

**Transitioning through management change: The experiences of
Community Learning Centre Educators**

by

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Submitted in partial fulfilment of the requirement for the degree

MAGISTER EDUCATIONIS

in the

Department of Education

at the

University of Pretoria

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PRETORIA

July 2019

DECLARATION

I, Lucas Chauke declare that this dissertation entitled:

Transitioning through management change: The experience of Community Learning Centre Educators,

which I hereby submit for the degree of Masters in Education in the Department of Early Childhood Education at University of Pretoria, is my own work and that it has not been previously submitted by me for a degree at this or any other institution.

.....

Lucas Chauke

July 2019

LUCAS CHAUKE

HI MINA MANI?

Hi mina Lucas Chauke. N'wana wa William 'Sekhobela' Chauke, a bebhuriwa hi Louisa 'Njakajaka' Chauke. N'wana wa Salome 'Mmatshwane' Chauke (Nee, Lengweng) a bebhuriwa hi Angelina 'MmaMothudi' Lengweng. Ni Chauke xa humba, xioki xa ndzilo.

WHO AM I?

I am Lucas Chauke, the child of William 'Sekhobela' Chauke, born by Louisa 'Njakajaka' Chauke. I am a child of Salome 'Mmathswane' Chauke (Nee Lengweng), born by Angelina 'MmaMothudi' Lengweng. I am Chauke the snail's shell, the carrier of fire.

XITHLOKOVETSELO XA VAHLENGWE

Hi vahleengwe va xinyori xa humba, xioki xa ndzilo, wa Nyoxi, wa Malwana, wa Xisakamimpfi, Malilwana (Ndzolonyana) wa Ntsandza Chavani, Ndzi chava mahika wa mumu wa tolo, wa vukolokoco maribyeni, hlazani mahula homu, madyaswambisi.

CHAUKE (VAHLENGWE) PRAISES

We are 'Vahleengwe' clan; identify ourselves with the snail's shell, the carrier of fire. The sweetest bee from the beehive. The clan that eat raw, uncooked meat. We get irritation from the sunrays.

LETTER FROM LANGUAGE EDITOR

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Transitioning through management change: The experiences of Community Learning Centre Educators

Author: Lucas Chauke

Date of this statement: 27 JUNE 2019



Smithega

DEDICATION

I dedicate this project to my mother Salome Mmatshwane Chauke (Nee Lengweng), and my daughter Lebogang Rinnie Dube (Manzini) who passed on while I was on this journey. I also recognise the inspiration of my late father William Sekhobela Chauke, sister Angelinah Mangali Khonziwe and brother Jacob Ando 'Mendoza' Chauke. May their souls rest in peace.

A word of thanks to all my children, my wife, friends and colleagues. Thank you for the love, support, inspiration, understanding and patience you have shown me to complete this project.

THANK YOU

(NDZA NKHENSA SWINENE)

ACKNOWLEDGEMENTS

Without the input and encouragement of the following, I would not have achieved this mission. They are:

- God Almighty for giving me strength, perseverance and focus to complete this project;
- all professors, doctors and lecturers who encouraged me to persevere and who instilled the need to do research in me;
- Early Childhood Education administrators, your support was incredible;
- my supervisor Dr Roy Venketsamy for guiding and encouraging me to complete this project;
- the University of Pretoria for the opportunity to study and much needed financial support;
- Ms C. Smith for editing and proofreading this dissertation;
- Ms E. Nagel for editing and providing technical skills;
- Ms E. Etokabeka for valued support in my studies;
- my sister-in-law Dr Margaret 'Dorah' Chauke (Hamise) for seeing potential in me and encouraging me to further my studies;
- my wife, wonderful family members and friends, near and far, who supported and motivated me during the experience of this challenging journey; and
- the CLC institutions and participants who contributed to this project. Thank you for your time, availability and input. Without you, this project would not have been possible.

THANK YOU

(NDZA NKHENSA SWINENE)

ABSTRACT

Adult education and training centres, known as Public Adult Learning Centres were managed by the Department of Basic Education until 31st March 2015. On the 1st April 2015, Public Adult Learning Centres were transferred to the Department of Higher Education and Training and changed to Community Learning Centres (CLCs). The educators were not trained, coached or prepared for the transition. This inquiry explores transition through management change: the experiences of Community Learning Centre educators from basic education to Higher Education. This study was conducted by employing the qualitative approach using an interpretive paradigm and multiple case study design.

Kurt Lewin's (1951) three stage theory was used as theoretical framework to assist me in bringing theory and practice together to understand the educators' experiences from their individual meaning and understanding of the transition. The data collection strategies, namely, in-depth face-to-face semi-structured interviews with educators and centre managers were employed. Document analysis was also used to probe the opinions and views of the educators and centre managers. The sample comprised multiple case studies of four CLCs in the Tshwane South District.

The main purpose of the study was to find out how educators and centre managers of CLCs understand, respond and manage the transitioning through management change from the Department of Basic Education to the Department of Higher Education and Training and to highlight the views and opinions of educators and centre managers regarding the transition. The study attempted to further assist educators, centre managers, Community Education and Training College principal and the Department of Higher Education and Training to effectively implement and manage the implemented change or transition under study as well as any transition that may be effected in future.

The study found that educators and centre managers are battling to deal with the transitioning through management change in Community Learning Centres. Educators and centre managers are confused, depressed and fear the loss of their

jobs due to the introduction of hard skills learning areas as they are not trained to offer those skills.

In the light of the findings, the study recommends that Community Education and Training Colleges and the Department of Higher Education and Training should address and support CLCs with physical and financial resources for them to be effective and functional. Educators and centre managers' challenges and concerns should be addressed accordingly to eliminate fears and reduce animosity amongst staff members.

KEYWORDS

- Centre managers
- Change
- Community Education and Training College
- Community Learning Centre
- Department of Basic Education
- Department of Higher Education and Training
- Educators
- Management change
- Public Adult Learning Centre
- Transition

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ACRONYMS

ABET	Adult Basic Education and Training
ABETA	Adult Basic Education and Training Act
AET	Adult Education and Training
CETA	Continuing Education and Training Act
CETC	Community Education and Training College
CGB	Centre Governing Body
CLC	Community Learning Centre
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
GET	General Education and Training
GETCA	General Education and Training Certificate for Adults
HE	Higher Education
NQF	National Qualification Framework
OBE	Outcome-Based Education
PALC	Public Adult Learning Centre
TVET	Technical and Vocational Education and Training

1. CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

Change management is a term often used in an organisation, to refer to all approaches employed to prepare and support individuals, teams and the organisations in making certain organisational changes within an organisation, however this change is also known as transition (Turner, 2017). According to van der Westhuizen (2002) change management is the discipline that guides how organisations prepare, equip and support their staff to efficaciously adopt the change in order to initiate organisational success and outcomes.

Change management incorporates the organisation that can be applied to help individuals make positive personal transitions resulting in the adoption and realisation of change (Kotter & Schlesinger, 2008). Change management aims to apply an organised and efficient approach to ascertain that the individuals impacted by the change are successful by building support, addressing resistance and developing the required knowledge and ability to implement the change (Sidikova, 2011). The employees can be engaged throughout the process of transitioning to give them a sense of worth and to assist them to value their contribution to management change (Turner, 2017).

This study investigated educators' experiences of transitioning from Public Adult Learning Centres (PALCs) to Community Learning Centres (CLCs) in the Tshwane South District (Gauteng). The Department of Basic Education (DBE) formerly managed Public Adult Learning Centres (PALCs) and was responsible for all its management and governance tasks. These centres were responsible for offering Level 1 (Grade R-2), Level 2 (Grade 3-5), level 3 (Grade 6-8), Level 4 (Grade 9), as well as an opportunity to rewrite Grade 12 (ABETA, 2000). The Ministry of Education decided to reorganise the entire adult education sector, thus transferring the responsibilities from the DBE to the Department of Higher Education and Training (DHET, 2010). The reason cited for this is that the basic education sector is responsible for basic primary and high schools education (SASA, 1996). Higher

Education Sector is responsible for post-schooling education at tertiary level and carries the hopes of many adults and youth for the redress of education deprivation (Aitchison, 2003). Thus educators and centre managers are responsible for assisting adults and youths to achieve their dreams of being educated through PALCs. In Gauteng the PALCs were managed by the DBE for several years until the end of March 2015. On 1 April 2015, the PALCs were transferred to DHET and the nomenclature was changed to Community Learning Centres (CLCs) (DHET, 2018).

This transition from the Basic Education sector to the Higher Education sector had come with numerous changes and challenges. Some of these relate to policy imperatives, nomenclature, roles and responsibilities and delegation of authority. The transition instigated a change in management in the entire adult education sector, thus resulting in the change of management in CLCs. These changes brought about a significant degree of uncertainty and dissatisfaction among educators and centre managers.

As centre manager, I have observed some anxiety, panic and uncertainty among staff members about their work and future after the transition. Staff members started to organise themselves into unions and challenged the implemented transition to DHET. The transitioning through management change from the DBE to DHET motivated me to conduct the study to investigate in depth how the transitioning through management change affected educators and centre managers in CLCs.

This study, therefore, investigated educators and centre managers experiences of transitioning from Public Adult Learning Centres (PALCs) to Community Learning Centres (CLCs) in the Tshwane South District (Gauteng).

This chapter focuses on the introduction to the study, and introduces the main problem observed, the research questions and objectives and provides the motivation for the study. The rationale and background follow next.

1.2 RATIONALE

A “rationale” is a succinct statement explaining how I came to develop an interest in the proposed topic and why I believed that this study was worthy of investigation (Vithal & Jansen, 2010:11). The rationale for my study is briefly elucidated next.

The rationale of this study was sparked by some anxiety, panic and uncertainty that I observed amongst staff members about their work and future after the transition. This transition from DBE to DHET resulted in management change between the two departments and this affected the management of the CLCs. The transitioning through management change from DBE to DHET motivated me to conduct the study to investigate in depth how the transitioning through management change affected educators and centre managers in CLCs.

The need for change surfaced as an aspect that needed to be addressed and the justification for the transition was to establish Community Education and Training College (CETC) as controlling centre to provide managerial leadership for the management and governance of CLCs formerly known as PALCs (DHET, 2006). Furthermore, the transitioning was meant to attain social justice, social cohesion, and equality through fair distribution of high standards that are approachable and skills development opportunities irrespective of class, race, gender, disability or geographical location for all employees of the state (DHET, 2018).

Educators need to have some experience or knowledge of a transition to deal and cope with the change effectively. A sudden transitioning can create a situation whereby educators become uncomfortable and are at a loss to understand the expectations for transitioning and the effect thereof on their employment (Mosia, 2011). Research by Clasquin-Johnson (2011) found that educators did not easily accept change if they were not part of the consultation process or were made aware of such transition. This study investigated how transitioning through management change affected educators and centre managers in CLCs.

Various researchers Mugweni (2012), Mosia (2011) and Clasquin-Johnson (2011) studied transformation and change in the education sector. Mosia (2011) and Mugweni (2012) focused on the impact of curriculum change on teachers' experiences and understanding of new policies, while Clasquin-Johnson (2011)

studied the impact of change and transformation on teachers and found that most teachers ignored and resisted change; few adapted to the new challenges. However, none of the literature has focused on the transitioning through management change in education institutions from DBE to DHET.

This study aimed to close the gap in the literature, by presenting guidelines to DHET during policy reforms of adult learning institutions in South Africa. The study highlights educators' experiences, views, understanding, practices, involvement, opinions and awareness of the transitioning and the effects on its employees.

The significance of the study is that the experiences may assist other educators, centre managers, principals and the Department of Education to gain pragmatic understanding of how to deal with transitioning of management change in the education sector in the future. The study attempts to make useful recommendations for further research and implementation by future researchers and stakeholders interested in researching CLCs. Above all, the study attempts to add value to a specific body of knowledge about the transitioning of management change in CLCs.

1.3 PROBLEM STATEMENT

Previous experiences of transition, within the education system, have proven to be stressful to educators due to a lack of information and support from the authorities (Chetty, 2015). In the past, the introduction and execution of Outcomes-Based Education (OBE) was not favourably received initially (Chetty, 2015; Jansen, 1999). Educators were daunted to deal with the changes that came with OBE as they were in need of appropriate support, knowledge and aptitude to strategise and teach learners with confidence (Chetty, 2015; Vandeyar, 2005). Similarly the transitioning from the DBE to DHET was fraught with challenges. Failure to understand the transition caused confusion amongst employees, and their morals and performances were negatively affected, thus influencing their attitude to accept change. Taking cognisance of the above-mentioned problems and aspects dealt with in the rationale, I opted to investigate the transitioning through management change and the experiences of educators and centre managers in CLCs using the following research questions.

1.3.1 Main research question

- How did educators experience the transitioning through management change from Department of Basic Education to the Department of Higher Education and Training at Community Learning Centres?

