.                      │
│                                  │
│  MANAGEMENT OF CHANGE IN         │
│  SCHOOLS                         │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│  CHAPTER 3.                      │
│                                  │
│  ORGANISATIONAL CLIMATE IN       │
│  SCHOOLS                         │
└─────────────────────────────────┘

┌──────────────────────┐
│  CHAPTER 4.           │
│                       │
│  EMPIRICAL STUDY      │
└──────────────────────┘

┌─────────────────────────────────┐
│  CHAPTER 5.                      │
│                                  │
│  FINDINGS, CONCLUSIONS AND       │
│  RECOMMENDATIONS.                │
└─────────────────────────────────┘
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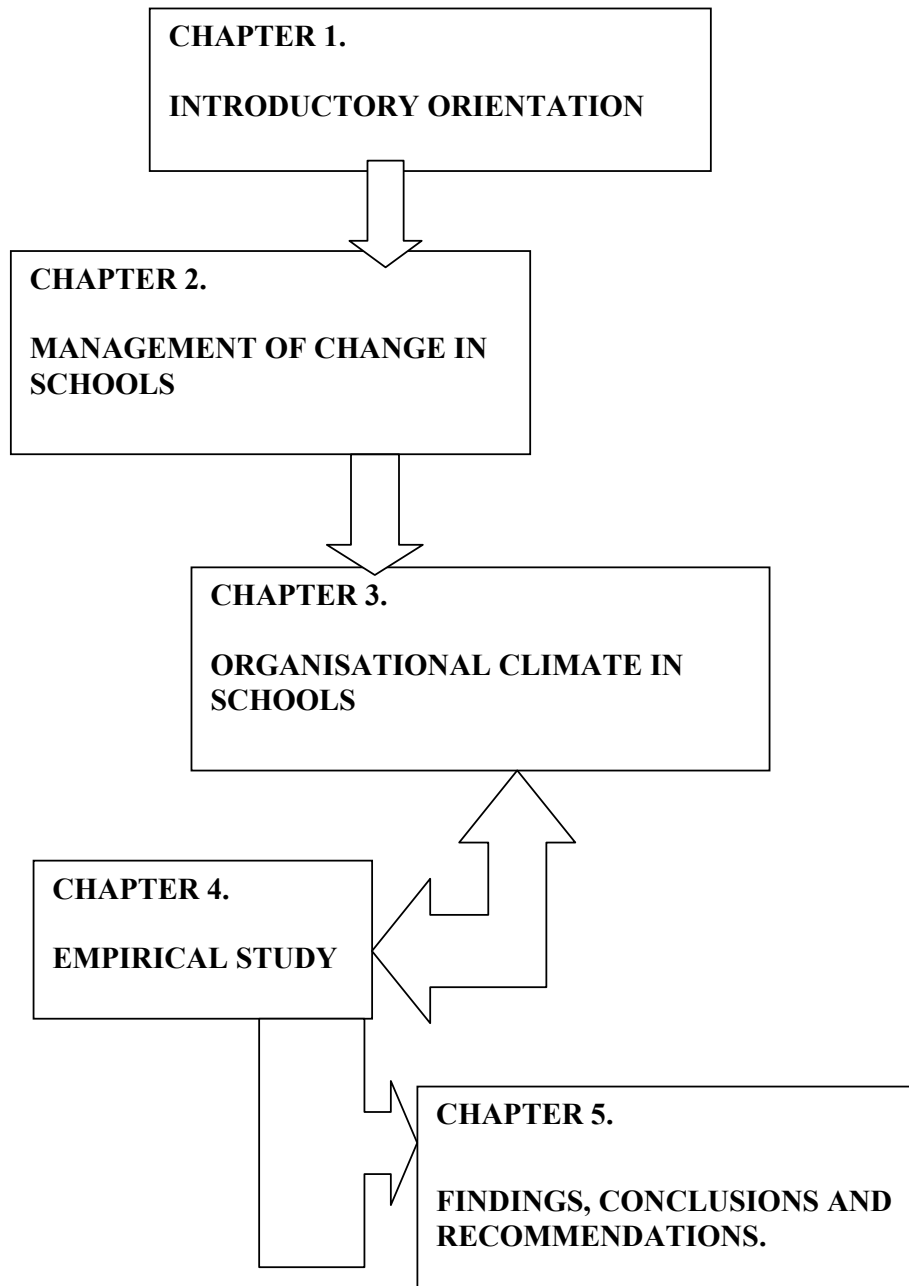
FIGURE 1.1 Research Programme

The following programme or framework will be followed (Figure1.1.)

Chapter one covers the introduction, orientation, statement of the problem, the purpose of study methods, research plan or programme and clarification of concepts.

Chapter two will investigate by means of literature study the management of change as it affects the school climate in Black schools in the Gauteng Province. The second purpose is to develop a theoretical framework which can be used in data collection, analysis and recommendations.

Chapter three will outline the school climate in detail. The types of relatioships existing between stakeholders is an independent variable whose influence on school climate will be determined.

Chapter four will deal with analysis and interpretation of a selected sample of the empirical data.The quatitative presentation will be based on the perception of all stakeholders with regard to the effect of management of change as a determinant of school climate.

Chapter five will provide findings from the research group by use of questionnaires to analyse quantitative findings and to make recommendations and conclusions.

1.7   DEFINITION OF CONCEPTS

1.7.1   CHANGE

Fitch et al (1992:16) defines change, as "making a difference, transforming, giving a different position, course or direction, or making a shift from one process to another. Change is synonymous with alter, vary or modify. Change implies making either an essential difference, often amounting to a loss of original identity or a substitution of one thing for another". Change is all around us and the capacity to manage change effectively is the crucial attribute of the successful manager in today's organisations in this case the traditionally Black schools in Gauteng. Carnal (1991:1) states that in such a world, the dilemma facing educational leaders is how to maintain stability in the organisation as well as provide creative adaptation to societal demands and the culture of the education system itself. (Beckhard and Pritchard, 1992:1).

1.7.2   CHANGE MANAGEMENT

Managing is the key word. Plant (1987:11-13) purports that managing means taking control of and shaping the direction, then influencing in some way the outcome of changes, but this attitude is rare today. The values, attitudes and responses of individuals and groups of people to this approach are altering. People are no longer prepared to accept being manipulated, influenced or pressured into accepting changes which they don't understand or which they don't agree with. And what's even more fundamental is that, whilst disliking and resenting being manipulated is not a new experience the willingness to articulate the feeling is increasingly acceptable.

In order to be an effective manager the principal should be able to utilize all available resources for the improvement of educational change. S/he should be able to demonstrate an understanding of current trends in school curriculum, know the attributes of quality teaching and provide effective feedback to teachers about the changes in education (Johnson and Schulz, 1990:5). Curriculum 2005 (C2005), is a new education curriculum that is driving the process of education transformation It is fundamentally different from the school curriculum of the past, which was divided into discrete, subjected areas and was largely content based and teacher driven. It is outcomes-based with a special emphasis on integration and continuous assessment. To motivate and improve the performance of educators and learners, the manager should

♦ Set instructional goals and prioritize

♦ Improve instruction

♦ Conduct effective classroom visits

♦ Conduct effective staff evaluation

♦ Demonstrate a commitment to improve instruction (Johnson and Schultz, 1990:5).

The principal may be faced with a number of problems in the supervision of instruction, such as staff evolution and problems associated with incompetent teachers. Very often there is a struggle for power and seniority from less qualified teachers who resort to unethical tactics to achieve their goals. This is most prevalent in the traditionally Black school where a culture of resistance has taken root among staff and learners. Positive developments are not easily accepted because they are viewed with suspicion because, according to Mehl (1994:8-11), educational change

will only be possible if the people most intimately involved in education are entrusted with its reconstruction.

1.7.3   SCHOOL CLIMATE

The elements that make up school climate are complex, ranging from the quality of interactions in the school to the ones outside the school, from the physical structure of the building to physical comfort levels of the individuals and how safe they feel. Even the size of the school and the opportunities for students, teachers, the management team and parents to interact in small groups, both formally and informally, add to or distract from the health of the learning environment. (Frieberg, 1998:22)

Everard and Morris (1990: 41) maintain that the principal should work co-operatively with a number of people from different walks of life. This skill is demonstrated when the principal can cope with his/her immediate senior, the district officials, teachers, student, parents and the community at large. The human relations approach emphasizes the importance of creating good harmonious relations in the organisation. A principal who has educational management training is sensitive to needs. S/he understands the meaning of other people, is a good listener, human relations facilitator and good at communicating with others.

1.7.4   THE ORGANISATIONAL CULTURE

Organisational culture refers to a system of shared meanings held by members that distinguishes the organisation from other organisations. (Grobler and Schalekamp, (no

date: 14) state that culture comes from within people, and is put together by them to reward the capacities they have in common. Culture influences everything that go on in schools. In this study, the culture of teaching and learning needs addressing after its collapse because of resistance to past injustice of the apartheid system.

Cunningham and Gresso (1993:33) indicate that research on effective school management has identified many characteristics common to an effective school culture. These researchers point that culture must be at the centre of all administrative efforts if we hope to continuously improve organisational effectiveness. Organisational effectiveness can be achieved if, among other things, school develops a culture of excellence.

Research by Greenberg and Baron (1990:314), Robbins (1993:609); point out that culture may be traced to the founders of the school. The organisational culture often develops out of the school's experiences with the external environment. The school's current customs, tradition and general way of doing things, emanate from the school's previous experiences and successes it has had with such endeavours. Traditionally-Black schools' culture needs addressing in the transition from the apartheid system because it was almost totally destroyed.

1.7.5   THE LEARNING ENVIRONMENT

Research by Hopkins, Ainscow and West (1994:156), the white paper on the education and training (1995:22), Pollard and Tann (1990:155-156) indicates that a

well-designed learning environment can create favourable relationships between all the members of the organisation.

Lessem (1991:9), Murgatroyd and Morgan (1993:141), proffer that if the people of the school want to build an excellent learning environment, during educational change, they must have some feeling for quality of work He suggests that:

♦   They must have a sense of what is good;

♦   They must know what carries them forward; and

♦   This sense is something a manager can develop.

Dalin, Rolff and Kleekamp (1993:2) note that the learning environment is found in an organisation that is able to respond creatively to changes in the environment. An organisation that has embedded capacities for school-based curriculum changes, for staff development; and not least, that has institutionalized the process of an ongoing assessment. The learning environment such as this one is the single greatest influence in shaping a corporate culture The Gauteng Department of Education is at present training educators in the province in this regard. Most educators are positive and respond creatively to changes in education.

1.7.6   EMPOWERMENT

Empowerment represents a radical change in schools. It changes the way people behave and the way matters of schools are being conducted. We must understand these changes in order to manage the process of empowerment in an informed way, (Kinlaw, 1995:155). During the process of educational change, empowerment

describes those values, hopes and initiatives associated with distributing authority and

sharing power throughout the school. Despite the importance of the manager and the

difficulties attached to the job; few efforts are made to help newcomers as well as old

members to be competent in establishing and managing change effectively. Educators

and not principals mostly attend workshops. This is a flaw because research shows

that education management development, especially for school managers, is the key

to successful transformation in the education arena (Task Team: 1996:38).