1.3.2 Secondary research questions

- What were educators and centre manager's attitudes towards transition of management change from Department of Basic Education to the Department of Higher Education and Training?
- How did transitioning through management change motivate educators to perform their work?
- How did educators cope with transitioning of management change from the Department of Basic Education to Department of Higher Education and Training?

1.3.3 Aim of the study

The broader research aim was to analyse educators' and centre managers' responses on their experiences of the transition through management change of Community Learning Centres from the DBE to the DHET.

The research endeavoured to understand educators and centre managers' reactions, responses and the way they ignore, resist, adopt or adapt to these major changes that have been implemented.

The objectives were to:

- Determine the attitudes of educators and centre managers towards the transition.
- Establish how transitioning through management change motivated educators and centre managers to perform their work.
- Determine how educators and centre managers cope to transitioning from Department of Basic Education to Department of Higher Education and Training.

1.4 CONCEPT CLARIFICATION

The following key concepts used in this study are defined as these were understood in the context of this study:

1.4.1 Transitioning

'Transitioning' refers to the process of changing from one situation, form or state to another (Rundell, 2007:1593). The concept 'transition' is synonymous with change, move, migration, transformation, conversion, alteration, changeover, shift, or switch (Waite & Hawker, 2009). According to Fox and Combley (2014:1953) 'transition' is a change to a new state or the start of using something new. In this study transition refers to the changing or moving of PALCs from the DBE to the DHET. For the purpose of this study, the concepts 'transition', 'change', 'movement', 'transformation' and 'migration' will be used interchangeably.

1.4.2 Community Learning Centres

Community Learning Centres (CLCs) are the satellites of the Community Education and Training College (CETC) where the operations of teaching and learning for adults and youth, who did not complete school, takes place (DHET, 2006). The concepts of CLCs have been adopted in the life-long learning discourse to complement formal learning (Ahmed, 2014; Nile & Uil, 2016; Pham Le, 2017). This study focused on the CLCs.

1.4.3 Educator

The concept of 'educator' is synonymous with teacher or lecturer; it refers to the person who gives lectures, especially as an occupation at university or college of higher learning (SASA, 1996). In this study the terms 'educator', 'lecturer', 'teacher' and 'employee' will be used interchangeably, and they refer to a person responsible for educating or imparting knowledge to adult learners at CLCs (SASA, 1996).

1.4.4 Experience

Hornby (2015) describes experience as something that has happened or occasions or knowledge shared by members of a particular group of society that influence the way they think and behave. The concept 'experience' for the purpose of this

dissertation, indicates the knowledge gained by the educators on coping and adapting to management change in CLCs (Fox & Combley, 2014).

1.4.5 Management change

Management change is a logical activity for preparing the institution to implement on-going environmental changes in business operation; it is a deliberate approach to move the institution forward (Boikhutso, 2013; Cameron & Green 2004). Management change deals with long term strategic activities and sudden changes of the governance of the institution that need to be changed, to improve the productivity level of the employees or by complementing the existing systems of the organisation. Burness (2004:448) states that management change can support new working culture and a set of values in any management area. Having clarified concepts, the literature review is discussed below. In this study management change is synonymous with change management.

1.5 LITERATURE REVIEW

The following discussion serves to contextualise the study from the perspective of relevant literature.

1.5.1 The importance of change (transition) and management change

Change is one of the significant elements that should be handled with care by the top management from the planning stage to the implementation stage. During transitioning through management change, the implementers should consider factors such as effects or impact the transition will have on people and the organisation (Hamlin, 2001). Wognum, Krabbendam, Buhl, Ma, and Kenett (2004) state that it is vital to recognise transitioning through management change as a process that affects both internal and external elements. The internal elements are the people and the resources they utilise to acclimatise to change, while external factors are markets and government laws and regulations the CLCs find themselves during the transition process. Mabert, Soni and Venketaramanan (2003) highlight the importance of carefully planning from the beginning of the development of the idea of transitioning, and continually update the plan until employees are on board.

Transitioning through management change necessitates training or reskilling educators and centre managers as employees of CLCs as organisations. Gotsill and Meryl (2007:24-27) assert that training is a “cornerstone” for building knowledge on transition for the betterment of the organisation. In the process of implementing transition and change in management from DBE to DHET, training was an integral part to achieve the objectives of the transition (William & William, 2007).

Transitioning through management change involves the structural and behavioural adjustments of employees and management to accommodate and maintain the effected change in the CLCs. Management should be supportive to assist educators and centre managers to cope and reduce anxiety and feelings of uncertainty during the transitional process (Boikhutso, 2013). For transitioning through management change to be a success, top management should support employees to adopt or adapt to the new changed environment (Kotter & Schlezinger, 2008).

1.5.2 Effects of management change on organisation

Various critics provide effects on organisational change. Van de Ven (2005) asserts that many organisational changes turned out to be unsuccessful due to the fact that organisational management failed to implement transition smoothly. Kash and Roycroft (2002) argue that organisational change should be carefully managed from the beginning of the project throughout the implementation process until there is stability in the organisation or until it reaches the refreezing stage.

Organisational change – also referred to as organisational transformation – involves change that cuts across and radically affects systems processes and structures. Organisational change refers to a fundamental and radical reorientation of the way the organisation operates. Such a change will not only affect the rationale for its existence, but its structure, systems and processes as well. Organisation-wide change might include a change in vision, mission, restructuring, rationalisation or ‘rightsizing’ (staff reduction) and mergers (Weber, 2008).

The transition of PALCs into CLCs fits into this category, as the vision, mission and restructuring have changed drastically. For example, CLCs governing bodies were dismantled and replaced by the College Council. Centre managers (formerly called principals) no longer report to the district education in which the centre is located,

but to the CETC principal, who reports to the regional office and DHET. Operation systems and structures are affected by the transition. New line managers in the new structure, a new principal, a procurement officer, a financial officer and other staff members in key positions of the college have been recommended by the CETC council and appointed by DHET (CETA, 2006).

Boikhutso (2013) and Duck (1993) state that the organisation change process is described as moving from a stable condition (unfreezing) to an unstable or shaky condition of change (moving) and to the desired state of being able to revert back to a stable condition (refreezing). Transitioning through management change re-energises the organisation's direction, structures and abilities in order to interact with various stakeholders and community integration, to provide better and improved services to its clientele (Ligon, 2009).

Transitioning through management change most of the time creates a power struggle between the top management and the employees. Managers want to obtain their ideas through imposing policies and other objectives of the organisations to achieve specific outcomes (Humphreys, 2005; Walsh, 1995). Strategic planning is the responsibility of top management. Employees need to be convinced to adopt the strategy of the organisation, as this may be resisted by the subordinates. Doble, Wagner (2001) and Boikhutso (2013:40) argue that to facilitate change in an organisation, the organisation should be a "learning organisation." Top management should consider the impact organisational change will have on employees.

1.5.3 Effects of management change on educators/employees

Organisations that need to be successful in implementing transitioning through management change need to recognise the social aspect of the employees. According to Clegg and Walsh (2004), social aspects are the most vital aspects in any transitioning through management change. Employees usually persist with their mind-sets, attitudes, beliefs and behaviour if they do not understand the reasons for change (Clegg and Walsh, 2004). Austin and Currie (2003) argue that change is not only the way employees' act, but the way they think, employees' mind-set and

culture need to be shifted if there is going to be permanent transitioning with labour peace and harmony in the education sector.

Lanning (2001) argues that transition or change without consultation with the employees may have negative effects on employees causing resistance. Todnem (2005) highlights the fundamental task of modern management. Top management should lead organisational change; involve employees through communication to reduce their fears and uncertainties. Involvement of employees at early stages of transitioning eliminates resistance to change (Swarnalatha & Prasanna, 2013; Saks, 2006). Radical change threatens job security and economic freedom that employees enjoyed before the transition from DBE to DHET (Boikhutso, 2013).

Transitioning through management change is an issue that every leader, employee and management should deal with on a daily basis for them to cope with change (Schmidt & Jackson, 2005). Employees need to be committed to the transition as employers' expectations are to continue providing good service to the clientele by raising their performance level higher and change their attitudes and behaviour at the same time (Sturdy & Grey, 2003; Taylor-Bianco & Schemerhorn, 2006).

Successful change should be driven by motivated employees, therefore, it is the responsibility of DHET, as the employer, to keep employees motivated in order to provide best educational service with minimal disruptions or resistance to change (Sidikova, 2011).

When fear is reduced, employees become energised and readily embrace change and performance levels increase. Employees find new reasons to go along with management as they experience new opportunities, learning new tasks and overcoming challenges (Silvia, 2006). Cook (2005) as well as Mosia (2011) argues that educators' response to change is closely linked with the way the transitioning process is managed and effected. The transitioning through management change of CLCs from DBE to DHET is no exception, DHET should handle the implemented change with care and sensibility.

Change can be either passive or active. Response to change is met with ambivalence, since there are those embracing it, but on the other hand those who

are angry and frustrated, since they are not aptly informed (Clasquin-Johnson, 2011). Yet, reform can also become an opportunity to realise novel career prospects (the probability or chance for future success in the profession); some respond by ignoring, resisting, adopting or adapting and accepting the change (Datnow & Castellano, 2000).

Miller (2007) and Chetty (2015) assert that policymakers fail to collaborate with educators and do not avail themselves to obtain full co-operation bearing in mind moral purpose. Classquin-Johnson (2011), Mosia (2011), Mugweni (2012) and Chetty (2015) found that a definite hindrance to successful curriculum implementation is a lack of resources. Furthermore, insufficient professional training of employees handicap transitioning and acceptance of novel ideas. Educators become resistant to change and become stuck in their old, secure ways, because they have to make a quantum leap to be able to cope with the new proposals (Mugweni, 2012; Cohen & Hills, 2001). They may ignore change due to a gap between policy and implementation (Kallery & Psillos, 2002).

According to Kennedy (2005), change is diversely interpreted by educators. Whereas some silently resist change, there are those who openly oppose it and treat it with animosity. Transitioning through management change requires strategic planning and sensitivity as educators may become resistant when observing any threat to their freedom and personal parameters (Chetty, 2015; Kennedy, 2005).

Mosia's (2011) findings correspond with those of Hargreaves (2005) who is of the opinion that educators and centre managers become hostile to change the moment their comfort is threatened in the course of management change. A lack of motivation and uncertainty about the future, due to management change often dampens the spirit of educators to perform at their optimal level (Hargreaves, 2005).

Chetty (2015) and Drake and Sherine (2006) assert that the level of educator experience and supportive training influence their willingness to adapt to change. Educators might even embrace the change and go with the proposed suggestions (Chetty, 2015). Educators adopt change through varying degrees, depending on the available resources, their understanding of the transition, the type of educators and the time they need to adjust to the transition (Remillard & Bryan, 2004). This study

investigated how educators and centre managers adopted or adapted to the transitioning through management change and how they experienced migration of CLCs from DBE to DHET.

Bellar and Dyer (2007), Chetty (2015) and Mugweni (2012), assert that successful adaptation to change pivot on educators' acceptance and recognition of the existing challenges and willingness to face initiatives proposed by DHET to develop their abilities by considering their unique needs. If educators can overcome the fear of change they can enter the information-seeking phase and successfully adapt to the transition. The study further investigated how educators and centre managers ignore, resist, adopt or adapt to the transitioning through management change and their experiences of the transition of CLCs from DBE to DHET. This is fully discussed in Chapter 2 in the literature review.

1.5.4 Policy requirements for the transition from Basic Education to Higher Education

Adult education in South Africa has undergone tremendous and rapid change from the traditional concept of "night school" to Community Learning Centres (CLC) under one Community Education and Training College (DHET, 2015). One of the highest priorities of the post-school system is to improve the quality of teaching and learning in order to address the triple challenges of poverty, unemployment and inequality (DHET, 2010). This would address people who do not qualify for admission to Technical and Vocational Education and Training (TVET) colleges or universities (DHET, 2006).

The goal of changing PALCs into CLCs from DBE to DHET is to achieve an effective post-school education and training system, to break the back of adult illiteracy, to provide second-chance opportunities to young people and adults who did not complete school or who for various reasons did not get the opportunity to attend school (DHET, 2013). Furthermore, the idea is to provide flexible, lifelong and continuing education in communities. CLCs seek strategies that will increase access, improved quality and relevance, diversification and integration, mobility and innovation. The target is to attract 92 000 learners (students) to institutions, with an average pass rate of 50%, until 2020 (DHET, 2016). The central tenet of this commitment is to address the needs of out-of-school youths and adults, and

generally to ensure that the curriculum responds to South Africa's socio-economic needs (DHET, 2016).

The CLCs, through educators and centre managers, can meet the challenges of educating young adults and ensure that they secure a place among the winners. This can be achieved through smooth integration into the global economy through the provision of quality education to raise community awareness. In addition the following aspects will receive attention:

- mobilisation of resources;
- introduction of gradual community educational programmes;
- promotion of a culture of excellence in education and training in communities;
- integration of teaching and learning with community development;
- promotion of sustainable programmes; increased capacity building amongst staff; and
- fostering of a sound partnership with business sector for additional funding, especially for skills/vocational and non-formal programmes are all of crucial importance (DHET, 2016).