Both new and veteran principals are the main initiators of change and resistance to

change. Theory of change and resistance to change bring to light the importance of

the support and involvement of the innovation (Basson et al; 1991:625)

Potential difficulties also could arise when one or more tiresome deputies have

unsuccessfully applied for headship positions. Unsuccessful candidates initially

express resentment by opposing or not accepting changes, more especially in

situations where the deputy was led to believe that s/he would be offered a job

(Weindling & Earley, 1987: 15). It could be concluded that new principals may face

some problems with members of the senior management team.

This implies that the new principal should be aware of the realities of the new settings

and try all available strategies to win the support of the senior management team,

because lack of their support may breed other staff problems like insubordination and

sabotage.

1.8   CONCLUSION

In this chapter a brief orientation to the study is provided, outlining the problem to be investigated and formulating the aims of the study. The major focus of study, is, providing information about management of change in the traditionally Black schools and the competencies needed to establish as well as manage change effectively in the educational organizations. "Effective management of change in education, as well as learning centre effectiveness, is the key to the provision of accessible and effective education for all" (Education for all, 1996:121). The current situation in school management requires that the principals of public schools of South Africa need to provide vision and unity of purpose within challenging, dynamic and highly political settings. Hence it is important for principals to possess certain competencies in order to manage change effectively in their schools. (Reynolds, 1994:8).

In the next chapter, the author will discuss management of change in general and then concentrate on the transformation process, which implies new developments, directions and demands on the part of management, including the principal. Research shows that dwindling resources, crumbling facilities, increasing public criticism and expectations, growing numbers of students and increasing demands by teachers and parents pose serious challenges to principals at virtually all levels and in every area of the country (Reynolds, 1994:8)

CHAPTER TWO

MANAGEMENT OF CHANGE

2.1   INTRODUCTION

"Organisations exist in a dynamic environment in which changing ways of life,

political trends and events in the environment, especially the ability to forecast the

implications of these for managerial decision making, are now becoming a top

priority for management, since past experience in the rapidly changing environment is

often of little help when management has to deal with new problems. Knowledge of

trends in the environment and identification of environmental dimensions that largely

determine the progress of an organization, are also necessary for decision making to

maximize efficiency" (Smit and De J Cronje, 1999:84-85). This knowledge requires

scanning of the environment which enables management to timeously identify threats

and challenges in the environment and, where possible, to transform them into

opportunities.

 This chapter attempts to highlight the role of school managers with regard to new

value systems that were brought about by the new democratic government. A major

issue, however, is how effective are school managers in implementing change?

During the period before the 1994 elections, people (learners, educators and parents)

were expected to fit into the environment rather than act on it to implement changes.

Any action or statement that conflicted with ideologies of the principal (acting for the

state), were frowned upon or regarded as insubordination (Mda and Mothata,

2000:65). In this chapter, the concept of management is no longer limited only to principals, it is a dynamic and inclusive concept that incorporates a participative approach and regards all stakeholders as active participants. The difference lies in the level at which each constituent operates. Participation is generally considered the most effective technique for overcoming resistance to change. It is also important in bringing together those affected to help implement the change (Smit and De J Cronje, 1999:267).

2.2   WHAT IS CHANGE?

According to Smit et al, (1999:260) organisational change can be defined as "a process in which an organization takes on new ideas to become different. The necessity for change can be brought about by factors in the external environment or within the organization itself". In general terms change represent the struggle between what is and what is desired. "Change is also a deliberate effort to change the status quo by means of a complicated process that requires thorough strategic planning"(Van Der Bank, 2000:101). Change always aims at improvement.

Profound change requires investment – of time, energy, and resources. It requires a team genuinely committed to new organizational purposes, methods and working environments. The most important change initiatives seem to have these qualities:

- They are connected with real work goals and processes;
- They are connected with improving performance;
- They involve people who have the power to take action regarding these goals;

- They afford people an increased amount of opportunities to think and reflect without pressure to make decisions;

- They are intended to increase people's capacity, individually and collectively; and

- They focus on learning about learning, in settings that matter (Senge et al, 1999:43).

Some managers experience the new managerial work as a loss of power because much of their authority used to come from hierarchical position. Now that everything seems negotiable by everyone, they are confused about how to mobilize and motivate staff (Kanter, 1991:13). Most school managers in black schools have not had much management training in their role as change agents. They assume that a problem is solved when employees verbally agree to a change. Later they may learn that the employees have neither accepted nor learned how to implement the change.

Fear of change is understandable, but because the environment changes rapidly and it has been doing so increasingly, organisations cannot afford not to change. In this study the major task of a manager is to implement change, and that entails overcoming resistance to it. (Kotter and Schlesinger, 1991:67).

2.3   CHANGES IN EDUCATION

South Africa now has a new system of education. It emphasizes equal access and improving the quality. School managers and leaders will, in the future be judged on the quality of education, their school educational policy; and management in the educational institutions must change. Schools are now encouraged to become self-

managed and self-reliant. The manager is expected to form a school management

team (SMT) made up of senior level staff. The SMT is responsible for the day-to day

running of the school and for putting the school's policies into practice, while the

school governing body (SGB) determines the policies. (Managing and Leading

Schools, 2000:1-2)

Aspects of the development of the new framework are discussed to assess the possible

positive contribution of this framework to the provision of high quality education

during educational change. 27 April 1994 was a watershed in the political, legal and

educational history of South Africa. It ushered in a democratic political system, a

supreme constitution to replace a system of parliamentary sovereignty and a single

integrated and democratic education system in the place of fragmented systems

marked by rigid divisions along racial lines at all levels of management (Beckmann,

1997:123).

The challenge that presented itself to South Africa on 27 April 1994 may best be

summarized in the words of the Preamble to the Constitution of the Republic

Of South Africa, 1996 (Act No.108 of 1996), namely to:

- Heal the divisions of the past and establish a society based on democratic values,
  social justice and fundamental human rights.

- Lay the fundamental democratic law that equally protects open society and in
  which government is based on the will of the people and every citizen.

- Improve the quality of life of each of all citizens and free potential of each person.
  A government desiring to bring about dramatic changes to the education

management, is likely to use the new mechanisms of the new legislation rather

than policy changes to do so most effectively

School governors and managers need to be familiar with some of the democratic

principles that have informed and influenced policies regarding transformation in the

structure and functions of school management and governance, such as, the national

Constitution (1996), South African Schools Act (SASA) 1996, The White Paper on

Education and Training (1995-6), and the National Qualification Framework (1996).

(Mda and Mothata, 2000:66-68). The available policy documents focus primarily on

dismantling discriminatory policies such as those which deny people the right of entry

into certain schools; equal access to education resources; and opportunities for

academic growth and economic advancement.

According to Beckmann et al (1995:8) the law of education regulates all the

interactions of individuals, groups, independent bodies and officials within the

system. In other words, the law of education is a collection of legal rules, principles

and norms which come from Statute Law, Common Law and Case Law that have in

common, elements that can be applied in education relationships and acts. The law of

education helps school managers in schools because it governs the actions, functions

and behaviour of all people and bodies that are involved in education. Educators know

the legal concepts that apply to education matters and can safely make a decision or

call on legal experts for advice.

 The school as a learning institution involves different parties that have an interest in

education. These parties include educators, learners, administrators, education

departments, parents, teacher organisations, and school governing bodies, NGO's,

Churches and the community at large. Education management requires all these

parties to work in partnership and collaboration. It is in this respect that the law of

education is regarded as an important pivotal joint functioning within the education

system. (Beckmann, 1995:8 -13). Educators can now judge in advance whether the

decision he is to make will affect the rights of the other parties e.g. suspension or

expulsion. The introduction of school governing bodies, a statutory body set up by an

act of parliament, emphasizes the importance of the law. The governance of every

public school is vested in its governing body (GDE Understanding the SASA,

1997:23).

2.4   THE NATURE OF CHANGE

More and more organizations today face a dynamic and changing environment. This

in turn, is requiring these organizations to adapt (Robbins, 2001:540). All

organisations undergo adjustments in reacting to change. Two fundamental types of

organisational change can be distinguished, namely: Routine and Planned change.

 Routine changes are minor changes and do not affect the organization as a whole.

These changes are also called reactive because they are a response to problems as they

develop. Such a response is sometimes done in haste and is poorly planned and

executed.

Planned change involves the entire organization or a major part of it, to adapt to

significant changes in the organisation's goals or direction, in reaction to expected

change in the environment. Planned change is designed and implemented in an orderly and timely fashion in anticipation of future events (Smit et al, 1999:260-261).

Essentially there are two goals of planned change. First, it seeks to improve the ability of the organization to adapt to changes in its environment. Second, it seeks to change employee behaviour. Efforts to stimulate innovation, empower employees, and introduce work teams are examples of planned change activities directed at responding to changes in the environment (Robbins, 2001:542).

2.5   TYPES OF CHANGE

Organisations may undertake change in the following four areas: strategy, structure, technology and people. When change is made in one of the above areas, that change will generally also bring about a change in another area. The four major types of change are discussed below:

- **Change in strategy.** Most organizations have strategic plans outlining the future course of the organization, taking into consideration the internal and external environments. South African schools are making major changes in education since the new democratic government came into existence.
- **Change in structure.** This change involves change in the basic components of the organization, decentralization, increasing authority and span of control. School organizations are undergoing a change in their organizational structure as they now have legitimate partners, school governing bodies.

- **Change in technology.** Technological changes involve the use of computers which may require hiring new people who understand the new technology or training existing personnel.

- **Change in people.** This change involves changes in performance, skills, attitudes, perceptions, behaviours and expectations of people. A change in organizational culture is also regarded as change in people. Major changes are currently being undertaken in the empowerment of previously disadvantaged people (Smit et al, 1999:263-264).

2.6   VISION AND CHANGE

Vision is a passionate, vivid picture of the future owned by the whole organisation. Building a shared vision is time consuming and can only be done by involving the whole team. In this study the visionary leader who is the manager, has to draw out and communicate the vision to ensure that his or her actions "role model" the vision, and to constantly challenge the management team to think differently and reinvent the past (Clarke, L. 1994:146).

During the process of strategic and operational change intentions are implanted over time. " Schools need structural alteration and the decentralization of some of its strategic decisions by the creation of a problem solving committee. This committee should plan the organisation thereby broaden the participation in strategic decisions" (Pettigrew and Whipp, 1991:105).

Managers are often themselves products of the old system and may find it very difficult to initiate or lead change. This reverses their prior decisions and stances. The more things are changing, the more necessary it is to have someone at the top that sums up, models and articulates the vision for the future. The essence of visionary leadership lies in two aspects: articulating the vision and mobilising the energy of all people towards the vision. (Clarke, 1994:136). It constantly alerts the management team of new challenges and threats, and gives them alternative views and forces managers to reconsider and rethink their basic approaches for success.

"The problems faced by the manager are derived from the circumstances the leader inherits. The environment within and outside the environment, bound the areas of maneouvre available to the new manager in deciding what to change and how to go about it" (Pettigrew and Whipp, 1991:105). In this study, managing change involves linking action by people at all levels of the organisation. The manager must construct a climate for change while at the same time laying out new directions, but prior to precise action being taken.