These above-mentioned aspects are the policy requirements to take the transitioning through management change of CLCs forward. However, change can occur in various ways. These ways are discussed next.

1.5.5 Types of change

There are numerous classifications of change and management change (Weber, 2008). Seel (2000) outlines four types of change, namely: process change, system change, structural change and organisational change.

1.5.5.1 Process change

Process change refers to change in the process employed by the organisation to generate the output of the organisation. In education, this would refer to the teaching and learning processes aimed at producing a trained and skilled workforce (Weber, 2008; Verwey & duPlooy, 2003). In this study I explored how training and development of educators and centre managers were introduced since the transition of CLCs from DBE to DHET.

The change from DBE to DHET was a top-down process, where new initiatives were introduced and hastily implemented through a cascading approach, that in the end resulted in organisations (CLCs) adopting the new policy. The expectations and philosophies on which teaching and learning of CLCs operations after the management change were not adapted by DHET (Chisholm, 2000; Cross, Mungadi & Rouhani, 2002; Geysers, 2000; Killen, 2001; Jansen, 1999; Messerschmidt, 2003; Van der Horst & McDonald, 1997).

The new operating standards, policies, laws and administrative procedures should be introduced to educators and centre managers slowly, through vigorous training programmes that would enable them to acclimatise or adjust with ease after the transition. Although this applies to all CLCs in South Africa, this study focused on CLCs in the Tshwane South District in Pretoria.

1.5.5.2 System change

System change refers to changes in the sets of procedures employed by an organisation to ensure the smooth running of the organisation. Typical examples of a new system introduced in education include the procedures and practices developed to ensure performance management and staff development. Seel (2000) asserts that system change in the organisation is often not systemic, that is, it rarely takes account of the wider implications for the organisation as a whole. Thus change often occurs within a specific area or sector of the organisation. Secondly, depending on the size of the bureaucratic organisation, a range of system changes may be introduced in a gradual manner, with the result that these changes are often asynchronous, confusing or contradictory. A system transition should be carried out in such a way that it accommodates new procedures and processes that will be employed for the smooth running of the CLCs. This study explored the new processes and procedures of the CLCs.

1.5.5.3 Structural change

Structural change involves changing the internal form or structure of the organisation. Seel (2000) claims that in modern organisations, structure is usually imposed from outside and is not always a natural process that develops through the needs and interactions of people in the organisation. A conscious decision is made

to move, for example, from a hierarchy to a matrix or from functional divisions to process-focused work teams or regrouping or reshuffling functional areas. Whatever the structural change introduced, it impacts on the employees in the organisation by determining who asserts power, who is left out, who gets marginalised and who is declared redundant. For example, a major achievement of the African National Congress government newly elected in 1994 was the dismantling of the Apartheid structures for the delivery, provision and allocation of education resources along racial lines (DHET, 2004).

The transition of adult learning centres to community learning centres changed the structure of adult centres in the sense that adult centres were governed by governing bodies in each and every centre (ABETA, 2000), since in the transition governing bodies were dissolved and a college system was introduced, involving different CLCs. One college absorbed 47 centres in Gauteng and one governing council was established. The whole structure for the delivery, provision and procurement of adult education changed completely (CETA, 2006).

This study explored how structural changes from the DBE to DHET influenced the educators' experiences and understanding of and responses to this transition through management change.

1.6 THEORETICAL FRAMEWORK

A theoretical framework is a structure that supports this study; it locates the research study in the right perspective and show the origin of the research (Maree, 2012:30). Kurt Lewin's (1951) three step change theory that was developed in 1951 was implemented to lead the empirical inquiry, since it acted as lens to describe and interpret the phenomenon; moreover, it assisted to determine the depth of the study and guided the analysis.

According to Kurt Lewin's (1951) model, there are three steps in the process of changing the behaviour of employees. The first step is process of changing behaviour by unfreezing the existing or current situation or environment. The second step is the process of changing behaviour which involves movement and the third step is refreezing.

Kurt Lewin's (1951) theory outlined the first step in the process of changing behaviour of employees as to unfreeze the existing or current situation or environment. The existing or current state is regarded as the equilibrium state or condition. Unfreezing the condition or the environment will overcome the strains of individual resistance to change and group conformity.

The second step in the process of changing behaviour is movement. Here it is imperative to move the target system or educators or centre managers' mind-sets to a new level of equilibrium.

The third and last step is refreezing. This step needs to take place after change has been implemented. This is to ensure that the change is sustained, and employees do not relapse and go back to their old behaviour.

The theoretical framework of Kurt Lewin (1951) was applied to this study by focusing on transitioning through management change and investigating the experiences of CLCs educators from DBE to DHET. The transition and management change of the adult sector was experienced by educators and centre managers, attempting to understand and implementing new policies, laws, administrative procedures, operating procedures and structural changes they have encountered in the new environment (Anderson, 1997; Bellah & Dyer, 2007; Mugweni, 2012; Sweeney, 2003). However, Kurt Lewin's (1951) theory is fully outlined in Chapter 2. The research methodology is discussed next.

1.7 RESEARCH METHODOLOGY

The research methodology embraces the epistemological paradigm and research approach (Maree, 2016). The research methodology further comprises the research method, research design, sampling procedure and data collection and analysis.

1.7.1 Research approach and design

"A research design means the plan for conducting the study" (Creswell, 2013:49). This study was conducted by a qualitative research approach with an interpretive paradigm to investigate how educators and centre managers experience transitioning through management change of CLCs from DBE to DHET (Cohen, Manion & Morrison, 2011). An interpretivist paradigm is characterised by a concern

of the individual to understand the subjective world, thus, an interpretivist paradigm was employed to understand the subjective experiences of the educators and centre managers in their natural settings. A multiple case studies design were used to select four Community Learning Centres. Yin (2009:18) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” A multiple case study of four CLCs was explored (Yin, 2011).

A multiple case studies design of four CLCs has been chosen, because a case study embodies the opportunity to probe situations in ways that a numerical analysis fails to do. Cohen, Manion and Morrison (2011:291) furthermore postulate that multiple case studies are worth double the amount of data than in a single case study. By employing multiple case studies, it afforded me the opportunity to gather rich, clear and detailed descriptions of educators and centre managers’ subjective experiences of transitioning through management change of CLCs from DBE to DHET (Yin, 2011; Maree, 2016).

1.7.2 Research context

Educators and centre managers were the main focus of this study, drawing attention to those educators and centre managers who were affected by transition through management change from DBE to DHET. Participants were selected from four CLCs; Centre A was situated in Mamelodi East, Centre B was situated in Mamelodi West, Centre C was situated in the East of Atteridgeville and Centre D was situated in the centre of Atteridgeville. Sites were selected, based on purposeful sampling to access “knowledgeable people” (Cohen, Manion & Morrisons, 2011:157). The selected participants had in-depth knowledge and were informed of the transition through management change.

1.7.3 Sampling procedure

Sampling can be described as the process of selecting participants from whom data are collected to answer the research question (McMillan & Schumacher, 2014). A purposive sampling strategy was used to identify research sites and participants. Purposive sampling was used to improve the value and the quality of the information

obtained from the participants (Creswell, 2013). In this study the sample was drawn from educators and centre managers who had more than three years of teaching experience and experienced the transition of moving from DBE to DHET.

1.7.4 Data collection process

Data collection is described as the strategy to collect data to answer the research question from the people immersed in the setting of everyday life in which the study is framed (Maree, 2012). In this study I collected data through semi-structured face to face interviews and document analysis (Fisher, 2010).

1.7.4.1 Semi-structured interviews

In this study semi-structured interviews were used to corroborate data emerging from other data sources (Maree, 2017:93). I conducted semi-structured face-to-face interviews with four educators and four centre managers due to their common characteristics that relate to the topic, to solicit participants' personal subjective views and the way they perceive their world and how they experience and make sense of the transition of PALCs to CLCs and how it affects their work (MacMillan & Schumacher, 2014). Semi-structured, face-to-face interviews were used to extract the data from the participants. The interviews allowed for elaboration and enabled me to collect the needed information; in addition, they allowed participant freedom of responding in an environment conducive to voluntary participation to illustrate concepts, thus creating meanings that ostensibly resided within participants (Fisher, 2010). Throughout the data collection process, I used a tape-recorder and smart-phone which assisted with the transcription and interpretation of raw data.

1.7.5 Document analysis

Document analysis is the systemic process of reviewing or analysing documents to get the concrete information as evidence to the latest developments of the studied phenomenon (Bowen, 2009; Triod, 2016). The examined documents provided information and illuminated the voice of the interrogated document to gain understanding and develop empirical knowledge on the transition through management change of the CLCs from DBE to DHET (Corbin & Strauss, 2008). Document analysis was used for systemic evaluation of the official public documents from DHET and integrated the obtained data to be part of the study in

order to understand transition through management change in the CLCs (O'Leary, 2014; Triod, 2016).

1.7.6 Data analysis

Data analysis follows data solicitation, since the researcher organises, describes and structures the information to account for and interpret the views obtained from participants (Cohen, Manion & Morrison 2013; Sarantakos, 2000). McMillan and Schumacher (2014) maintain that qualitative data analysis requires categorisation of information and the identification of relationships necessitates the organisation of the data into categories, and identification of relationships. The researcher must arrange the data according to codes and identified themes that emerged and unpack the information as elucidated by the participants' interpretations (Creswell, 2013). The flexibility of qualitative research analysis allowed me to convert raw data into the credible findings of this study (Srivastava & Hopwood, 2009; Okeke & van Wyk 2015). Data collection strategies used in this research study will be discussed further in chapter 3.

1.7.7 The role of the researcher

My responsibility as a researcher entailed entering into a partnership with the participants to be able to solicit and collect data. Furthermore, I was a sensitive interviewer who recorded the experiences, understanding and responses of educators as honestly and faithfully as possible, while at the same time raising additional or probing questions for clarification (Maree, 2017).

I conducted in-depth interviews with four educators and four centre managers. In addition, department of education policies were reviewed. Data were analysed by means of content analysis. I recorded findings and made recommendations only after data analysis (Yin, 2011). I was impartial during the research and not involved in the phenomena; I also refrained from influencing participants during the research (Fisher, 2010). To address my research question, four educators (one per CLC) and four centre managers (one per CLC) were selected and interviewed.

1.8 TRUSTWORTHINESS

Trustworthiness is an important element in naturalistic research settings (Maree, 2017:123). Lincoln and Guba (1985) and Shenton (2004) propose four criteria to be considered by qualitative researchers to ensure a trustworthy study, namely, dependability, conformability, credibility and transferability.

1.8.1 Dependability

The concept 'dependability' is used in preference to reliability. Lincoln and Guba (1985) as well as Maree (2017:124) stress the close ties between dependability and credibility, arguing that a demonstration of credibility goes some distance to ensure dependability. This can be achieved through the use of 'overlapping methods' such as individual interviews.

1.8.2 Objectivity

Shenton (2004) and Maree (2017:125) describe 'objectivity' as the degree of neutrality, that is, the extent to which the findings of the study are shaped by the participants and not by my own bias, motivation or agenda.

1.8.3 Credibility

Lincoln and Guba (1985:114) agree with Shenton (2004) who describes 'credibility' as the data authenticity, since it must provide a true reflection of the participants' perceptions and views of the phenomenon studied. Credibility involves congruency of data with the reality of the CLCs (Maree, 2017).

1.8.4 Transferability

Lincoln and Guba (1985) and Maree (2017) are of the view that 'transferability' is the construct used in qualitative research. The findings of qualitative research are specific to a particular environment and specific individuals. It is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations; transferability acknowledges the uniqueness of the situation or condition (Yin, 2016).

In order to ensure trustworthiness, I used audiotapes to be able to record interviews and crosscheck the data. Furthermore, I shared the report with the participants to

clarify the findings as described by (Cohen, Manion & Morrison, 2011; Creswell, 2013). Trustworthiness is discussed in detail in Chapter 3.

1.9 ETHICAL CONSIDERATIONS

Ethical principles such as voluntary participation, informed consent, privacy, confidentiality, trust and avoiding harm to participants were adhered to. Pseudonyms and anonymity were used to conceal the identity of participants. The participants were informed that they have the right to withdraw their participation at any time if they wished to do so (Chetty 2015; Creswell 2013).

The ethical conditions set by the DHET for conducting research in their CLCs were obtained and complied with. Letters of informed consent were written to the principal of the CETC to approve my access to CLCs and permission was granted. The selected centres were informed of the permission to conduct the research in advance by the CETC principal. An ethical clearance certificate was granted after the research proposal had been defended and approved by the University of Pretoria Ethics Committee. The ethical clearance certificate reference number EM 17/03/04.