2.7   CHANGE   PROCESS

The process of change often, is from the understanding an organisation develops of its environment. This research shows that it is not enough for organisation to regard judgements of their external world as only a technical procedure. On the contrary, the requirement is for organisations to become open learning systems. (Pettigrew and Whipp, 1991:105) In other words, assessment of the environment, cannot be the responsibility of the manager only, it needs teamwork.

"Kurt Lewin argued that successful change in organizations should follow three steps: **unfreezing** the status quo, **movement** to a new state, and **refreezing** the new change to make it permanent"(Robbins, 2001:551).

2.7.1   UNFREEZING

Unfreezing refers to the replacement of old ideas and practices by new ones. The value of this model can be seen in the example when the education department decided to fundamentally transform the South African education system, a paradigm shift from a teacher-and content-driven curriculum to an outcomes-based and learner-centred curriculum (Mda and Mothata, 2000:22). Once unfreezing has taken place, the next step, which is movement, can start.

2.7.2   MOVEMENT

Movement entails a process that is set in motion to change the established practices in favour of new procedures and behaviours. The reconstruction of the curriculum for schooling will be essential in order to rid the education and training system of the legacy of racism, dogmatism and outmoded teaching practices (ANC, 1994:10). As soon as the forces of change have had sufficient impact to bring about the desired changes, refreezing which is the last step in the process may commence.

2.7.3   REFREEZING

This is the final step in the change process and means that everything planned and

learned in the steps of unfreezing and movement is now put into practice. The

changes have now stabilized into a quasi-stationary equilibrium. (Van Der Bank,

2000:102). Refreezing means stabilizing a change intervention by balancing the

driving and restraining forces. The **driving forces,** which direct behaviour away from

the status quo, can be increased. The **restraining forces,** which hinder movement

from the existing equilibrium, can be increased (Robbins, 2001:551)

LEWIN'S THREE-STEP MODEL

## Unfreezing ➜ Movement ➜ Refreezing

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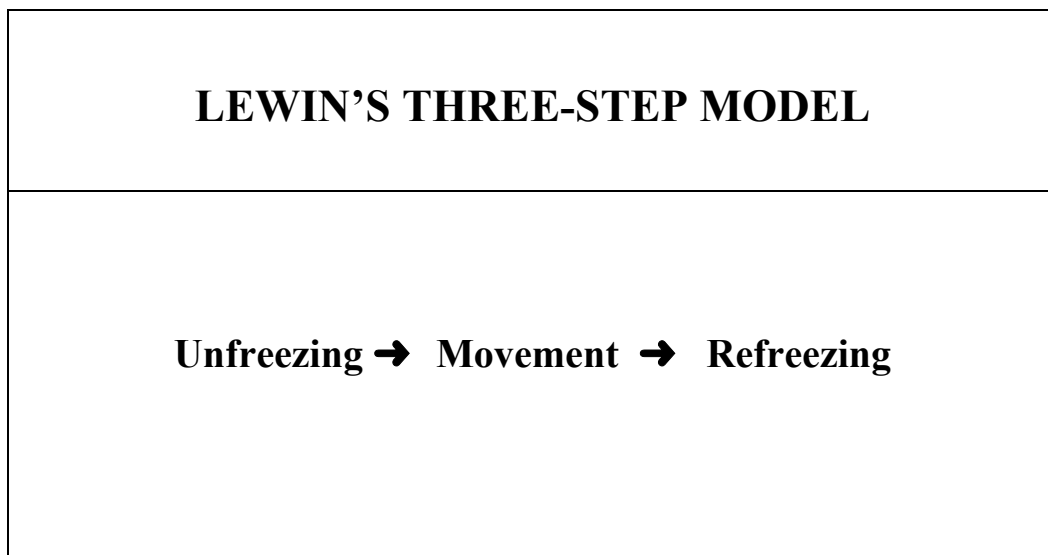
Figure 2.1 (The process of change. Adapted from Robbins, 2001:551)

2.8   ORGANISATIONAL CHANGE

When an organization is planning a change of any kind that will affect the day- to-

day activities of people, "the relationship between pain (emotional cost) and pleasure

(benefit to the individual) must be considered. Human beings are stimulated or (held-

back) based on their association of personal benefit or cost as a result of a change in their environment" (Ferguson, no date: 2). As a person is faced with change, he will evaluate or question whether or not making the change will cost a great deal in emotional stability or provide a great deal of personal benefit. It is this relationship that determines real, lasting change in a person.

School managers must lead change in schools in the direction of positive results. Therefore the process of change must be managed in a productive, effective and humane manner. In the management of change two aspects are of critical importance: the role of leadership and the importance of involving all stakeholders. Most individuals are not immediately comfortable with change. They react to change through stages (Van Der Bank, 2000:108-109).

2.9   REACTIONS TO CHANGE

Change is a process which has four distinct steps, namely shock, anger, denial and acceptance. "Change will always be a journey into the partially known or unkown. Complex changes represent great uncertainty because more is attempted, and most important: the solution is not known in advance" (OWB700, 2000:103). According to Fergusson (no date: 4), the following are reactions to change:

2.9.1   SHOCK

Once a change has been announced, usually the first reaction people have is to meet the change with a sense of shock. They ask themselves, "Where did this come from?" "What is going on?, or This isn't what I agreed to!" Here lies the dilemma for

management. Making people feel good about change is the challenge. School

managers should prepare and reassure people about what is happening (Fergusson, no

date: 4).

2.9.2   ANGER

After the shock of the new situation, most people, if they view the change as a

negative impact on their personal situation, become very angry. Many times they will

begin a process of looking for the person or persons to blame. They may talk about

the new situation in very negative terms, such as, "It won't work!" or "I'm not going

to support this!" This anger, if not addressed, may lead to some actually trying to

sabotage the change process (Fergusson, no date: 4)

2.9.3   DENIAL

A person going through this phase will make up excuses why he should not be held

accountable for anything that goes wrong with the organization as a result of the

change. For example, he may make the excuse, "The change will never work!" This

attempt to disassociate himself from the new situation often causes the person to

alienate himself from the group (Fergusson, no date: 4).

2.9.4   ACCEPTANCE

"Once the person has accepted the change as real and that it is going to happen, he

begins to rationalize his role in the new situation. Not only can an individual accept

the situation and begin to work towards the new vision, but one can also accept the

situation as having a negative impact and choose to leave the organization". Either

way, the individual has accepted the fact that the new environment exists (Fergusson,

no date: 4)

2.10 RESISTANCE TO CHANGE

Change creates anxiety, uncertainty and stress, even for those managing change. Even people who are fully committed to change may experience stress. Seldom are there any guarantees that the new approach will, that it will deliver the goods (Carnall, 1991:91). One of the most well documented findings from the studies of individual and organizational behaviour is that their members resist change. Resistance to change doesn't necessarily surface in standardized ways. Resistance can be overt, implicit, immediate, or referred. It is easiest for management to deal with resistance when it is overt and immediate. The greater challenge is managing resistance that is implicit or deferred. Implicit resistance efforts are more subtle – loss of loyalty to the organization, loss of motivation to work, increased errors or mistakes, increased absenteeism due to "sickness" – and, hence, more difficult to recognize (Robbins, 2001:545).

Sources of resistance are: individual and organisational sources. In the real world the sources often overlap. The following types of resistance are evident in the school organization:

2.10.1 INDIVIDUAL RESISTANCE

Individual sources of resistance to change reside in basic human characteristics such as perceptions, personalities, and needs. The following are reasons why individuals may resist change in school organisations:

- **Habit**

As human beings, we are creatures of habit. We all rely on habits or programmed responses. But when confronted with change, this tendency to respond in our accustomed ways becomes a source of resistance. For example, when you are moved to a new office building, it means you are likely to have to change many habits.

- **Security**

People with a high need for security are likely to resist change because it threatens their feelings of safety. For example, when the Department of Education announced that some people were to be declared in excess, many employees feared that their jobs were in jeopardy.

- **Fear of the Unknown**

Employees in school organizations hold the same dislike for uncertainty. If, for example, the introduction of Outcomes Based Education means workers will have to learn the new curriculum, some may fear that they will be unable to do so. They may, therefore, develop a negative attitude towards O.B.E.

- **Selective Information Processing**

Individuals shape their world through their perceptions. Once they have created this

world, it resists change. They ignore information that challenges the world they have

created. Educators who are faced with the introduction of OBE may ignore the

arguments their managers make in explaining why a knowledge of OBE is necessary

or the potential benefits the change will provide them (Robbins, 2001:545-546).

2.10.2   ORGANISATIONAL RESISTANCE

Educational institutions, which exist to open minds and challenge established

doctrine, are themselves extremely resistant to change. Most school systems are using

essentially the same teaching methods today as they were 50 years ago. Major sources

of organizational resistance are as follows:

- **Structural Inertia**

Organisations have built-in mechanisms to produce stability For example; training

and other socialization techniques reinforce specific role requirements and skills.

Formalisation provides job descriptions, rules, and procedures for employees to

follow. Baron (1990:575) also states that, because jobs are designed to have stability,

it is often difficult to overcome the resistance created by the many forces that create

the stability (Baron, 1990: 575).

- **Group   Inertia**

Even if individuals want to change their behaviour, group norms may act as a

constraint. An individual union member, for instance, may be willing to accept

changes in his work suggested by management. But, if union norms dictate resisting

any change made by management, he is likely to resist (Baron, 1990: 575).

- **Threat to established power relationships**

Since the School Governing Bodies (SGBs) will be responsible for developing

policies on substantive issues, this tends to threaten long-established power

relationships within the school organization. The introduction of participative

decision- making or self-managed work teams is the kind of change that is often seen

as threatening by managers (Robbins, 2001:547-548).

2.11   OVERCOMING RESISTANCE TO CHANGE

Most people naturally resist change. By anticipating, identifying and even welcoming

resistance, we give ourselves the chance to convert raw objections into energy for

change (Buckley, 1994:123). By creating and maintaining a climate that is receptive

to change, much resistance can be avoided. Several useful steps have been suggested

and are summarised here:

2.11.1 COMMUNICATION

Resistance can be reduced through communicating with employees to help them see

the logic of a change. This tactic basically assumes that the source of resistance lies in

poor communication: If employees receive the full facts and get any

misunderstanding cleared up, resistance will subside (Robbins, 2001:548)

2.11.2   PARTICIPATION

It is well established that people who participate in making a decision tend to be more committed to the outcomes of the decision than those who are not involved. Organisational changes that are "sprung" on the work force with little or no warning, might be expected to encounter resistance, until employees have a chance to assess how the change affects them (Baron, 1990:576).

2.11.3   SUPPORT

It is very important for school managers to display supportive and considerate leadership behaviours when change is being implemented. Supportive managers make a special effort to create a more pleasant and enjoyable working environment by being approachable and really listening to the ideas and views of stakeholders as well as providing oipportunities for training if necessary (Van Der Bank, 2000:113).

2.11.4   REWARD

One rather obvious, and quite successfulmechanism for facilitating change, is rewarding people for behaving in the desired fashion. This is especially critical when an organisation is in the transition period of introducing change ((Baron, 1990:576).