1.10 OUTLINE OF THE STUDY

The outline of the chapters in the research report is presented as follows:

Chapter 1: Introduction and background

Chapter 1 covers an overview of the study. This includes the introduction, rationale, research problem and clarification of key concepts. The main research question and sub-research questions are highlighted. I indicated how the research methodology, design and data collection strategies sequence were implemented. Chapter 1 also includes the theoretical framework, the role of my involvement as researcher, trustworthiness and ethical considerations.

Chapter 2: Literature review and theoretical framework

In Chapter 2, the literature review is presented. The literature review focuses on the specific research questions of this study. This chapter offers a wide review of the literature regarding this phenomenon in the international, as well as in the South African contexts.

Chapter 3: Research methodology and research design

Chapter 3 shares the research methodology, and research design process. The data collection strategies, analysis and interpretation are discussed. The ethical considerations that guided the study are outlined. Finally, trustworthiness and ethical considerations are discussed.

Chapter 4: Data analysis and interpretation

In Chapter 4 the data collected, and data analysis are presented. Themes and patterns are used to present all the data gathered. Finally, the case studies are compared in this chapter.

Chapter 5: Synthesis of findings and recommendations

Chapter 5 presents the summary of the findings that emerged from the data analysis and reviewing the literature of the research study, and conclusions that linked the results of the study to the research questions posed in Chapter 1. Finally, recommendations and the focus of further research are suggested.

1.11 CONCLUSION

The introductory chapter provided an introduction and background of the study entitled *Transitioning through management change: the experience of Community Learning Centre Educators in the Tshwane South District (Gauteng province)*. The concepts that were used were outlined. The rationale of the study, significance of the study, problem statement, research questions, research methods, population and sampling strategies, data collection, data analysis, trustworthiness, and ethical consideration were discussed and presented. The next chapter, Chapter 2, focuses on the literature review and theoretical framework.

2. CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In Chapter 1, I provided an orientation to the study and gave a brief outline of the literature review, theoretical framework, concepts and research methodology. Chapter 2 provides an in-depth literature review and discussion on the theoretical framework on transitioning through management change: the experience of Community Learning Centre Educators.

The review of literature in this chapter explores related studies on educators' experiences of the transitioning of management change of Public Adult Learning Centres to Community Learning Centres in Tshwane South District (Gauteng Province). From 1994 until 31 March 2015 Adult education and training centres in Gauteng were managed by the Department of Basic Education (DBE). On the 1st April 2015, Public Adult Learning Centres (PALCs) were transferred to the Department of Higher Education and Training (DHET) and changed into Community Learning Centres (CLCs).

Moreover, the Ministry of Education has changed the status of these centres from Basic Education to Higher Education (DHET, 2010). The difference between Basic and Higher Education is that Basic Education is responsible for primary and high schools and Higher Education is responsible for all tertiary level education (DBE, 2011).

In providing an overview of this chapter, concept management change is explored, and the meaning of transition discussed in detail, in terms of the process of change or moving from one form, state, subject, or place to another (Hornby, 2015). In this chapter, I also discuss how management change of CLCs from the Basic Education to Higher Education should merge the CLCs and reflect the effects and benefits of this merger.

I outline the differences between PALC and CLCs and indicate their operations now and then. I further discuss how CLCs should be funded according to the Norms and

Standards stipulated by DHET as well as the constraints of funding services of CLCs.

I use the theoretical framework espoused by Kurt Lewin (1951), the change model, which pays attention to planned change by the decision makers of the sector upon the execution and shared change. The theory consists of unfreezing, change and refreezing. The first stage is unfreezing, which is the state of releasing the present environmental situation or procedure as a crucial concern. The second stage is change or movement, which concerns the moving forward from the old environment to a new environment that requires the transition through management change of the CLCs. The last stage is refreezing which concerns the act of internalising or integrating the change into the tactical plans of the institution.

2.2 THEORETICAL FRAMEWORK

Anfara and Mentz (2006:17) indicate that: "...a useful theory is the one that tells an enlightening story about some phenomenon. It is the story that gives you an insight and broadens your understanding of the phenomenon." According to their belief "A theoretical framework can be used to analyse, interpret and make sense of the social setting being studied" (Anfara & Mentz, 2006:17).

Kurt Lewin's (1951) three-step change theory was used to get an insight and understanding of the phenomenon being studied. The study focused on the transitioning through management change and experiences of Community Learning Centre Educators. The transitioning is of the Community Learning Centres (CLCs) moving from the DBE to DHET. Kurt Lewin (1951) characterises three step changes as the process of unfreezing, changing and refreezing which directly relate to how educators and centre managers feel about the environmental change in the organisation.

Lewin's three-step change theory assists in helping educators and centre managers to understand the implementation of the transition from Basic Education to Higher Education. The theory ushers the change to all parts of the organisation and highlights the vision to all stakeholders in the organisation (Whelan-Berry & Somerville, 2010). These three critical steps proposed by Kurt Lewin's (1951) were

used to guide the study which is concerned with transitioning through management change: experiences of Community Learning Centres educators.

These stages of change have major implications in terms of educators and centre managers, acclimatisation and adaptation to the transitioning of management change in CLCs from Basic Education to Higher Education as it affected their understanding of new policies and operational practice expected of them by the authorities or drivers of change.

Kurt Lewin's three step implementation process

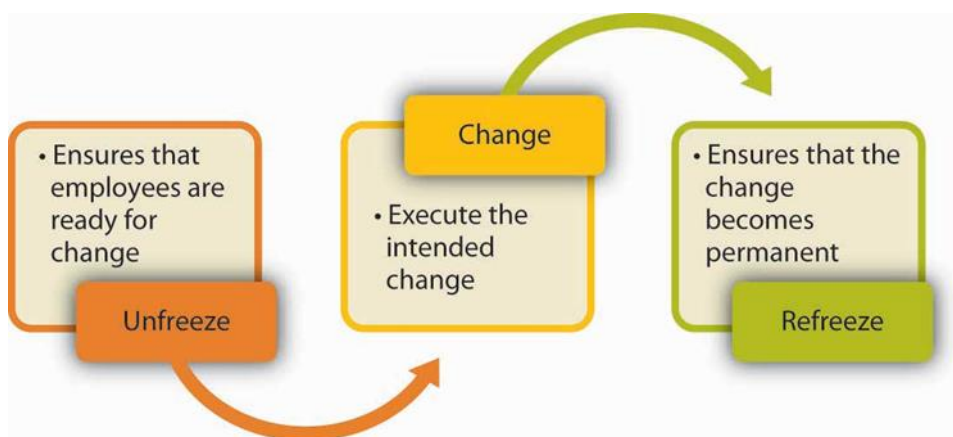


Figure 2.1: Kurt Lewin's (1951) Three Step Change Model

Kurt Lewin's model (1951) describes a three-step process. Stage one is unfreezing. In this stage the authorities or implementers of change prepare the mind-set of the subordinates for the transition to ensure that subordinates are ready for change. The subordinates or employees are encouraged to do away with the old behaviour and thinking. According to Lewin, the first step in the process of changing behaviour is unfreezing the known environment. Unfreezing of the organisation assisted in overcoming the forces of resistance to change (Samuel, 2013).

Stage two is when transition or change occurs and there is panic and confusion amongst the employees while the authorities execute the intended change. During this step, the process of changing the behaviour of educators and centre managers to align themselves with the expectations of the transition is implemented (Turner, 2017). Authorities and implementers of change persuade employees and convince them that their old way of behaviour is not advantageous to them; they need to

change to integrate new values into the organisation (Samuel, 2013). Authorities share the change process with the employees and all stakeholders for the buy-in of the transition (Carter, 2008).

Kurt Lewin's (1951) stage three is refreezing. In this step, implementers of change solidify and convince the employees to accept change. A new mind-set is instilled in the employees so that they should not revert back to their old ways of thinking and behaving. Once there are signals that change has been accepted, the momentum of acceptance should be sustained and reinforced (Turner, 2017). Positive behaviour, no matter how small, is recognised and celebrated during the implementation process (Carter, 2008). Authorities or implementers of change should show bright future reflections ahead and carry the subordinates along. Authorities or implementers of change ensure that change becomes permanent.

2.2.1 Application of Kurt Lewin's theory

Kurt Lewin's (1951) theory is frequently used in various transitions and organisations dealing with change by researchers. It deals with how organisations adopt and deal with transition through management change. Thus, I applied the theory to assist me to answer the main research question. The theory assisted me to interpret and understand that there is a need to change the old way of doing things (behaviour) of the staff and that they have to unfreeze whatever has been frozen or stored in their minds and replace the behaviour with the new thinking. During the unfreezing stage, this theory assisted me to be conscious of having a clear communication strategy that avoided confusion of management change. The unfreezing stage needs a clear communication strategy for the staff members to adjust and accept new change of direction or environment in the organisation. Strong communication encourages staff members to abandon old ways and customs and embrace the new way of doing things (Malek & Yazdanifard, 2012).

In this situation, staff members of CLCs were encouraged to let go of old behaviour and they started to apply new policies, adjusted and adopted new expectations from the authorities. The theory involves sensitising staff members to the expected changes in the CLCs that are real and intense, thus the need to create awareness

for change in the unfreezing stage through communicating the change and how the change would enhance and benefit the CLCs.

During transitioning through the management change process, the drivers of change may plan how the change will be implemented through various stages. Kurt Lewin's (1951) theory makes me aware that the drivers of change should consult and involve employees on the lower ground to minimise the chances of rejecting and resisting the planned change. In the unfreezing stage, the changes are internalised and adopted to become part of the culture in the organisation. In the process of unfreezing stage, the challenges experienced by the authorities as drivers of change need to be carefully managed to ensure that staff members are motivated and the desired results of stability and changed attitude of members are being realised and maintained. In my investigation I observed how staff members dealt with challenges to reach consensus of dealing with change.

Authorities as top management in DHET, in line with Kurt Lewin's (1951) theory, were guided by Community Education and Training Colleges procedure to realise that during the change stage, change needs to be implemented as quickly as possible, within a short space of time. Authorities should take cognisance that change that takes too long, causes employees as staff members to relapse and revert back to their old behaviour. In the change stage, staff members should realise that this is a moving stage and they are moving to another state or environment, and they need to adapt as quickly as possible. Kurt Lewin's (1951) theory alerted me that the change stage has a ripple effect and affected all departments or functions Community Learning Centres, educators and centre managers were encouraged to be on board (Koivula, 2009). If management through transition processes is implemented expediently, staff members of the CLCs could take stock and become aware of the seriousness of the movement or change; this encouraged them to adapt to change swiftly (Lewin, 1951).

In the refreeze stage, authorities as implementing transition, will be aware that they must monitor and make adjustments where necessary to stabilise the new environment for the staff members to understand that there is no point of turning back to old ways of doing things; in my study ultimately staff members of the CLCs were expected to act in accordance with the new demands and expectations in the

new dispensation. The tenets of the theory were employed to me understand that successful change depends on clear communication, consultation with staff members, encouragement of participation by the members and a relationship characterised by trust. When the above is properly managed, authorities may win the hearts and minds of the subordinates and are able to achieve some concessions. They should embrace new change immediately if they are aware and convinced of the need for change. Thus, the applications of Kurt Lewin's (1951) theory had some benefits to this study.

2.2.2 Benefits of Kurt Lewin's theory application

The benefits of applying this theory to the study are that its implementation resulted in encouragement of openness, transparency, trust and honesty in the CLCs thus; transitioning through management change should not be seen as a threat. With proper application of Kurt Lewin's (1951) theory, transition through management change can be viewed as new opportunities that will create space for promotions and advancements of better life for experienced staff members. This new environment energises and motivated subordinates to work better and smarter.

Kurt Lewin's (1951) model reveals that transition through management change should not be implemented without a valid reason; change should be implemented with good and sound reason. The implementation of change should be gradual, so that subordinates can be in a good position to interpret and internalise reasons for change. Authorities plan properly for the transition or management change so that production or services offered should not be interrupted. The theory sensitised me to understand change and to mindful that change should not be sporadic or sudden. All subordinates affected by change should be involved from the planning stage (unfreeze) until change is fully implemented, then refreezing the environment or situation occurs.

One of the benefits is that, Kurt Lewin (1951) proposes three stages for an organisation to move the organisation from the current state to a desired or anticipated future state. Drivers of change, DHET, should be aware of these three stages, namely, unfreeze change or move and refreeze stages. The stages should be implemented chronologically and when one stage can be missed or avoided for

instance, the unfreezing stage and going straight to the change stage this may cause imbalances, and affected staff members may resist change. Prevailing forces such as old values, attitudes and behaviour increase to oppose change. If change is based on rigorous and systematic processes, all affected parties tend to embrace and accept change.

Some of the benefits of adopting Kurt Lewin's (1951) theory are that it made me aware that once implementers of change were able to communicate change clearly, they could win by involving subordinates to get their buy-ins, execute change according to plan. Employees can align and demonstrate that they have a serious desire for change (Swarnalatha & Prasanna, 2013). Subordinates tended not to resist what they created. They owned the proposed change and moved forward with implementation. However, one should realise that, no matter how diligently one may follow the steps, transition through management takes time, and it can be ambiguous and cumbersome. Mistakes can happen along the way of implementation. Authorities need to deal with change cautiously and win the buy-ins and confidence of the subordinates to support and embrace transition through management change from the DBE to DHET.

Kurt Lewin's (1951) theory added value to the study with scientific justification to explore the experiences of the educators and centre managers in CLCs. Kurt Lewin's (1951) theory served as a foundation to guide transition through management change (Adom, Hussein & Agyem, 2018).

Kurt Lewin's (1951) theory assisted me to determine research questions and direct interviews and discussions to keep the research study on track. Kurt Lewin's (1951) theory assisted in answering descriptive qualitative research questions posed to the educators and centre managers as outlined in the research interview schedule (Adom, Hussein & Agyem, 2018). Kurt Lewin's (1951) theory assisted me to formulate my own proposed explanation based on limited evidence as a starting point to trigger further exploration of the topic by future researchers (Vinz, 2015). However, the concept management change is explained to provide clarity of the topic.

2.3 EXPLANATION OF MANAGEMENT CHANGE

Management change is a systemic activity to prepare educational institutions to implement the institutional on-going environmental changes in business operations in terms of strategic objectives, it also instils new values, attitudes, norms and behaviours within the institution (Sidikova, 2011). Management change addresses large parts of business operation, which is planning, organising, leading and controlling. Change management can lead to a number of changes in an institution if a new approach or strategy is being adopted (Popa & Burdus, 2014; Laurentiu, 2016). According to Kemp and Low (2008:228) management change should focus on creating an environment conducive to the implementation of change.

Management change is a tactic that necessitates clarifications and adaptations by educators and centre managers to guarantee the proper fit between occupational approaches and policies (Armstrong, 2009). Management change is open to the changing situation of the institution's peripheral environment due to technical changes, economic variations, political decisions and a need for fresh product development (Verwey & du Plooy, 2003; Wachira & Anyieni, 2017).

Whenever there is management change, the institution is affected in various functional areas, where systems need to be applied (Koivula, 2009). Departments such as Human Resource, Curriculum and Finances need to develop strategies to win collaboration participation and support of all stakeholders in the sector, including top management and executives in the institution (van Tonder, 2004). Institution attempts to improve for the better with the help of change determinations such as new system implementation, change packages and change advocating, in most cases tend to be unsatisfactory and change outcomes do not arise as envisaged (Kotter, 1995; Boikhutso, 2013).

Change can be viewed by educators and centre managers as negative as they may find it unsettling and instil fear and failure of not being able to adapt to change (Mosia, 2011). Authorities should view change management as sensitive issue and handle it with care (Rossiter, 2008). Educators and centre managers should understand management change and learn to adapt to the changed environment (Sidikova, 2011).

Transitioning through management change from Basic Education to Higher Education can be frustrating and overwhelming to educators and centre managers and may lose interest in their profession (Taylor-Bianco & Schermerhorn, 2006). According to Sidikova (2011), authorities must understand the change and how it affects their subordinates, they should constantly motivate, influence and carry subordinates along so that they could understand the transition until they become aware that transition through management change can be of beneficial and provide opportunities in future.

Management change can be viewed as movement from one state or form to another (Hornby, 2015). Educators and centre managers who are in a comfort zone find it difficult to move from one state or form (known environment), to another state or form (unknown environment) (Sidikova, 2011). The challenging part in management change is the ability for management to navigate educators in the same direction (Baca, 2005). Educators and centre managers may learn how and in which direction change is moving, which will give them the ability to understand and embrace change with ease, thus educators will be able to obtain better results from change. For any transition through management change, there are advantages and disadvantages that can be experienced by the educators and centre managers during the process of transitioning.

2.3.1 Advantages and disadvantages of management change

Transitioning through management change can have advantages to the organisation and its employees. According to Petouhoff and Schwartz (2006), the following are advantages that are brought by transition through management change.

2.3.1.1 Increase employee confidence

Successful implementations of change in the CLC enable healthy and positive experiences and consequences to the employees and the sector. When there is a healthy and positive impact of change, these positive effects will rub off and permeate the environment of the employees who will gain confidence and who will be able to deliver an ideal management vision and mission of the sector. Employees become motivated and confident when they are informed and understand the

transition. Confident employees carry their daily responsibilities with ease and pride (Petouhoff & Schwartz, 2006).

2.3.1.2 Growth in employees

Change can bring growth to the education sector if it is embraced by all management and employees as part of operational process of the organisation (Mosenkis, 2002). Transitional change management brings more responsibilities as there is demand of changes in the workplace. Job requirements and other operational requirements force employees to know other skills they did not possess, thus grow in stature (Mabin, Forgeson & Green, 2001). Closing the skills gap is a sensitive part for an institution to continuously infiltrate the marketplace, thus increasing efficiency and effectiveness of employees (Tahir, Yousafzai, Jan & Hashim, 2014). Sometimes change coerces management to improve or increase infrastructure to meet clients' demands. Changing marketing strategies and demographics of the institution to reach target market forces the institution to forge the needed change for growth (Tahir et al. 2014; Jalagat, 2015). Growth becomes evident when the infrastructures and operation facilities increase in size and status quo of the sector or organisation changes (Jalagat, 2015).

2.3.1.3 Competitive advantage

Transitioning through management change can bring a competitive advantage over other competitors if the sector or organisation can be able to adapt quickly to change. Change can require the organisation to employ latest technologies and operational tactics to increase the productivity of the employees and the organisation in general (Wachira & Anyieni, 2015; Huang, Roy, Ahmed, Heng & Lim, 2002). For an institution to have a competitive advantage over other competitors, CLCs as institutions should make a continued investment in its staff and support them to build their capabilities (Sims, 2006; Tahir, Yousafzai, Jan & Hashim, 2014). In implementing these systems before competitors, the action will in practice give the sector a competitive advantage over competitors offering the same product or service (Sims, 2006). This will enforce pride of leadership in the industry or the sector (Jalagat, 2015).

2.3.1.4 Effective communication as strategy

Communication is a very important element for effective implementation of change. A good communication strategy is being used as a tool for announcing, explaining or preparing people for change and can eliminate the risk of fear and failure from the educators and centre managers (Koivula, 2009). Change may be intimidating to educators, thus, the leadership or authorities driving the change should apply good communication strategies to win and change the mind-set and attitudes of educators and other stakeholders within the education system. Educators may not be well informed and misinterpret the proposed change of transitioning from the DBE to DHET (Malek & Yazdanifard, 2012). However, Jalagat (2015:1236) states that no matter how effective the change plan is, if the communication strategy is questionable to the employees, they are most likely going to reject it and will not become involved in the process of the implementation of change. Thus, DHET should bring affected educators and centre managers on board for them to understand the change.

Communication is not a once-off assignment; once educators and centre managers have an understanding and acceptance of the project and the change, constant communication to re-enforce their mind-set is necessary (Gotsil & Meryl, 2007). According to Lewis (2000) and Malek and Yazdanifard (2012) communication and management change are indistinguishably connected processes.

Benefits of management change can stimulate and improve interpersonal relations among staff members, and this can cause them to have the same vision and feeling that they share similar circumstances (Koivula, 2009; Malek & Yazdanifard, 2012). Attraction and the shared mind-set among staff members improve collaboration and are being related with more contented teams and an encouraging work environment, thus, efficiency amongst staff members improve (Riach & Wilson, 2007). On the other hand, transition through management change to be embraced, does not happen by accident. Stakeholders interested in the education sector should be directly or indirectly involved in the process of change for the sector to achieve the desired results (Gvitz, 2002; Osgood, 2006). Kostova and Roth (2003) found that progressive interpersonal relations is positively related to team collaboration and performance, by way of promoting personal actions that are

intended at increasing team worthiness and competence. Top management should invest time and money to train or reskill the educators and centre managers in terms of new laws, operating standards and policies. Understanding the process of change by employees and management increases the level of interpersonal relations and improvement in performance (Jalagat, 2015).

However, there are disadvantages that can be experienced in the process of transitioning through management change. The following can be seen as the negative effects or disadvantages of management change.

2.3.1.5 Poor implementation processes

Poor implementation of transition through management change processes may influence educators to be sceptical about the move of transitioning from DBE to DHET and cause them to become negative about change. Management change can instil fear, confusion and mistrust towards subordinates in the organisation (Petouhoff & Schwartz, 2006; Jalagat, 2015). Processes adopted to implement change should be clearly defined by the drivers of change from the beginning to its execution.

2.3.1.6 Culture and branding change

Transitioning through management change usually changes culture and branding of the organisation. Culture is the way things are done and organisation surroundings (Schein, 2004; Laurentiu, 2016). Schein (2004) argues that culture can be created and manipulated. Leaders need to create a positive culture to achieve excellence; the concept culture is discussed in detail below. Branding is the marketing strategy that is being adopted by the top management or implementers of change to popularise the changed organisation to be well-known to the outsiders (Fox & Combley, 2014). Top management should create and manage new branding to improve the image of the organisation during the transition (Laurentiu, 2016).

2.3.1.7 Lack of support from authorities

Lack of support from authorities of DHET may hamper the vision of the transition. Authorities as leaders and drivers of change should give support to subordinates and convince them to understand the current and the future state of the transition.

(Jalagat, 2015). Many organisations do not take change seriously; they consider change as a waste of time, money and effort, so management is not convinced with the positive impact of management change, which can be detrimental to the effected change (Bowe, 2011; Jalagat, 2015). Success of change requires serious attention and professional support from the drivers of change. Wallace, Edward, Arnold, Frazier and Finch (2009) found that employees that are supported by the authorities have a view that the institution values their effort and their welfare, thus support authorities when they believe that they have employees' welfare at heart. Management change also needs efforts, commitment and dedication of all staff members and other stakeholders to improve effectiveness of the CLCs.

2.3.1.8 Change rejection

Mosia (2011) argues that if educators view change as top-down driven, their immediate reaction is to reject the change and continue as before. This usually happens when policymakers fail to communicate the merits of the policy and the need for change. Kennedy (2005) asserts that educators and centre managers react to change in different ways. Some participants passively resist change, whereas others display aggression and undermine change openly. Resistance is a negative reaction and surfaces when educators and centre managers feel that their freedom is threatened. Educators and centre managers may reject management change as they may feel that management change may bring more harm, destruction and negativity than good to the organisation Chetty, 2015; Kennedy, 2005). Clasquin-Johnson (2011), Mosia (2011), Mugweni (2012) and Wood and Olivier (2007) note that educators and centre managers respond to change by either resisting, ignoring, adopting or adapting.

2.4 AN EXPLANATION OF TRANSITION

In the context of this study, transition refers to the changes of Public Adult Learning Centres (PALCs) to Community Learning Centres (CLCs) and its movement from the DBE to DHET. The concept transition is the act of changing or passing from one form, state, subject, or environment to another (Hornby, 2015). The concepts 'transition', migration and 'change' are used interchangeably to describe how PALCs changed to CLCs and the transition from DBE to DHET. According to Hord, Rutherford, Huling-Austin and Hall (1987) and Lick, Clauset and Murphy (2013),

transition or change is a highly subjective and personal experience. Change is accomplished by individuals (educators and centre managers) as they respond differently to it. Educators and centre managers can, consciously or by default, resist, ignore, adopt or adapt to change or transition.

Rundell (2007:1593) defines 'transition' as a process of changing from one situation, form or state to another over a certain period. For example, transition from the old system to the new one, or transition from school to full-time work. Fox and Combley (2014:1953) define 'transition' as a change to a new state or starting to use something new, such as the transition from youth to adulthood or transition to a new role. In this study the concept 'transition' is interchangeably used with 'change' and 'migration.' Transitions for examples in schools have been experienced differently by educators and centre managers in various national and social contexts (Phatudi, 2007).

Mosia (2011) and Mugweni (2012) opine that workers experience fear and anxiety for the unknown when change is implemented. Mosia (2011) and Mugweni (2012) further mentioned that teachers become confused, unsure, and emotionally affected when new changes are required from them. However, what can be observed to be common is that transition studies capture the socio-emotional and behavioural experiences of the educators and centre managers. Myers (2006) and Jambunathan and Caulfield (2008:257) observe the dearth of research in the realm of transitional change on CLCs or the adult education sector in developing countries, particularly on educators' experiences to transition on management change. To reduce anxiety, confusion and uncertainty in the process of transitioning, CLCs should be properly staffed with the correct personnel who have relevant skills to perform teaching and management functions efficiently and effectively.