2.11.5   PLANNING

Sometimes, people are reluctant to change because they fear what the future has in store for them. It is imperative for top management to plan well in advance for changes to be implemented. Introducing change incrementally could lessen the impact of change on educators and allow them time to adjust to new expectations and conditions (Van Der Bank, 2000:114).

2.11.6   COERCION

This strategy or method should only be used as a last resort after all other methods have failed. This is the application of direct force upon the resisters. Subordinates can be threatened with decreased promotional opportunities or job transfer to achieve compliance with change (Van Der Bank, 2000:114).

2.12   CHANGE MANAGEMENT

Managing change involves linking action by the people at all levels of the organisation. More promising is the construction of a climate for change while at the same time laying out new directions, but prior to precise action being taken. An emotional atmosphere in which people feel that the manager is empathetic and non-judgemental towards the employee and their needs, is a climate in which people will be more open about their feelings and resistance (Fergusson, no date: 6).

▪ Changes require careful planning and sensitive implementation. Evidently typical pitfalls in school organisations have to do with lack of top management involvement; lack of clear goals; lack of flexibility in planning, and a failure to monitor and review performance against plans using the targets set as standards (Carnall, 1990: 57).

The following are strategies for managing change:

▪ Establish a management structure to implement change – have a steering group, have a wide discussion of issues that entail involvement of all participants.

- Plan extensively for the implementation of change – establish targets and milestones as well as resources required and search for best strategies.

- Have effective leadership at all levels – emphasise personal accountability, teambuilding, vision and communication.

- Use long term criteria in change planning and implementation – focus on future requirements and develop skills and technology.

- Have flexible controls – focus on solutions to problems and show recognition for success.

- Have a communication plan – have regular and repeated communications and allow two-way feedback (Carnall, 1990: 60-62).

2.13   HOW CHANGE IS IMPLEMENTED

Change is itself a process and must be treated as such. An organisation cannot expect people to change the way they have done things for years, overnight. Change is not something that should be taken lightly. It is complex, and if managed properly, can be very beneficial to the employees and the organisation as a whole.

People should be educated about upcoming changes before they occur. The nature as well as the logic behind the change should be communicated to employees. This can be done by means of one-on-one discussions, presentations to groups or reports and memos. Participation gives employees a chance to express their fears about proposed changes. Support is more psychological in the sense that it involves listening to problems and being understanding. It is also best to negotiate a proposed change in order to reach an agreement (Smit et al, 1999: 267).

There are three aspects to the transition of people through change, namely: discontinuation of the old way of doing things; migration; and starting the new way of doing things.

- **Discontinuation of the old way of doing things**

It is during this part of the transition that many of the reactions to change are experienced. Managers should, expect and accept signs of grieving; give people information over and over again; and show how endings ensure the continuity of what is important.

- **Migration**

Migration is the in-between part of the transition. You have to let go of the old way but haven't quite got to the point of fully grasping the new way. This can be a very difficult time, yet it can be a very innovative and creative time. Things to look for, are: anxiety, absenteeism, teamwork is undermined, and people are vulnerable to attacks from outside.

- **Starting the new way of doing things**

This part of the transition is very important in that it is here that you solidify the changes the organization has made. It is here that lasting changes takes place. To reinforce the new behaviour, the manager should:

- Be consistent – and not reward old behaviours.
- Ensure quick success.
- Symbolise the new identity.
- Celebrate the new success.

There are only a few ideas on how to manage the transition of change in an organization. It is important to note that there are many schools of thought on this subject but all have a common theme – open and honest communication is essential throughout the transition (www.c3i.osd.mil/bpr/bprcd/7223c7.htm).

In order for these features to prevail, a range of secondary complementary management action is required to reinforce them. There has to be a coherence of purpose among the senior management, even though individual emphases may differ. There is however concerns about lack of capacity, financial and in terms of human resources, which may impede the successful implementation of the new changes in education. A further concern is the fact that some parties appear to attach little or no value to agreement and seem to disregard them along with the law and order in general, for example, the disruptive behaviour of some students, insubordination from educators and interference from some parent members of the SGB (Beckmann, 1997: 137-141). Although there are some encouraging developments regarding the implementation of management of change, in this study, concerned efforts will have to be made to counter factors that may adversely affect the development during change.

2.14   RESEARCH ON CHANGE

According to Legotlo (1994:73), a manager in any organisation like a school is confronted by a municipality of challenges, like learning the nuts and bolts of school management and the norms and values of the school community . Schwartz and

Harvey (1992:295) point out that some staff members may be reluctant to accept the views of the manager an as such make his task difficult.

Sometimes the leadership style of the previous principal could also cause some problems for the principal introducing change in the education.M uch as he is expected to introduce change, he may face challenges if he differs with how things were done in the past. (Weindlings, 1987:334) Management also perceived staff morale as a problem. Increased demands made on teachers as a result of increased curriculum developments, new forms of assesment and change in teaching approaches, have negative effects on staff morale.

Patterson (1993:5) emphasises the need for changing the rules and values of the past. As one focuses on both the how and what of change, more than one of these strategies is likely to be involved. Typically the more successful cases of intervention involve the bets elements of more than one strategy. At least four tactics of change are used; all of which contribute to the success of managing change in education. They are:

❖ Restructure

❖ Group decision making

❖ Group problem solving and

❖ Experimentation

The integration of South African schools must be looked at against the background of the educational history of the country. Much as this is part of restructuring, in the traditionally Black schools, there are still only Black learners from different ethnic

groups. The change more evident after the 1994 elections is one of meaningful stakeholder participation in institutional management in governance of schools (Mda and Mothata, 2000: 65). It is imperative that all levels of education management and governance develop strategies to solve problems experinced in the management of change in schools. It is important for school managers and governors to regularly evaluate the process of change; embark on ongoing planning; reinforce what works;and remain committed to educational goals (Mda and Mothata, 2000: 84).

In conclusion it could be stated that research on management of change appears to be in an early stage of development. However with the ever increasing changes introduced in the education arena, the success of the implemetation of change needs more attention than ever before .

2.15   CONCLUSION

 School managers must have a knowledge of how peoplefunction. This is not an easy task, for no two people are the same. "Forces of change exist both within the school organisation and in the environment. Change triggers emotional reaction because of the uncertainty involved and most organisational change efforts run into some form of employee resistance. Resistance to change can be overcome by education and communication, participation and involvement, facilitation and support, negotiation and rewards, and coercion and manipulation. Organisational culture and climate have a major influence on change because change often entails transforming basic values and beliefs" (Smit and De J Cronje, 1999:273).

The next chapter will explore the effects of managing change on climate and inter-personal relations within the traditionally Black schools in the Gauteng Province. Change has a profound effect on how people react in organisations. Conflicts of interest brought about by change and the exchange relations will be explained.The climate and culture exitsing in Black schools will be highlighted.

CHAPTER   THREE

ORGANISATIONAL CLIMATE

3.1   INTRODUCTION

In the dynamic society in which today's organisations exist, the question of whether change will occur is no longer relevant. Instead the issue now is how do managers cope with the inevitable barrage of changes that control them daily in attempting to keep their organisations viable and current. The social and human costs of change, if recognised, can largely be avoided by thoughtful management effort. The focus of this chapter is on clarifying the concept of organisatinal climate and to highlight the fact that "the human problems associated with change remain much the same even though our understanding of them have advanced." The social and human costs of change, if recognised, can largely be avoided by thoughtful management effort (Lawrence, 1999: 79).

3.2   AN ORGANISATION

The first step in determining the organisational climate of a school, is to ascertain whether a school can be defined as an organisation. If a school can be described as an organisation, the concept of organisational climate will apply and so will the exploration of its organisational climate. Armstrong as quoted in Brink, (1996:14) argues that most managers describe their organisation in terms of its structure. A structure in this sense involves giving orders to members of the organisation using a

single chain of command running from the top to the bottom of an organisation;

reporting to one supervisor; and task differentiation according to different

specialisations so as to focus expert knowledge and ensure that tasks are done

efficiently. The latter refers to the responsibility which individuals have for

performing certain tasks and the requisite authority for fulfilling these responsibilities.

Two types of organizations are distinguished in organizational theory; namely formal

and informal organizations. The difference between the two is a feature of the degree

to which they are structured.

- A formal organization "is deliberately planned or created, and concerned with
  the planned co-ordination of the activities of a number of people for the
  achievement of some common, explicit purpose or goal, through division of
  labour and function, and through a hierarchy of authority and leadership"
  (OBT402, 1996: 6).
- The informal organization arises from the interaction of people working
  towards a goal, and for the development of groups with their own relationships
  and norms of behaviour, unlike those defined within a formal structure. The
  informal organization is more flexible, and loosely structured, with
  membership often spontaneous and in varying degrees of involvement
  (OBT402, 1996: 7).

The organisation of the school can be described with reference to the following

characteristics:

1. Population: the pupils, the teachers and the non-teaching staff.

2. Territory: the school campus with the complex of buildings, playgrounds and gardens.

3. A structure of authority with the headmaster at the top and the general workers at the lowest level.

4. A network of patterned social relationships: and a sense of belonging together manifested in competition with other schools.

The formal organisation of the school is the official structure which has been deliberately created by the school and agencies superior to it, for example, the Ministry of Education (Datta, 1992: 83). A school also has some informal characteristics where stakeholders act spontaneously and leadership and expertise dynamics change regularly, and membership is one of the basis of a common interest.

3.3   ORGANISATIONAL CLIMATE

The organisational climate plays an important part in the organisation design. The organisational climate is the general atmosphere that exists in a school (OWB700, 2000: 38). The type of structure that will lead to the successful implementation of change, will depend on the current culture of the organisation. Tagiuri and Litwin (in Denison, 1990: 25) see organisational climate as follows:

"It is experienced by its members, influences their behaviour, and can be described in terms of the values of a particular set of characteristics (or attitudes) of the organisation".

Frieberg (1998: 22) defines school climate as follows:

"The elements that make up school climate are complex, ranging from the quality of interactions in the school to the ones outside the school, from the physical structure of the building to the physical comfort levels of the individuals and how safe they feel".

Gonder and Hymes (1994:11) defines climate as follows:

"Climate is a term that refers to the atmosphere in a school. It consists of attitudes shared by members of subgroups, such as students, faculty, staff and by the school population as a whole. Climate affects morale, productivity, and satisfaction of persons involved in an organisation. Climate is generally considered to be positive or negative".

But the clearest and most detailed definition of organisational climate, is ,that of Moran and Volkwein (1992:20) which states that:

"Organisational climate is a relatively enduring characteristic of an organisation which distinguishes it from other organisations and,

- (a) embodies members' collective perceptions about their organisation with respect to such dimensions as trust, cohesiveness, support, recognition, innovation, and fairness;
- (b) is produced by member interaction;
- (c) serves as a basis for interpreting the situation;
- (d) reflects the prevalent norms, values and attitudes of the organisation's culture; and
- (e) acts as a source of influence for shaping behaviour.

Organisational climate has an effect on individual people's perception of their environment, which implies that this perception would influence the individual's positive or negative regard for their working environment. To facilitate a clear understanding of organisational- climate, the organisational culture also has to be investigated.