2.5 STAFFING OF COMMUNITY LEARNING CENTRE

The Draft Policy on Staffing for CLCs (DHET, 2016) notes that educators at CLCs will be paid in accordance with allocations for Full Time Enrolment, and contracts should accommodate part-time and fixed term contracts and permanent posts. However in Gauteng Province, centre managers and some of the educators are employed in full-time and permanent posts. The majority of educators are employed

in fixed term one-year contracts, at various hourly rates, for example, two, three, or four hours per day. Full-time or permanent posts involved eight hours of labour per day (DHET, 2015).

The above-mentioned policy states that staffing arrangements must comply with the White Paper (DHET, 2013) in terms of providing for:

- access, flexible, differentiation and expansion of learning opportunities; and
- programmes offerings appropriate to particular CLC, including the optimal timing of learning sessions.

The DHET Task team of 2012 recommended that staff employed at CLCs for both formal and non-formal programmes offerings should preferably be drawn from local communities, so that it becomes a place of local employment (DHET, 2012).

The shift from qualifications required of adult educators in the PALCs before the transition to what will be required of educators in CLCs is taken into consideration. This initiative is being addressed in the form of the new Advanced Diplomas whose development is funded by the DHET (DHET, 2015). According to Land and Aitchison (2017) qualifications held by educators in CLCs range from Grade 12 school leaving certificates to postgraduate degrees, and many have no training in Adult Education and Training (AET) (EDTP SETA, 2012; DHET, 2015).

What will now be required at CLCs is a primary degree or diploma, capped by qualification in adult or community education at National Qualification Framework (NQF) level 7. This ensures that educators in CLCs will draw on the body of subjects and content knowledge and are fully conversant with and able to use methods that are entirely appropriate for teaching adults and post-school youth (Land & Aitchison, 2017). Transition through management change causes the CLCs to merge and operate within a common goal or mission, thus it is imperative to review the effects and benefits of the merger on educators and centre managers.

2.6 THE MERGING OF COMMUNITY LEARNING CENTRES

The College Council, which is the body responsible with the governance of CLCs, (under which CLCs are clustered) may initiate the merging of two or more centres

based on the advice of the centre management and the Academic Board or recommendations by DHET officials in their findings during the monitoring and support visits of the CLCs. As part of the transition through management change process of CLCs from the DBE to DHET it is envisaged by DHET those forty seven (47) CLCs in Gauteng will be reduced to thirteen (13) centres through merging in future. The merging could be attributed to the decline of learners (students) enrolment in one or two learning sites (centres) during the transition process, including sites that exist within close proximity of five to six kilometres radius to each other resulting in depleted numbers of learners. Educators and centre managers will be redeployed after being given a list of vacant and funded posts and their location to enable them to exercise their choice. Educators must respond in relation to redeployment in writing within sixty days of the receipt of the notice (DHET, 2017). The merging in regard to CLCs normally have effects on educators and centre managers as staff members of the institutions (DHET, 2017).

2.6.1 Effects of a merger on staff

Hay and Fourie (2002) reflect on the following staff experiences that are directly related to the impact of mergers during the transition of management change:

- the high level of insecurities experienced by people (educators);
- fear of retrenchment is experienced. People fear that they will lose their jobs and positions within organisation through mergers. Support structures should be instituted as centres cannot afford to sacrifice and lose their valuable human resource;
- organisational tradition and identity is lost through mergers. CLCs will lose their initial identities of PALC as new tradition and identity need to be developed under new CLCs;
- lack of clear plans by authorities on mergers may lead to poor communication which may cause uncertainty, rumours, gossips and spread of disinformation among staff members;
- lack of capacity building or empowering of staff regarding the vision, mission and values of the organisation may cause the staff not to understand and embrace mergers of centres, thus, proper business plan should be drafted to clarify the objectives to merger centres; and

- lack of sensitivity for equity, diversity and absence of business plan may result in staff dissatisfaction that may lead to strikes. This needs to be carefully handled by the authorities implementing mergers during the transition.

The effect of mergers on staff morale during transition through management change may be predominantly detrimental and merciless and may lead to a poor attitude towards work; staff may leave their jobs due to insecurity that sets in (Hay & Fourie, 2002; Wyngaard & Kap, 2004). Loyalty and accountability to the institution may be at a low ebb and staff members may be hopeless as they lose optimism for a brighter future for the organisation (Wyngaard & Kap, 2004). However, the merger can bring some benefits during the process of transition through management change of CLCs.

2.6.2 Benefits of mergers during the transition

Mergers of CLCs can be instituted as a result of the following benefits (Singh & Mogla, 2008).

Mergers of centres may create opportunities for promotions as new posts with better salaries may be established:

- Better utilisation of staff qualifications as staff members can be redeployed to positions to which they can be used more effectively and efficiently;
- Centres may share resources to benefit those centres that did not have better resources before the merger; and
- Centres can operate more cost effectively in terms of economics of scale and production quality which can be improved over time.

The empirical research done by University of Pretoria on the impact of university incorporation of college lecturers at the University of Pretoria found that the merger or incorporation impacted on college lecturers in various ways, namely, on their professional work and relationships, finances, self-image and identity, family life, and emotional life. The effects of the merger and its benefits can be attributed to the fact that current CLCs changed tremendously as compared to the former PALCs, because of transition through management change, thus educators and centre managers may experience the differences positively or negatively (Hay, Fourie &

Hay, 2001). Authorities as drivers of transition through management change should ensure that stability is maintained during the process of merger (Cole & Vu, 2006).

2.7 DIFFERENCES BETWEEN PUBLIC ADULT LEARNING CENTRES AND COMMUNITY LEARNING CENTRES

There are some governance differences between Public Adult Learning Centres and CLCs. Centre managers' roles and responsibilities have changed as they no longer assumed the responsibilities of being principals of the centres.

The roles and responsibilities of the principal of the Public Adult Learning Centre were to manage the centre in totality, namely, developing and implementing assessment plans for the centre, monitoring implementation of the assessment plan, keeping records of all finances, documentation, and taking full decisions and implement them. The idea was to ensure that the centre is stable through the advice and guidance of the centre governing structures.

Since the transition through management change of the CLCs, from the DBE and DHET the status of centre managers is being downgraded from the principal post to centre managers' status. Centre managers assume limited decision-making responsibilities in the centre.

Centre managers must consult the Community Education and Training College principal for them to implement operational decisions, thus they have limited powers in the CLCs and cannot take full control (CETA, 2006). Centre managers' responsibilities have shifted to the principal of the college (CETA, 2006). However, one can highlight the differences between the former PALCs and CLCs below:

- PALCs were legal persons regulated by ABET Act 52 of 2000. Currently, CLCs are no longer regarded as legal person and are regulated by the Continuing Education and Training Act no: 16 of 2006;
- PALCs were reporting to the districts, while CLCs report to the Community Education and Training College (CETC) under which they are clustered;
- PALCs were governed by Centre Governing Bodies (CGB), and currently CLCs are clustered and governed by the College Council;

- PALCs' finances were controlled by CGBs and currently CLCs' funds and finances are controlled by the College Council;
- PALCs were operating under the DBE while CLCs are operating under DHET; and
- Learners were working towards General Education and Training (GET) Certificate qualification, and the GET for adults (GETCA) will be introduced in future.

The above differences provide the gist of the differences between the PALCs and CLCs. In the next section I will zoom in how CLCs are funded.

2.8 NORMS AND STANDARDS FOR FUNDING COMMUNITY LEARNING CENTRES

The national norms and standards for funding Adult Education Centres were applicable to the PALCs and were no longer relevant from 1st April 2015. The National Policy on Community Education and Training Colleges (DHET, 2015) states that CLCs, through CET Colleges, will be funded in accordance with Norms and Standard for funding of public colleges in terms of section 23 of the Community Education and Training Act of 2006 as amended in 2013. Previously CLCs were managing funds on their own, after the transition funds of the CLCs are managed by the CET College. As a result educators and centre managers cannot effectively implement the expectations of the drivers of change effectively. CLCs poor funding and little control over funds might hamper the success of service delivery in CLCs (Nzeneri, 2008).

The allocation of funds to the CLCs during the transition was considered by studying the historical background of how funds were formerly assigned to PALCs as done by the DBE. It is significant to note that fund allocation to PALCs were done in accordance with former determination and allocation of funds by the DBE. DHET operates in similar fashion and base the allocation of funds on the previous authoritative departments' decisions. Fund distribution is thus based on past decisions when dealing with the shift from DBE to DHET (DHET, 2015).

A CET College must focus on opening additional deposit accounts for CLCs. These additional accounts must be joined with the main CET College account. It is the sole

privilege of the CET College to access the deposited funds of the subsidiary accounts. Private funds raised by CLCs and learners' fees must be paid into the additional accounts which are instantly linked with the main CET College bank account (DHET, 2017).

The CET College will take charge of the CLCs funds and will be responsible for the administration thereof. CLCs must obtain petty cash from the CET College to manage emergencies such as maintenance issues (DHET, 2015). The National Norms and Standards for Funding CET Colleges provide the conditions for the fair allocation of funds (DHET, 2015):

- The CET College is responsible for allocating funds to CLCs fairly and to inform them about the budget the coming year in November for the following year;
- The allocation must bear in mind the financial needs for the respective year;
- CLCs must realise that money must be spent wisely as assigned per day and a paper budget is followed;
- CLCs must answer about money expenditure quarterly and annually to the CET College; and
- CLCs must follow the conditions and checklist prescribed by the Director General (DG).

CLCs must report the bank balance to the CET College before the conversion of the CLCs' bank accounts into the additional account during the process of changing from Basic Education to Higher Education. There are constraints to consider. They are discussed next.

2.8.1 Constraints on Community Learning Centres' funding

The CLCs as the drivers of teaching and learning in the Community Education and Training (CET) College need funding for educators and centre managers to operate CLCs and perform to their optimal level. Thus norms and standards for funding CLCs should be reviewed and investigated, as this funding affects service delivery by the educators and centre managers (DHET, 2015). When adequate and proper funding of CLCs is not taken care of by the authorities that have power and financial muscles to fund CLCs, educators and centre managers may fail to execute their functions properly and this may lead to the collapse of CLCs (Ukwuaba, 2015).

According to Land and Aitchison (2017) the main constraint on the funding of CLCs is that adult education has historically been poorly funded by the state in comparison to the mainstream schools and universities. Ukwuaba (2015) argues that inadequate provision of funding to CLCs may hinder and adversely affect the success of the implementation of transition through management change. Allied to this is what can be seen as a bias towards CLCs in the allocation of post-school resources. I concur with Land and Aitchison (2017) who assert that the funding of public colleges is decreasing in percentages of the subsidy they should be getting, as it is applicable to CLCs due to the reduced number of learners in Level 1 to Level 4 (Grades 1 to 9) stream as funding of the CLCs is determined by number of learners the CLC has enrolled.

One non-negotiable bottom-line is that CLCs will never be able to charge fees if they are to serve ordinary South Africans in need of the benefits that they could offer. Most of the CLCs' satellites serve disadvantaged communities and should promote the free education concept which tertiary education students in most universities push (DHET, 2013).

The report of the DHET Task Team, (appointed by the minister of education on migration of CLCs from Basic Education to Higher Education) of 2012 notes that adult education is generally viewed as an expense rather than investment, and with many current demands on the state fiscus, it is unlikely that the considerable expenses involved in setting up and running a sound CLC system are going to be easily accepted. Thus, although some saw hope in recommendations of 'robust' funding for adult education (Lolwana, 2009), given current competing demands on the fiscus, another bottom-line is that there may not be enough in the state fiscus to enlarge the CLC sector, even though there is potential for CLCs to increase their financial resources through donations from various businesses or institutions that may form a partnership with CLCs. According to the National Development Agency (NDA, 2013) document when CLCs do not receive adequate funding from the authorities, the allocated funds are exhausted before important programmes could be implemented, thus service delivery suffered. I agree with this notion as a centre manager I experienced CLC coffers dry up before the next allocation of funds for the month is provided, as CLCs are allocated minimal funds every month to operate.

Norms and standards for funding CLCs as policy must be implemented by educators and centre managers. The new changes implemented may cause educators and centre managers to respond differently to transition through management change (Malek & Yazdanifard, 2012).

2.9 EDUCATORS AS THE IMPLEMENTERS OF CHANGE

Change often involves defensiveness, superficiality and bursts bubbles of temporary success. Clasquin-Johnson (2011:40) and Fullan (1993) state that it is beyond the bounds of possibility to have an educational environment where change is continually anticipated, alongside a conservative system, without constant aggravation.

Educators and centre managers' self-concept and concerns begin to take form in the early stages of the transition through management change and influence the way they behave in situations as they move through various stages of the transition, and as the new policies, rules, laws and operating procedures are introduced in CLCs (Early, Pianta & Cox, 1999; Phatudi, 2007). According to Hall and Hord (1987) and Mugweni (2012) educators can move from a lower stage where they may not be concerned about the transition, get more information, personalise the transition, manage the transition, finding out how the transition will affect the clients, until they reach the highest stage where they collaborate with the colleagues to assist each other to cope with the new demands brought by the transition until they refocus in order to work even better. Studies also revealed that the transition through management change process can be experienced by educators and centre managers as traumatic, stressful and at the same time challenging (Broström 2002; Clarke & Sharpe, 2003).