3.4   ORGANISATIONAL CULTURE

An organisation develops a particular culture over time. According to Gonder and Hymes, culture represents the group members' shared understanding of how things ought to be. Schein quoted in Gonder (1994: 13) states that "the term culture should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously and that define in a basic "taken-for-granted" fashion an organisation's views of itself and its environment". The influence of culture on behaviour is not a one way process, but behaviour also influences culture. Culture, furthermore, influences not only what people do, but also their communication, feelings, thoughts and their justification of their actions (Gonder, 1994: 13).

The school culture determines the effectiveness of the school outcomes and improvement to the degree of dynamism. The following matrix depicts the four dimensions of school culture:

Outcomes Process	Ineffective ↔ Effective	
Dynamic ↕ Static	'Wandering'	'Moving'
	'Stuck'	'Promenading'

Table 3.1 (Four Expressions of School Culture: Adapted from Gultig, 1999:55)

- **Stuck schools**-These are often failing schools where conditions are poor; teaching is an isolated activity; there is a sense of mediocrity and powerlessness; expectations from all around are low; and external conditions are blamed for the situation. In the case of traditionally Black schools, the concept of culture is regarded as something that cannot be changed (OWB700, 2000: 49-50).

- **Wandering schools-** are committed to development at the expense of maintenance. In this type of school movement is going on but there is lack of agreement about purpose.

- **Promenading schools-**seem to be living on its past achievements. It has stable staff who are currently reluctant to change. They are satisfied and pleased with things as they are and can see no reason to change.

- **Moving schools-**are regarded as the ideal type of "active" schools, which has achieved a healthy blend of change and stability as well as balanced development and maintenance. The school adapts its structure in line with its culture and traditions.

School cultures are formed by a combination of the above dimensions and will be found in the actions and beliefs that are usually taken for granted – the way things are

done. There seems to be an impression that there is no clear distinction between organisational climate and organisational culture. This impression has led to protracted discussions among theorists regarding the similarities in and differences between the two concepts.

3.5   CULTURE / CLIMATE DEBATE

One major difference between climate and culture is their timetable. Climate reflects what is happening today; culture embodies the values, beliefs and norms a school staff and community have developed over a long period of time (Gonder, 1994:11). For those whose emphasis is more anthropological, culture concerns the network of social practices. It is threaded through all social practices, and is the sum of their inter-relationships. Culture is also sociologically orientated, it merely reflects the configuration of the material basis and the social relations of production. It is forged out of the struggle for survival with nature and between people (Cross, 1992: 177-178).

One can also view culture as the vehicle through which social relations within a group are structured and shaped as well as the way this is experienced, understood and interpreted.

By contrast, Coetzee as quoted in Brink (1996:17), sees climate as the members' perceptions of, and attitudes towards happenings in the organisation. It is the "temperature" prevailing among the members of the organisation, within a given time frame, as well as "…how things are here and how they are perceived…". Climate is observed by measuring the employees' perceptions of, for example, management, structures, tasks, management styles, rewards, conflict, warmth, support and

collaboration among colleagues. It is seen as changeable, shorter term and relatively

easy to change. The change in climate is affected by changes in physical phenomena,

e.g. management style structures, task reward systems, communication and decision-

making processes.

An analysis of the literature on organisational culture and climate implies that the

concepts cannot be regarded as mutually exclusive. They influence each other.

The following table shows the relationship between the organisational culture and

climate.

Organisational Culture The situation	Organisational Climate The perception
▪ Set of values, convictions, ceremonies and norms ▪ Reflects the communication symbols, management style and behaviour of people involved ▪ And which is evident in the management philosophy and goals of the school	▪ The perception of those involved regarding ▪ Quality of school culture ▪ Which can be evaluated by means of questionnaires and interviews

Table 3.2 (Organisational culture and organisational climate: Adapted from

Mentz,1990: 86).

For the purposes of this study, the concept of organisational climate is utilised. The

concept subsumes culture and focuses on the set of attitudes the employees have

towards issues such as remuneration, benefits, supervision, leadership and job

satisfaction.

3.6   CHARACTERISTICS OF CULTURE IN A SCHOOL

The changes that many organisations are forced to make in an ever-changing school

environment, are often so fundamental that they involve transforming an

organisation's culture. Every organisation has a particular culture, which is almost

like a personality. Just as an individual's personality determines his behaviour, shared

values and beliefs form the foundation of a particular culture that influences the

actions and activities in that organisation (Smit et al, 1999: 268). Organisational

cultures contain the following characteristics:

- Ethos, the spirit and attitude of people in an organisation, forms the basis of their

  behaviour. It contributes to the effectiveness of the organisational culture. The

  image of the specific school will determine the trust of the community.

- Norms and values are standards of behaviour in a group of people. The academic

  culture of the school could attract or repel learners to the school.

- The philosophy of a school displays the true meaning of that which comprises the

  school. It guides the dominant approach to teaching and learning in a particular

  school, e.g. teacher-centred or learner-based.

- Feelings display the overall atmosphere conveyed in the school by, for example,

  the way in which educators interact with learners and stakeholders.

The most important thing about school culture is that it should build and facilitate the

relationships and behaviours that enable the school to do its work. School cultures are

formed by a combination of the above dimensions and will be found in the actions

and beliefs that are usually taken for granted – the way things are done. There seems

to be an impression that there is no clear distinction between organisational climate

and organisational culture. This impression has led to protracted discussions among

theorists regarding the similarities in and differences between the two concepts.

3.7   CHANGE IN THE ORGANISATIONAL CLIMATE OF SCHOOLS

Change by its very nature, is unsettling to people. Those who have studied, both

successful and failed reforms, have found that the key to success is first addressing

those factors that influence the organisations climate and culture. If the personal

concerns of the people who must implement change are not considered, those on the

front lines may go through the motions without making meaningful changes in their

behaviour and attitudes. (Gonder,1994: 105). The efforts to reform and restructure in

this country, is one of fits and starts. Some schools have been very successful in

embracing change. Other efforts have been met with passive resistance, or outright

opposition. To ensure successful change, school leaders must take into consideration

both the climate and culture of the school. The process of change will be met by a

more receptive staff, if those involved, feel they are valued members of the family

whose opinions are important.

3.8   INTERPERSONAL RELATIONS

Within the organisation managers are involved in public relations which aim at

maintaining good relations within and outside the organisation. In order to create a

positive climate, a manager should be able to communicate, understand people's behaviour and motivate groups as well as individuals (Smit et al, 1999: 19).

Values, perceptions, attitudes, and personality are all important components of individual behaviour. However, no one lives in a vacuum. People interact with other people. In fact, this is how we develop values, perceptions, attitudes, and, to a large degree, personality. (Hodgetts,R.M. 1990: 95). One of the most basic problems of organisational life is that two or more people view a goal or a problem differently, but each person assumes that the other sees it just as s/he does. Differences in perceptions, are recognised as obstacles present in most schools and these affect interpersonal relations. Two persons with contradictory expectations of each other can experience continuous underlying conflicts. These conflicts may result in low productivity on the part of a worker or student. School managers need to be very sensitive regarding values based on individualism and collectivism, in order to avoid conflict (Smit et al, 1999: 360).

In most schools there is an increasing understanding of and respect for the necessity for differences between groups. More managerial effort is being applied to bridge the gaps in understanding. While the conflicts between specialised groups are probably as intense now as ever, they are more frequently seen as task-related, that is, natural outgrowths of different jobs, skills and approaches- rather than as redundant and related only to personality differences (Lawrence, 1991:79).

3.9 CONFLICT

Broken interpersonal relations result in conflict. The implementation of changes are hardly ever a problem free process of adaptation as well as resistance to change. Positive relations in a school environment result in the willingness of all involvement to address differences and to manage conflicts constructively.

Conflict is a situation or state between at least two interdependent parties, which is characterised by perceived differences that the parties evaluate as alive. This often results in negative emotional states and behaviour intended to control other parties in the interaction. (Katz, 1994:viii). Any organisation consisting of two or more people will, from time to time experience conflicts caused by friction especially in times of tranformation. Conflict energises people, whether for good or for ill. Conflicts at work can stimulate creative problem solving, increase job commitment, and prompt organisational change. (Anderson, 1996:vii).

Getting a handle on conflict requires taking a look at both the issues and the way people respond to them. It helps to understand some of the factors that can motivate "good" people to engage in destructive behaviours towards themselves or others. The individual roots of conflict spring from our need for balance, our tendency to mirror behaviour, and our need to release psychic energy (Anderson, 1996:10).

3.10   TYPES OF CONFLICT

There are different types of conflicts that relate mainly to where the conflict is situated and the parties or persons involved.

- Intrapersonal conflict occurs within the person because the person has difficulty accepting changes in education. Usually intrapersonal conflict is unavoidable when there is conflict on values (OWB700, 2000: 147).

- Interpersonal conflict usually involves two people or several persons. At the interpersonal level, individual members of the organisation may have incompatible views regarding change, leading to conflict (Smit et al, 1999: 346).

- Intragroup conflict takes place when there are conflicting views within the same group. In the traditionally Black schools, educators are divided into different organisations or unions. When issues of change arise in the school, educators take sides based in part on their group memberships (Zuelke and Willerman, 1992:5).

- Intergroup conflict occurs between different groups, in the school, e.g. different departments might be competing for scarce resources. This type of conflict could be detrimental to the functioning of the school, especially if the conflict is between the management team of the school and the governing body (Zuelke and Willerman, 1992: 6-7).

- Intra-organisational conflict takes place within the same organisation. This is not a personality conflict but rather a difference of opinion regarding the management of the new changes in edcucation (Zuelke and Willerman, 1992: 7).

3.11 COMMUNICATION

Communication plays a vital role in shaping both climate and culture. If there is to be success in any planned change, school leaders must mobilise all channels of communication-verbal, non verbal, symbolic and written-to transmit messages that will inform, inspire and persuade students, staff and the community. Employees generally have three communication needs. They want to know:

❖ Where the organisation is heading.

❖ How it will get there.

❖ What it all means to them (Gonder, 1994: 113).

Employees understand that their individual well being and their very futures are tied closely to the overall success of the organisation. As members of the enterprise, they want to know generally what the plan is, what strategy has been worked out to make that plan work, and how hard they will have to fight to do what actually has been charted for the organisation (Gonder, 1994: 113-117).

The success of managers depends primarily, on their ability to communicate to all the people for whom they are responsible, what they need to do and the importance of doing it. It involves the acceptance of change, the commitment to the community, and the creation of the where without which the future if the nation and the provision of jobs depends. Failure to get the message across is costly. If you do not succeed, people will find it difficult to accept the need for change.(Armstrong, 1991:103)

The more and the faster you are trying to change, the more openness you will need. It is interesting that if breakdown of communication is cited as the most common reason

for divorce, it is also the most common reason for the failure of the implementation of change programmes in organisations. Information is power to the people (Clarke, 1994: 158). In this study we look at a vital element of our change process: spreading change and gaining widespread involvement across the organisation. Even though openness is purported to be a key value, managers don't understand what it means or how to do it. They deliberately withhold information not realising that inadequate or unclear communications stimulate conflict (OWB700, 2000: 150). They face dilemmas like:

❖ Do I communicate change top-down or bottom up?

❖ Does consultation mean abdication?

❖ Do I withhold information and do they also have the power to refuse to do what I want?

❖ Shall I announce change or live with the uncertainty of letting people know that I haven't got all the answers? (Clarke, 1994: 158).

For effective communication to take place, simply conveying information is not enough. Several critical steps must take place. It is also important that all parties recognise that a multitude of potential barriers may hinder or obstruct the communication process. Anything that has a negative impact on the quality, speed or accuracy of communication should, if possible, be corrected or done differently (Clarke, 1994: 154).

3.12   MOTIVATION

Motivating and leading subordinates would be impossible without some form of communication. Motivation plays a decisive role in the formation of organisational climate. Worth as quoted by Brink (1996:29) emphasizes just how important this factor is. Personal, peer and managerial motivation were found to be the critical elements for the outcome of a teacher- training programme. Teamwork was another factor seen as vital for motivation and resultant positive perception of organisational climate.

The motivation process comprises the following interdependent elements:

- **Need**-In any organisation there is a need to belong or to form friendships.
- **Motive**-An individual's needs motivate him to take action that he believes will satisfy his needs.
- **Behaviour**-The individual's needs will lead to a specific behaviour.
- **Consequence** –The consequence of the behaviour may be positive or negative.
- **Satisfaction/dissatisfaction-**The consequence of the behaviour could lead to satisfaction or dissatisfaction.

This process can also be applied in an organisation and in the work situation because work is one of the ways in which individuals satisfy their needs (Smit et al, 1999: 306).

3.13   FAILINGS IN EDUCATION

According to the Minister of Education, Asmal, K. (1999:4), in spite of some positive changes taking place, we still have some troubling features in our education system.

"Rampant inequality of access to educational opportunities of satisfactory standard. In particular, poor people in all communities, of whom an overwhelming majority are Blacks, continue to attend decrepit schools, too often without telephones, libraries or laboratories. This often leads to low morale in the teaching force, failures in governance and management, and the poor quality of learning in much of the schools".

Low teacher morale and failures in governance and management leads to poor teaching and learning. This in turn will affect the school climate as well as the relationship between the school and other stakeholders.

"Low teacher morale in Black communities is a result of different incidences like: uncertainty and distress of rationalisation and redeployment. Even though the causes and incidences may be different in different schools, teachers' expectations of stability and job security have been long in coming".

Being redeployed affect educators negatively, therefore impacting negatively on the school climate because relationships become strained. Affected educators tend to blame the manager, suspecting ill feelings towards them, for their redeployment. This causes tension between the affected educators and the management resulting slacking of their work performance. No single individual can be blamed because the problem is widespread.

"The serious crisis of leadership, governance, management and administration in Black schools is another disturbing feature. Such failures have a drastic effect. They open wide gates of corruption, fraud and indiscipline. In the end they undermine good

teaching and learning, which depend on peace, order, stability and professional challenge. The situation is worsened if governing authorities are ineffective, collude with management at the expense of other parties or if they allow themselves to be subverted by factionalism.

Poor quality of learning is a great concern in our education system. Overwhelmingly, poor learning is associated with poverty, bad or absent facilities, under-prepared teachers, lack of learning resources and a serious lack of purpose and discipline in many schools. In such circumstances essential roles cannot be fulfilled and essential roles and interests of institutions are neglected".

It is part of the role of management to create the right school climate. The role of management is to create a positive climate so that the process of teaching and learning becomes a model of how responsible people behave in a school organisation (DoE, 2000: 10).

3.14   CONCLUSION

The concept of organisational climate is functional and mainly so in terms of the basis for interpretation that it presents. The basis therefore provides guidelines for addressing the issues affecting the way that employees experience organisational climate. This in turn results in exhibiting the relation between the work environment and the work-related attitudes and behaviours of employees. The concept of organisational climate, and all that it implies, may make it possible to identify certain factors as motivators in the organisation.

The next chapter will undertake an analysis and interpretation of the empirical data. Some aspects of the data flowing from the statistical analysis will be examined, tabulated and interpreted.

CHAPTER   4

**THE EMPIRICAL STUDY RELATED TO CHANGE, SCHOOL CLIMATE
AND INTERPERSONAL RELATIONS.**

4.1   INTRODUCTION

In the previous chapters an attempt was made through the literature review, to find out
how the management of change determines school climate in Black schools. Masitsa
(1995:111) asserts that the major challenge facing schools today is to establish and
manage a teaching and learning culture that will create ideal conditions for teaching
and learning to take place. This assertion is strongly supported by Mkhatshwa
(1997:2) when he pointed out, on the day of the Culture of Learning and Teaching
campaign launch at P.J.Simelane High School in Dobsonville in 1997,that "without a
culture of learning and teaching and effective management, all our plans for
economic growth, for job creation, a better life for all our plans for a better education
system, will come to nothing". In other words, effective management of change and
the establishment of a positive school climate can help all South Africans to realise an
ideal culture of teaching and learning.

4.2   THE AIM OF THE STUDY

The Minister's call for action, Tirisano in July 1999, placed increased pressure on all
managers in the education system to facilitate and implement education policy and
change. The South African Schools Act, No 84 of 1996, provides for a uniform

system for the organisation, governance and funding of schools. Perhaps the most important function of an SMT in any public school in South Africa today is to manage change. Since 1994 almost every part of education has changed. Many people welcome the changes, but change is often very stressful. Change is challenging and rewarding. There can be no growth if there is no change. (Education Human Resource Management and Development, 2000:19).

The aim of the study is two folds. The researcher compares the groups of people in the sample, to ascertain whether there is a statistically significant difference in the motivation, culture of learning and teaching, tension and misunderstandings in schools and the effectiveness of the management of change on school climate and its effect on these people. It is furthermore hoped that the information gained from the study can be employed by future researchers to address the problem(s) identified in the present study. It is hoped that the findings of the study may assist in formulating education policy in the future.

4.3   RESEARCH METHODOLOGY

According to Fraenkel (1993:342) empirical research is defined as research that involves asking a large group of people questions about a particular topic or issue (Neuman, 1997:229). Due to the limit imposed on the length of a research essay, the following research methods were used to collect data:

- **Quantitative Research –** involves description and data collection processes, research designs and statistical procedures that enable research in social sciences

to parallel closely the work of natural science researchers. These include

questionnaires, interviews and observation. Such research follows the scientific

method as far as possible in as much as it attempts to accurately and objectively

research social factors. (Vockell, 1995: 192). In using the above methods the

researcher obtains first hand information because it is easier to encourage the

participants to be as honest and sincere as possible. This research instrument will

enable the researcher to probe managers', educators', learners' and stakeholders'

knowledge and competence regarding change in education. Nevertheless, the

results of this instrument will be validated and checked against the responses on

qualitative structured interviews and direct observations by the researcher (Le

Compte, 1992: 68).

- **Qualitative Research –** In this research, the researcher experiences, inquires and

  examines phenomena. Qualitative structured interviews are conducted within the

  context of real lives of people (Le Compte, 1992: 743). People tend to reveal how

  they believe things should be, whereas what the researcher observes firsthand is

  more likely to reveal how things are. In this research method, participants who

  will best answer the research question are selected. The four parameters in data

  collection: the setting, the participants, the events and the process will be

  considered in the selection of the participants. The following components will be

  included in the research, namely, a heading, instructions to the interviewer, space

  for recording the interviews' comments and space in which the researcher records

  reflective notes (Creswell, 1994: 152). Recording minimises bias in the

  researcher's point of view. A synthesis of what participants tell and what the

researcher observes is imperative, as this will help make sense of data for both the researcher and the participants (Le Compte, 1992:743).

The purpose of using of using data collection is to seek additional information about tha problems and needs identified in the research.

4.3.1   THE QUESTIONNAIRE

Calitz (1998:14) as quoted by Lethoko (1999:109) states that questionnaires are conducted to collect information on an existing situation to obtain standards or norms with which existing situations may be compared. In this case a self-administered questionnaire is an instrument used to collect information from people who complete the instrument themselves – that is, each respondent receives a printed questionnaire which is filled in using a pen or pencil (Bourque, 1995:2).

4.3.2   ADVANTAGES OF A QUESTIONNAIRE

Questionnaires are administered to some sample of a population to learn about the distribution of a characteristic or sets of characteristics or a set of attitudes or beliefs (Marshall & Rossman, 1989:83). The most important fact is that in using questionnaires, researchers rely on the honesty and accuracy of participants' responses. If the researcher is available, it is easier to encourage the participants to be as honest and sincere as possible.

The advantages of a questionnaire are as follows:

- They are cost-effective in the sense that the researcher visits the school once only, there is no follow-up in most cases.

- The researcher is available to answer questions.

- The researcher can monitor communication between respondents.

- The researcher can also monitor completion of the questionnaire properly.

- There is a considerable degree of response rate – people are more likely to respond at a given time (Bourque & Fielder, 1995:9) as quoted by Lethoko (1999:110).

4.3.3   THE DISADVANTAGES OF A QUESTIONNAIRE

The following are the disadvantages of a questionnaire:

- There are some factors which one cannot control when dealing with questionnaires.

- Although one gets first hand and additional information, questionnaires are time consuming.

- The researcher visits the school once only, there lies a hole in the accuracy of the information.

- Only a small population is investigated therefore, information on only that small population can be used to draw conclusions on a large population.

- One cannot always rely on the words of other people, as it is difficult to tell when people are being honest and when they are not (Stair and Reynolds, 1999: 548).

4.3.4   INTERVIEWS

An interview is a face-to-face confrontation; it is an oral exchange between an interviewer and an individual or a group of individuals. According to Fraenkel and Wallen (1993:385), there are a number of reasons why a researcher may decide to conduct interviews, for instance:

a) To check the accuracy of – to verify or refute – the impressions gained through observation;

b) To find out what is on the mind of the interviewees – e.g. – Management of change;

c) To find out the things we cannot directly observe.

For the interest of this research, an informal interview was conducted in the schools that were visited during the research. This interview is sometimes called " an open-ended conversation interview' (Anderson, 1994:115).

The advantages of an interview are that one gets additional information; the interviewee is likely to give an honest answer; the best questions are asked to uncover the inherent problems of the researcher; it can be conducted over the telephone; it reveals important problems and opportunities that would be difficult to obtain using other data collection methods; and it allows the interviewer to ask follow-up or clarifying questions immediately (Stair and Reynolds, 1999: 548).

The disadvantages of an interview are: it is time consuming; it is expensive; and it requires a certain amount of skill and personality.

4.4   VALIDITY AND RELIABILITY

Reliability is a matter of whether a particular technique in research, applied repeatedly to the same object would yield the same result each time (Babbie, 1992:129). That is, if the same questionnaires were to be given to the same respondents after six months, the results could be either the same or show an improvement. An improvement in this case could mean that the respondent has learnt something from the first time that could lead to the effective management of change. The advantage in this research is that the researcher was always available to provide all the respondents with assistance during the completion process.

To ensure content validity the questions were designed within the framework of the relevant topic using four models. Some experts in the research field reviewed the questionnaire to judge the relevancy of each item; even so it is extremely difficult to set a question that everybody reads and interprets in the same way (Grobler and Van Der Merwe, 1995: 15).

Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under discussion (Babbie, 1992:132). The questionnaire that was used was meant to determine how change is managed and the organisational climate that results from the implementation of change. The analysis, which follows, indicates that all stakeholders in education need to be trained about the changes in

education as well as the implementation thereof. The observations and interviews add to the validity of the questionnaire, because they confirm the results of the empirical analysis.