Clasquin-Johnson (2011:39) and Fullan (1993:3) posit that the ability to deal with change and transition is indispensable for survival in post-modern society. The education system is, however, quintessentially conservative and educators are trained in an orthodox way with a strong emphasis on preservation as prescribed by political decision-makers. The result is the continuation of the status quo rather than to adapt to change.

Educators find themselves working in a deeply contradictory profession, where on the one hand, they are responsible for dynamic change and are expected to be creators of new knowledge, yet old customs remain ingrained (Hamlin & Davies, 2001). Demands educators face during transition, highlight change and these requirements are incumbent on them. They are however, handicapped by restrictions and regulations leaving little room for initiative. Authorities do not provide the needed support and guidance with regard to change management (Fullan, 1993).

Sorour's (1997) study in Egypt, found that educators are integral in facilitating reform, but they need to understand and accept it, and are convinced by it and most importantly benefit from it. Thus, if educators and centre managers do not understand the transition (change) and are convinced that transition (change) taking place will not benefit them, they may ignore or resist change. Mohammed and Harlech-Jones (2008) examined the implementation of failures of transition in regard to adaptation to management change in Pakistan and emphasise that implementers of change must take cognisance of educators' realities and professional development as the agents of change. Similarly, Cisneros-Cohernour, Merchant and Moreno's (1999:8) study on curriculum change in Mexico, notes that the design of the change had failed to consider the capacity of educators or the context of implementation.

During the process of transition through management change, as in the case of CLCs, change of laws, policies and administrative processes are inevitable, thus, educators, in response to change, may consciously or by default, ignore, resist, adopt or adapt and accept change as discussed below.

2.9.1 Educators ignorance to change

Studies conducted by Chirume (2007:45) in Zimbabwe, Mweemba and Chilala (2001:36) in Zambia, Samuel (2004:162) in India and Mosia (2011) in South Africa report that pertinent barriers to effective change are inadequate professional development and a lack of resources. The way educators respond and accept change is impacted by consultation, involvement in decision-making, training and assistance within the organisational culture of centres (Papanastasiou & Zembylas,

2006). Most developing countries like South Africa, neglect adult education programmes, and make little money available for CLCs in comparison to formal schooling (Kamerman, 2006; Porteus, 2004).

According to Cisnero-Cohernour, Moreno and Cisneros (2000), educators have to cope with cultural challenges especially when opposite societal traditions and values and customs are emphasised. The New Mexican curriculum underscores assertiveness and individualism, whereas other cultural customs entail collaboration and co-operation. Parents vary in their beliefs and as a result ignore these cultural differences in lieu of addressing this aspect of the curriculum (Cisnero-Cohernour, Moreno & Cisneros, 2000:146). In addition, Cisnero-Cohernour et al. (2000), are against adopting foreign policies, since local content is disregarded.

Cleghorn and Prochner (1997) assert that the Zimbabwean policy proffered educator support of children with gradual change to school life in play-based environments that were child-centred, but instead of addressing the challenges they ignored them. Educators battled with large class sizes, (an average class size of 50), a lack of materials to implement a play-based curriculum and departmental officials added pressure to achieve specific academic goals in regard to progress specifically within the first three months of the academic year.

Significant contradictions between policy and implementation could be observed in Kallery and Psillos' (2002) study on how Grade R educators in Greece responded to curriculum change. Datnow and Castellano (2000) also underscore the educators' tendency to ignore change and to continue like before. Rowan and Miller (2007) argue that educators and centre managers ignore change, because the policymakers fail to involve educators to buy into the new proposals. They neglect moral purpose and do not manage to engage them (Clasquin-Johnson, 2011).

2.9.2 Educators' resistance to change

Resistance to change becomes likely as educators and centre managers, as participants in the process, move from a situation which is known, whether pleasant or unpleasant, to a situation which is unknown, which might not be or might be better than the preceded situation (Botha, Marishane, van der Merwe, van Zyl & Zengele, 2016).

The movement of PALC was the known environment or situation to DHET and it attempted to change it to become accommodating to CLCs, which is the new environment or situation. Authorities as drivers of change need to be open-minded about the actions to follow when introducing change, so that they can have a positive influence on educators and centres managers (Botha et al., 2016). Non-involvement of stakeholders in change process may lead to change resistance as involvement of stakeholders, plays a crucial role for not resisting change (Lewis, Passmore & Cantore, 2011). Moreover, the transfer of educators and centre managers to DHET may be a threat to educators and centre managers, which may lead to resistance to change (Lewis et al., 2011).

According to Botha et al. (2016:53), the intensity of educators' opposition to change depends on what is being changed and whether stability in an institution is being threatened. The more fundamental and emotional the impact of any change is, the greater the possibility of resistance by subordinates. No change occurs without sacrifice and adjustment; therefore, there are psychological reasons for resistance to change, namely:

- **Loss of familiar and reliable situation:** Educators feel a sense of security when the future is certain. When too much deviation from familiar situation occurs, or too many existing practices are discontinued, a feeling of insecurity gives rise to resistance to change;
- **Loss of personal choice or values:** a familiar environment, habits and practices provide trust and security. For organisational change to be successful, educators, as employees, must understand the changes and feel that they are part of and benefit constructively from them. If not, change may not be successful and it may even contribute to educators' experience of a lack of self-confidence with the loss of personal choice;
- **Possible loss of authority:** Change can affect an individual's existing position of authority, self-esteem and sense of approval. An unwillingness to surrender the status quo is then a manifestation of fear of losing the existing status or prestige. Linked to a possible loss of authority is the feeling of being treated unfairly, which is experienced as a severe threat and which results in the limbic

system seizing control and activating the area of physical revulsion in the brain, all of which contribute to a fierce resistance to change; and

- **Not understanding the reasons for change:** Insufficient information or lack of proper dissemination of information may result in not understanding the significance of change. In general, employees need proof that their existing practice does not work before they will consider change. They also need to know how the change is going to improve their outdated practice.

There are many psychological reasons for resisting change, and for the purpose of this study I will concentrate only on the above-mentioned reasons (Botha et al., 2016).

2.9.3 Educators' adoption of change

The concept 'adopt' in this study refers to compliance or acceptance by the educators and centre managers to implement the change, introduced acts, policies, operating procedures and standards. Moreover they display willingness to use the new ideas not formerly used in PALCs when moving to CLCs, and from the DBE to DHET (Fox & Combley, 2014).

Successful implementation is linked with the degree to which educators and centre managers accept and adapt to new transition; it is also vital that the stakeholders must be willing to conform to policymakers' goals (Richardson & Placier, 2002). According to Johnson (1969) and Clasquin-Johnson (2011) schools (centres) are regarded as bureaucratic organisations and educators and centre managers are deemed as bureaucratic functionaries. The latter are in an unfavourable position to initiate change while centre managers and educators are responsible for the preservation of the integrity of external education in its entirety.

Educators' and centre managers' reaction to change is characterised by initial acceptance followed by saturation that often leads to frustration and a pause in suggested improvement (Black & William, 2005). In addition, conformation might facilitate change, but the educators' attitudes may remain the same. This corresponds with the view of Crump (2005:9) who says "values and attitudes are important components of motivation and performance at work." Penuel (2007) concurs with Ryan (2004) and claims that the adoption approach comprises positive

attitudes and loyalty. Datnow and Castellano (2000) posit that imposed changes lead to a culture of compliance and educators express the desire to adopt and implement the changes as effortlessly and harmoniously as possible.

According to Day (2008), performance agendas and monitoring of educators' performance influence them to accept and adapt to change. Policymakers demand educators to be loyal to the reform initiative during the process of transition (Drake & Sherine, 2006). Fidelity is seen as a useful goal, yet restrictions and narrow perspectives impact teaching practices, and cause many side effects. Moreover, the undermining of professionalism, motivation and challenge with goal implementation are characteristics of this process of transition if not dealt with sensitively (Rowan & Miller, 2007). Furthermore, Hargreaves (2005:9) warns against limited and unimaginative structural reform and superficial changes, paying attention to aspects on the surface only. Datnow and Castellano, (2000) recommended that educators become an integral part of reform so that they can make practical and viable suggestions. Educators would buy into reform enthusiastically if their voices are heard (Datnow & Castellano, 2000). Gitline and Margonis (1995) concur by saying that the most effective innovations occur if educators internalise changes, since they had a say in the decision-making.

According to Lindblad (1990) educators who adopt the transition are most likely to be loyal officials who exhibit a positive (or at least a compliant, non-negative) attitude towards transition, but do not necessarily show much in the realms of knowledge and skills. Literature (Carless, 1998; Mugweni, 2012) on educators' adoption of change describes a common pattern whereby an individual moves from the entry level of awareness or initiation stage through to personal construction and control stage referred to as renewal, (Hall & Hord, 1987; Mugweni, 2012) intervention or as critical, educators and centre managers' skills and understanding are put to creative application to the innovation of fresh ideas to deal and acclimatise to transition or change taking place.

2.9.4 Educators adaption to change

The concept adapt, for the context of this study, means changing the behaviour and attitudes of educators and centre managers in order to deal with the new situation

of the transition from the DBE to DHET (Hamlin & Davies, 2001). Hargreaves (1994) states that adapting to change, policymakers need to recognise that educators should develop, define and interpret the change instead of merely adapting or accepting it.

Similarly, Osgood (2006) also argues that educators and centre managers are actively involved in reproducing, interpreting and transforming transitional policies through action or agency. In the current era, educators at centres are encouraged to make adaptations to the national transitional policies of DHET (Gvitz, 2002). Smylie and Perry (2005) emphasise that educators as active agents of change, are encouraged to adapt to the elements of transitional change of the organisation; they have to embrace or align themselves to the new policies, laws and standard operation practices.

Fink and Stoll (2005) and Priestley and Sime (2005), argue that educators and centre managers need to balance multiple issues, including their own ideologies and past behavioural and operational practice as they attempt to adapt or embrace transitional changes they are encountering at their workplace to be aligned with new demands and set standard procedures within the organisation.

I am in agreement with Fink and Stoll (2005) and Smylie and Perry (2005) who maintain that successful innovation is better achieved when educators are actively involved through the process of change, as change reflects the dynamic two-way relationship between the employer and the employee, thus educators as change agents must be included and inducted in every transitional steps of the process until they fully adapt to the new situation. Educators and centre managers are expected to adopt or adapt to new policy guidelines provided by DHET and successfully implement them (Datnow, 2006; Ryan, 2004; DHET, 2017). For educators and centre managers to adapt or adopt transition through management change, there are factors that influence them to respond to change.

2.10 FACTORS THAT INFLUENCE EDUCATORS AND CENTRE MANAGERS' RESPONSES TO TRANSITION OF MANAGEMENT CHANGE

According to Bantwini (2010), Carl (2002), Chetty (2015) and Jansen (1998) there are external factors that influence educators and centre managers' response to transition through management change. Factors relevant to this study include professional development, educator and centre manager support and resources (physical and financial).

2.10.1 Professional development

Professional development is an indispensable ingredient of individual growth and development. Carl (2002:8) highlights that professional development is a process of development and growth characterised by autonomous and independent educator decision-making. Bakar, Amin, Embi and Hamat (2006) focus on ongoing educator development supported by centres, meetings and regions at provincial or national level.

According to Carless (1998) and Chetty (2015), change in developing countries require the following:

- permanent or local availability and regular in-service training. Educators are encouraged to share the new knowledge acquired;
- accommodation of educators' knowledge and experience;
- effective supervision and psychological support to assist educators;
- educator self-motivation and improved working conditions to enhance professional development; and
- workshops, seminars and conferences to entrench information that can equip teachers professionally.

Carless (1998) and Chetty (2015), furthermore propose that successful change requires a focus on educators' developmental needs. On and off-site training are an essential part of educators' training. The on-site training involves realities and innovation of the centre (school). The off-site training equips educators to reflect on the benefits of innovation outside the challenges of the daily routine. Traditional training to improve professional development such as train-the-trainer can

encourage transformation and indicate the way forward; and it may impact initiatives to engage with authorities proposing transition from DBE to DHET (Chetty, 2015; Fullan & Hargreaves, 1992).

Cohen and Hills (2001) caution that acceptance of change without support can lead to rejection and inadequate change. In the same vein, Sweeney (2003) argues that educators will remain at junior levels if their needs are not considered. It may even remain a challenge throughout their careers. Prinsloo's (2007) study on the implementation of Life Orientation programme found that inadequate training handicaps implementation. Professional development is essential for educators to embrace change (Mosia, 2011). Bantwini's (2010) study reports that the unwillingness to adopt the Revised National Curriculum Statement was a direct result of a lack of training. Regular meetings with subject specialists could definitely make a difference. Collaboration with colleagues can also make a difference in the acceptance and successful implementation of change. The direct consequence of a lack of preparation and collaboration was the inadequate implementation of the RNCS and rejection of change. Chetty (2015) and Fullan and Hargreaves (1992) argue that programmes to develop educators should take educators' voice into account. Heidemann, Chang and Menninga (2005) assert that professional development enables educators to move from a state of confusion to one of confidence. The scholars therefore mean that professional development can enhance positive self-esteem and positive acceptance of reform.