A detailed discussion of the various statistical techniques is impossible. Hence the discussion will be limited to the following:

- A discussion on the validity and reliability of the research instrument;

- A comparison of the independent groups by stating and interpreting the statistical tests involved;

- A comparison of the independent groups containing three or more groups by stating and analysing the appropriate statistical data.

4.5   RESEARCH POPULATION

The research population is the group of interest to whom the researcher would like to generalise the results of the study (Fraenkel, 1993:80). Researchers would prefer to study the entire population in which they are interested, however it is difficult to do so. It could be a time consuming and expensive exercise. For these reasons, the researcher has decided, instead, to use the Gauteng Province as a sample to study.

A sample refers to a group in a research study (Neuman, 1997: 202). One of the most important steps in the research process is to select the sample of individuals who will participate (be observed or questioned) as part of the study (Babbie, 1992: 106).

TABLE 1. (RESEARCH POPULATION)

RESPONDENTS	PERCENTAGE
SMT (Principals, Deputy Principals and HOD's)	29.5%
MALES	40.9%
FEMALES	49.1%
UNDER 36 YEARS	41.0%
OVER 36 YEARS	59.0%
LESS QUALIFIED PEOPLE	65.9%
HIGHLY QUALIFIED PEOPLE	35.1%

In this research the subjects were drawn from the school management team
(Principals, Deputy Principals, and Heads of Department), Educators, Parents and
Students (School Governing Bodies) from the traditionally Black schools in the
Gauteng Province. Altogether, there were 100 participants, from the Gauteng
Province. The significance of using this group was to get the attitudes or beliefs of all
stakeholders in education, towards change in education. Their responses would be
used to determine how people from different levels of qualifications, age and gender,
view the management of change in education.

Schools were visited in person by the researcher to distribute the questionnaires. After
they were filled in, they were collected. Interviews and observations were conducted
for the purpose of this research.

4.6   COMPARISON OF INDEPENDENT GROUPS

TABLE 2. (QUALIFICATION AND GENDER).

Qualification	Males	Females	Total Percentage
Highly Qualified	17,24	21,84	39,08
Low Qualified	22,99	37,93	60,92

When qualification and gender were compared, it was discovered that most of the participants who were highly qualified were females. This also shows that females were willing to give their opinions with regard to how change was implemented in schools.

TABLE 3. (POSITION AND GENDER).

Position	Males	Females	Total
SMT	6,74	22,47	29,21
Educators	16,85	25,84	42,70
SGB	15,73	12,36	28,09
Total	39,33	60,67	100%

With regard to position and gender, females now can be found in management positions. Before the new dispensation, it was considered that females were inferior to males even though they had the same qualifications. With regard to the position in SGBs, the feeling of male superiority still exists because most males are elected into governance positions. The issue of gender equity is still not totally accepted in the Black community.

TABLE 4. (QUALIFICATION AND POSITION).

Position	Highly qualified	Low qualified	Total
SMT	2,30	27,59	29,89
Educator	8,04	33,33	41,37
SGB	28,74	0	28,74
Total	39,08	60,92	100%

From the response of the above participants, it is evident that the traditionally Black schools have more female managers as compared to the apartheid era. Most members elected into the school governing body position, are not illiterate. Female educators still top males with regard to qualification. This shows that females value education more than males.

TABLE 5. (AGE AND GENDER).

Gender	Less than 36	Over 36	Total
Males	20,22	19,10	39,33
Females	20,22	40,45	60,67
Total	40,45	59,55	100%

With regard to age and gender, the highest number of respondents were the older generation, most of whom were females.

TABLE 6. (POSITION AND AGE).

Position	Less than 36	Over 36	Total
SMT	4,49	24,72	29,21
Educators	16,85	25,85	42,70
SGB	19,10	8,99	28,09
Total	40,44	59,56	100%

In the traditionally Black schools, management positions are held by the older generation. Older people are more respected because of their culture. Teaching is no longer a valued profession to the younger generation due to the changes occurring in education, e,g. redeployment.

TABLE 7. (AGE   AND QUALIFICATION).

Qualification	Less than 36	Over 36	Total
Highly qualified	21,84	17,84	39,08
Low qualified	18,39	42,53	60,92
Total	40,23	59,77	100%

When comparing age and qualifications, it is evident that the younger generation comes into the field of education being better qualified because the new dispensation requires a higher qualification for teaching than the one before.

4.7　MOTIVATION

Figure 4.1: The effects of management of change on stakeholders
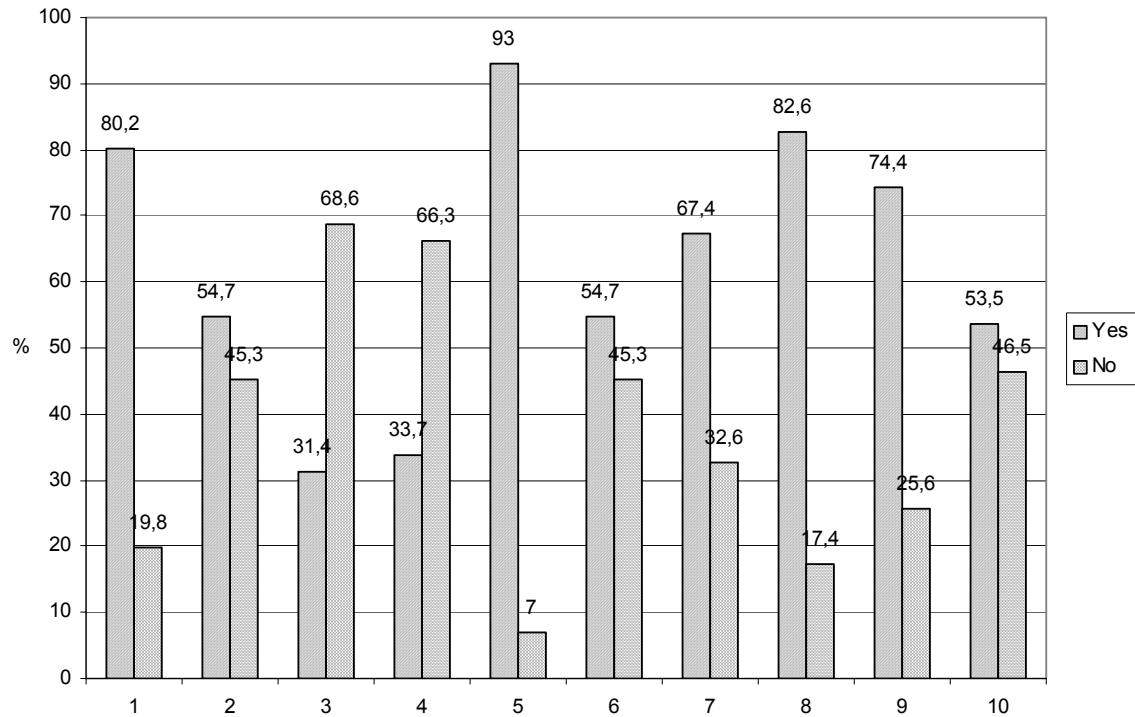
These results indicate a very high motivation level from the participants, and a desire to perform a valuable service to society. Even though most had received training on the implementation of change in education, they still lacked information on the new changes of education, because training was done haphazardly in a short space of time. This is the reason why change is not accepted positively, leading to resistance to change and lack of co – operation.

From the above functions, the three most important functions existing in schools were listed in the following order of priority: (from one up to ten)

- The participants in this research feel that the implementation of change in education is priority number one, because if change is not implemented properly, the results are: lack of co-operation, strained relationships in the organisational climate, resistance and low morale.

- The second highest on their priority list is the co-operation of all stakeholders in education, as it promotes the implementation of change and goals can be attained through the participation of all. This promotes team spirit and a harmonious working climate.

- The third most important functions is based on motivation to carry out duties assigned but are hampered by lack of information. Lack of information is the major cause of misunderstandings and conflict in the school environment.

Other functions, which are of much importance to participants, are: to support the principal, educators and learners in the execution of their work, and the enhancement of education through the provision of resources needed. These are important for the upliftment of the culture of teaching and learning through the utilisation of resources to keep up with the changes of education. Overall the response towards motivation is positive because participants feel keen to work provided change is positively implemented. As can be seen in the table below, motivation scored 6.2 out of 10.

TABLE 8. (MOTIVATION).

NAME	CATEGORY	MEAN SCORE
POSITION	1 (S.M.T) 2 (Educator) 3 (S.G.B)	0,62 0,63 0,62
GENDER	1 (Males) 2 (Females)	0,66 0,60
AGE	1 (Under 36 years) 2 (Over 36 years)	0,61 0,63
QUALIFICATION	1 (Less qualified) 2 (Highly qualified)	0,61 0,64

4.8   CULTURE OF LEARNING AND TEACHING

Figure 4.2: The culture of learning and teaching.
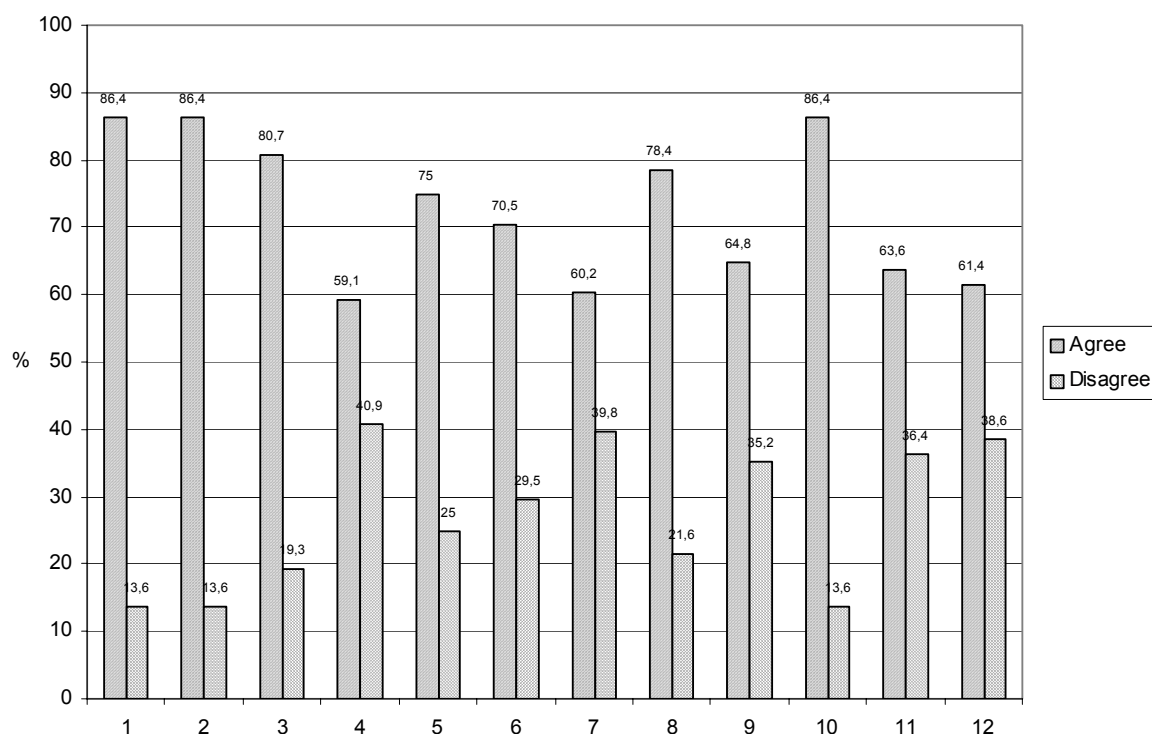
With regard to the reasons for the loss of the culture of learning and teaching, the

following were cited as reasons:

- Lack of punctuality.

- Poor attendance and lack of commitment to educational issues.

- Strained relationships between stakeholders in education.

- Little praise as a reward for educators who perform well.

- Irresponsible stakeholders having a bad influence on people motivated to work.

- Abolishment of corporal punishment.

Participants feel that the above mentioned results hamper the implementation of

change in schools because they lead to loss of culture of teaching and learning. When

educators and learners absent themselves from school everybody concerned stands to

lose. People motivated to work are also discouraged because there is neither praise nor reward. The traditionally Black schools feel that the abolishment of corporal punishment left educators with nothing to discipline learners. Hence there are still some educators who still practice corporal punishment.

TABLE 9. (CULTURE OF TEACHING AND LEARNING).

NAME	CATEGORY	MEAN SCORE
POSITION	(S.M.T)	1.8
	(Educators)	2.0
	(S.G.B)	2.1
GENDER	(Males)	2.0
	(Females)	2.0
AGE	(Under 36 years)	2.1
	(Over 36 years)	1.9
QUALIFICATIONS	(Less qualified)	2.1
	(Highly qualified)	1.9

4.9   TENSION AND MISUNDERSTANDINGS IN SCHOOLS.

Figure 4.3: Tension and misunderstandings in schools.
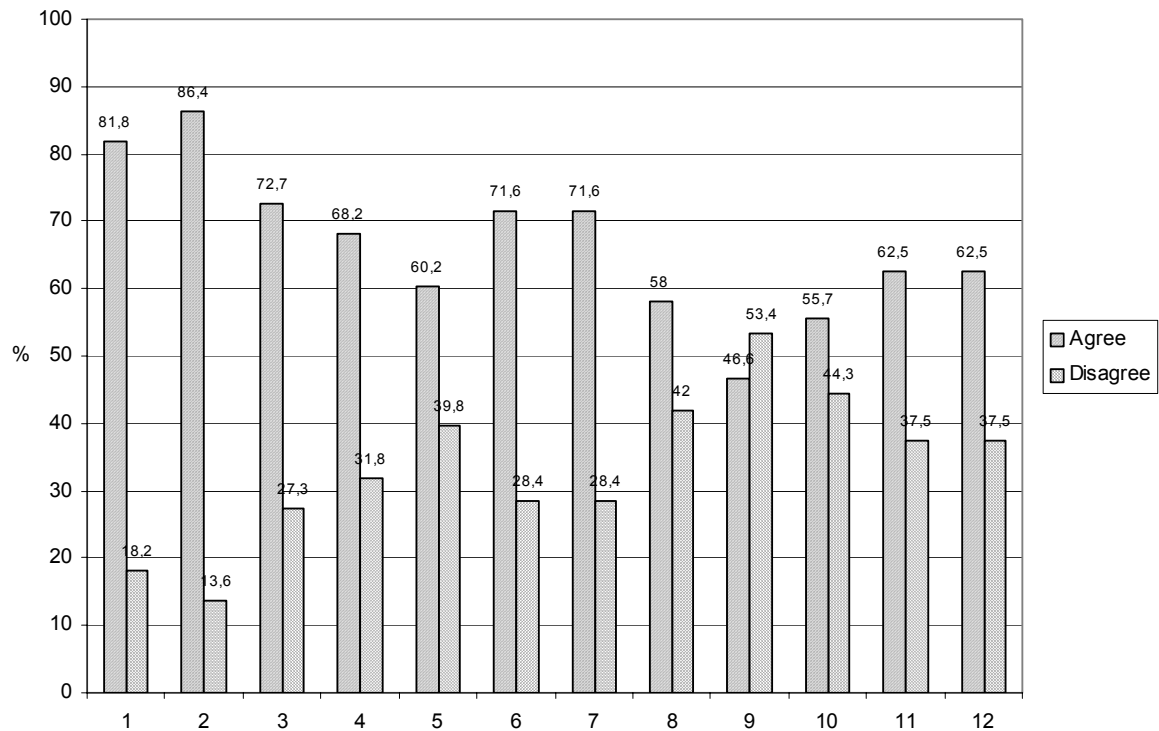
This section concentrates on the power relationships in schools: relationships among principals and educators, educators and administrators, parents and school staff as well as students and educator. The respondents in this section gave the following responses:

▪ Management promotes effective teaching and learning.

▪ There are strategies that focus on change improving the quality of education.

▪ Management still lacks power to influence the course of events towards change.

▪ Stakeholders still experience uncertainty that leads to novel ways of doing things.

▪ Management is not confident about its role in the organisation.

Training given to management, provides strategies for the implementation of change in education, but management still lacks the power to influence the course of events, due to strained relations between members of the school organisation.

With regard to other types of relationships that exist among stakeholders in schools, respondents had to give three more types of relationships, existing in their schools. The type of relationships given by most respondents at number one and two are:

- Teamwork and commitment to work, at position one.

- Involvement in workshops, and

- A clear vision and mission at second position.

When there is teamwork, co-operation and attendance of workshops on the implementation of change, tension and resistance may be reduced and this may cut down on the time needed for change to be accepted.

TABLE 10. (TENSION AND MISUNDERSTANDING).

NAME   **CATEGORY**   **MEAN SCORE**

POSITION	(S.M.T)	2.2
	(Educator)	2.1
	(S.G.B)	2.3
GENDER	(Males)	2.1
	(Females)	2.3
AGE	(Under 36 years)	2.2
	(Over 36 years)	2.2
QUALIFICATIONS	(Less qualified)	2.2
	(Highly qualified)	2.1

4.10   THE EFFECTIVENESS OF THE MANAGEMENT OF CHANGE ON

      SCHOOL CLIMATE

Figure 4.4: The effectiveness of the management of change on school climate.
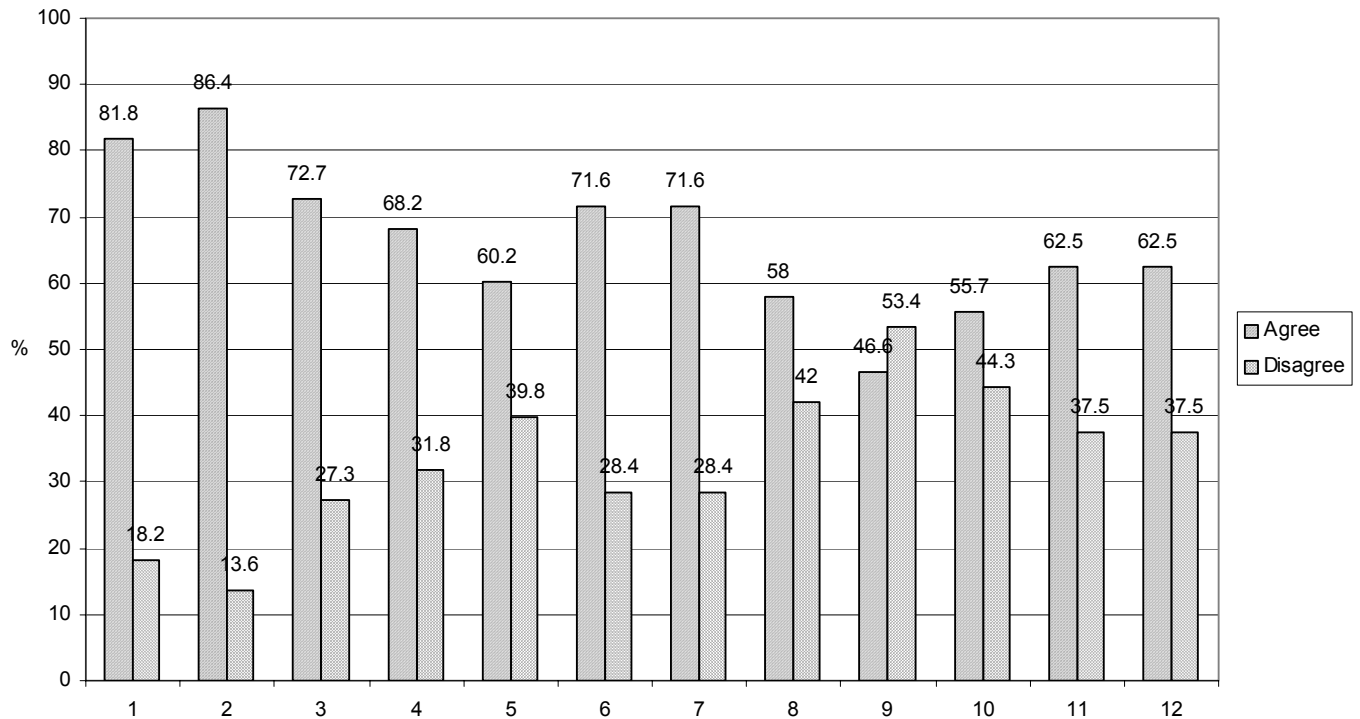
This section will try to determine how the school climate contributes to the effectiveness of education during the management of change. The respondents in this section gave the following responses to the ten given statements:

School climate affects how well schools function. Community support is very important during the implementaion of change, because it brings about a harmonious relationship, which leads to a positive school climate. A manager who creates a positive climate keeps the school staff working as a team and this improves the learning climate. Educators working in a positive climate are free to experiment and determine their own instructional activities.

On the whole, a greater number of samples still feel that there is still pressure to conform to the rules of the system, and that they were not free to determine their own instructional activities. The higher qualified tend to agree more strongly than the lower qualified. But this difference is not statistically significant on a 5% level of significance. The score for effectiveness is 1.8%. This is slightly stronger than the previous ones.

TABLE 11. (EFFECTIVENESS).

NAME	CATEGORY	MEAN SCORES
POSITION	(S.M.T)	1.8
	(Educators)	1.9
	(S.G.B)	1.8
GENDER	(Males)	1.7
	(Females)	1.9
AGE	(Under 36 years)	1.9
	(Over 36 years)	1.8
QUALIFICATIONS	(Less qualified)	1.8
	(Highly qualified)	1.9

4.11   CONCLUSION

The empirical research is used to complement the literature review which only gives the theories, whilst the empirical research gives the real picture of the situation. Observing and talking to respondents gave the researcher the real experience of what happens in each school and how these people feel about management of change.

 In this chapter an analysis and interpretation of some of the empirical data was undertaken. The construct validity of the research instrument was investigated by means of a four models, motivation, culture, tension and effectiveness.

From the research conducted it can be concluded that management of change

determines school climate. Both of these constructs were shown to have construct

validity and high reliability and could thus serve as a basis for measuring and

developing the management of change as well as school climate.

In chapter five, a summary of the research will be given. Important findings will be discussed and recommendations will be made.

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).

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