2.10.2 Educator support

Rogan (2004) states, educators in developing countries are dependent on the quality of leadership from the district officials. Educators require more structure and guidance to support new innovation. Support from district officials and senior staff members can build self-confidence among educators and centre managers (Jones, 2006). Herberg-Davis and Brighton (2006:90) further agree when stating that principals can help create the organisational structure that supports the transition in the centres as they influence the educators' capacity to implement change by demonstrating critical support, a desire for change and a belief that change is possible and inevitable.

Principals can nurture a supportive culture for change by promoting professional development through increased educator collaboration and teamwork to improve CLCs to perform better (Carl, 2002). By encouraging educators to share their success and frustrations during collaboration and informal meetings, educators embrace self-efficacy and support their peers to refocus (Zimmerman, 2006). Bechtel and O'Sullivan (2007) are of the opinion that the collaboration and support that educators receive from their principals, departmental officials and peers promote their willingness to change.

Bantwini (2010) suggests that departmental officials must invest in providing support structures and promote educator collaboration within and among centres, to ensure that educators develop proper understanding of the transition and its reforms and receive assistance as challenges experienced on the transition arise.

The following may follow if educators are not sufficiently supported. They:

- stagnate;
- experience challenges in implementing policies and will often overwhelm them;
- abandon novel practices; and
- accept poor coping strategies.

In the context of this study, CET College and DHET should provide educators and centre managers with the necessary support through seminars, meetings, coaching, monitoring, workshops, peer support-groups and centre-based support groups such as centre management teams to build educator capacity to deal with the adaptation or adoption of the transition through management change from DBE to DHET (ETDP-SETA, 2012; DHET, 2015).

2.10.3 Resources

According to Rule, Baloyi, Chatty and Daniels (2016) efficacy of Community Learning Centres is linked with at least minimally adequate resources. Thus for CLCs to perform effectively, they need to be able to provide learners with an environment that is conducive to learning and adequately accommodates the range of formal and non-formal learning and community activities envisaged for them. The image of adult learners trying to fit into infant sized desks at PALC should never be

associated with CLCs and the CET College. CLCs should be characterised by suitable and sufficient learning resources such as adequate buildings and furniture (Rule et al., 2016; DHET, 2012). The learning resources should certainly include technological resources that enable secure internet connectivity and have the capacity to rapidly access a range of learning resources (Land & Aitchison, 2017).

2.10.4 Buildings

The task team proposed that community mapping exercises should be the basis of the decisions on the locations of sites of the CLCs. CLCs or subsidiary sites could be located at sites such as schools, technical and vocational educational and training (TVETs) colleges, community halls, or buildings not currently in use, (DHET, 2012:49; DHET, 2015).

Where buildings are shared with other institutions, it might be best for the CLC to use a name different from that of the other institution, in order to make distinction clear (DHET, 2012). This may help the public to be able to identify CLCs, unlike in the past where PALCs were experiencing problems of identity because of PALCs sharing buildings with other institutions (Land & Aitchison, 2017).

In order to realise the plan to offer access to community, more CLCs need to be built, so that the potential user is not more than 10 kilometres away from CLCs (DHET, 2012). Community Learning Centres that have dedicated premises will be expected to operate between 8 a.m. and 9 p.m. and a timetable should accommodate learners who need to attend full-time and part-time, including Saturday classes (DHET, 2016). Additional resources could be available through cooperation with parastatals and the business sector, and synergies could be realised if, and where appropriate, Community Based Organisations (CBOs) and Non-Government Organisations (NGOs) were housed in the CLCs (DHET, 2012).

Problems associated with CLCs in schools include clashes when both institutions need to use facilities simultaneously, for example, during exam time. A lack of appropriate furniture for adult learners is a reality and disagreement over responsibility of paying expenses such as water and electricity occurs (Land & Aitchison, 2017). The above-mentioned factors on transition through management change influence and affect culture of CLCs to change, as policies, operating

standards, beliefs and behaviours of educators and centre managers are directly or indirectly affected.

2.11 CHANGING OF COMMUNITY LEARNING CENTRES CULTURE IN TERMS OF TRANSITION

When there is transition through management change in an organisation, culture of the organisation tends to change. Culture is the way the employees (educators and centre managers) behave and do things in CLCs (van Deventer & Kruger, 2013).

2.11.1 Community Learning Centres culture change

One of the fundamentals of transition of CLCs is to change the cultures of the CLCs. Van Deventer and Kruger (2013:19) define culture as “how things are done here.” McLean and Marshall (1993) and van Deventer and Kruger (2013) define culture as collection of traditions, values, policies, beliefs and attitudes that constitute a pervasive context for everything we do and think in an organisation. CLC culture can be defined as historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths that are understood by varying degrees by members of the CLCs’ community. Culture is reinforced through a system of rites and rituals, patterns of communication, the informal organisations, expected patterns of behaviour and perceptions of the psychological contract (Deal, 1993; Lick, Clauset & Murphy, 2013; van Deventer & Kruger, 2013). The concept of culture came to education from the corporate workplace with the idea that it would provide direction for a more efficient and stable working environment (Deal, 1993; van Deventer & Kruger, 2013).

Culture in CLCs is not always visible to outsiders and even to many insiders, but it is always there and always weak and rigid. The culture is social and normative glue, the common bond that holds together the centre and other aspects of a centre and creates the central features, structures, and approaches that characterise it (Birnbaum, 1988; Lick et al., 2013).

Culture is what sets one CLC distinctly apart from one another; it is a centre self-concept, equivalent to an individual personality. The culture of the centre, for instance, establishes a distinctive set of ground rules, both stated and unstated, for how people in the centre think and behave and for what they assume to be true and

appropriate (Birnbaum, 1988). To change the culture of the centre for its improvement, one must change one or more of the assumptions, beliefs and behaviours of the educators and centre managers in the CLCs (Lick et al., 2013), which are the building blocks of centre culture.

2.11.2 Buildings blocks of centre culture

2.11.2.1 Assumptions

Assumptions in CLCs are the unconscious and unquestioned perceptions concerning what is important and how people and things operate in and relating to the CLC, that is, the unconscious rationale for people continuing to use certain beliefs and behaviours.

Schein (1985:212) and van Deventer and Kruger (2013:20) mention basic underlying assumptions as unconsciously held, learned responses. They are implicit assumptions that guide behaviour and determine how the educators and centre managers, as group members in the CLC, perceive, think and feel about the transition from DBE to DHET.

2.11.2.2 Beliefs

Beliefs are the values and expectations that people hold to be true about themselves. Culture is defined by collective mutually formed patterns of beliefs, practices and values within organisation (Dajani, & Mahamad, 2016:3). Beliefs provide the basis for what people in the centre hold to be right or wrong, true or false, good or bad, and relevant or irrelevant about the transition of the centre and its operations. Belief statement in CLC, for instance, relates to things as the vital role played by the personal interaction of the educators and centre managers, value of the centre status, importance of centre improvements plan, and the need for staff development. Educators and centre managers' assumptions and beliefs, together, make up their mindsets (Lick et al., 2013).

2.11.2.3 Behaviours

Behaviours are the way people conduct themselves on a day-to-day basis. Beliefs are perceptible actions held by educators and centre managers. Assumptions and beliefs are ideally aimed at carrying out the centre vision and mission, whereas

educators and centre managers' mind-sets reflect intentions that are more difficult to discern; behaviours are observable and can be noted objectively, by focusing on how they react to the transition of PALCs from the DBE to CLCs in DHET (Lick et al., 2013). CLCs' culture reflects the interrelationship of shared assumptions, beliefs and behaviours that are acquired over time by educators and centre managers.

2.12 CONCLUSION

This chapter explored transitioning through management change of experiences of educators of CLCs in Tshwane South District (Gauteng Province). Adult education and training centre in Gauteng were managed by the DBE, and they were later transferred to the DHET (DHET, 2010).

The chapter further discussed the meaning of management change and the concept of transition was explained. I argued through literature reviewed how management change of CLCs from Basic Education to Higher Education should merge the CLCs and reflect the effects and benefits of merging the CLCs. I outlined the differences between the PALC and CLCs and indicated their operations formerly and currently. I further discussed how CLCs should be funded according to the Norms and Standards stipulated by DHET as well as the constraints of funding services of CLCs. Thus, I discussed the theoretical framework espoused by Kurt Lewin (1951) to understand the responses and effects of educators as implementers of management change.

Furthermore, I discussed the factors that influenced educators and centre managers of CLCs' responses to transition of management change such as professional development, educator support resources. Lastly the transition of management change altered the culture of the CLCs, thus, the building blocks of culture, namely assumptions, beliefs and behaviours were discussed to answer the main research question. The next Chapter, Chapter 3 will discuss the research design and methodology of the study.

3. CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the theoretical framework and literature review. The current chapter, Chapter 3, presents a description and discussion of the reasons for the choice of a qualitative research paradigm together with its theoretical framework. The chapter elucidates the research design in which the procedure for conducting the study is explained. The term methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific phenomenon (McMillan & Schumacher, 2010:16). This study adopted a qualitative research approach, which was mentioned in Chapter 1, to investigate the transition through management change: the experiences of CLC educators from the DBE to DHET. This study focuses on how educators ignore, resist, adapt and adopt and how they react through different phases and stages of transition until they reach a renewed or highest level through the collaboration with other colleagues to deal with the transition through management change, as discussed in Chapter 2. The sampling of the CLCs, the selection of the participants, research sites, informed consent and the role of the researcher is elaborated on in this chapter. The participants selected for the study are experienced educators and centre managers who experienced the transition of migrating from the DBE to DHET, provided their expressions of reality in terms of their experiences and interpretations as primary evidence via the spoken word (Denzin & Lincoln, 2000; Silverman, 2004).

The data collection tools I used corresponded with the research philosophy. In this chapter I describe and justify the research philosophy, the methodology, the research instruments, the data collection strategies and the process of data analysis. I began this chapter by describing the interpretative nature of the qualitative research approach.

The last consideration of this chapter is ethical considerations for this study that are discussed in detail. Ethical considerations focus on the avoidance of harm to the participants, informed consent, privacy and confidentiality, as well as deception.

Vulnerability of a particular group of people who have certain condition of illness or disability should be taken into account (Blandford, 2013).

The selected research approach regarding transition through management change may encourage educators and centre managers in CLCs to be more interested and curious in the study and wish to be part of the research group. The selected participants may view this as an opportunity to contribute to the body of knowledge of research. The qualitative research approach enabled the participants to participate within their natural environment without leaving the premises they are familiar with (Kinash, 2009).

3.2 RESEARCH DESIGN

Research design is a strategy that rationally connects the research questions with the evidence that has been collected from the participants and analysed the information to understand it better in a case study, eventually delineating the types of results that can arise (Yin, 2014). I was able to utilise multiple case research design and data collection tactics to find out what really transpires in various CLCs in terms of the transition from the DBE to DHET. Semi-structured interviews with educators and centre managers were adopted as part of the research design of the project to collect data from the participants (De Vos, 2000).

Detailed data were collected through open-ended questions that resulted in extracting verbatim quotes from the participants' answers. The researcher is a primary part of the inquiries. The researcher is the main collection tool of the information from the participants as the investigations are carried out under natural settings. The attention is on the design and measures to obtain actual, rich, and profound data from the participants (Nieuwenhuis, 2010).

De Vos, Strydom, Fouche and Delpont (2011) note that qualitative researchers have a tendency to amass data in the field at the location where participants experience the matter or the phenomenon under study. The researcher reached out to the participants, visited them where they worked, interviewed and collected their stories, narrations, and solicited influential and convincing data, literally taking stock of the explanation of their experiences.

3.3 RESEARCH PARADIGM

Guba and Lincoln (1994:107) and Okeke and van Wyk (2017:21) define 'paradigm' as 'a set of basic beliefs that the researcher holds in terms of the relationship to the world and accept the truth on faith without establishing the ultimate truth'. I chose an interpretive research paradigm in a qualitative approach as I wanted the educators and centre managers to construct and merge their own subjective meanings to their experiences on the transition through management change from DBE to DHET in their own individual or social world (Packer, 2011; Okeke & van Wyk, 2017). The interpretive paradigm enabled me to understand how transition through management change real facts around working environment of educators and centre managers are interpreted by them (Kinash, 2009; Edirisingha, 2012). Educators and centre managers were able to express their experiences, perceptions, and emotions on management change, effects on transition, consultation and communication, job satisfaction, resistance and acceptance of change (Edirisingha, 2012).

The qualitative research approach yields valuable understanding into the world of the research participants, especially in their CLC backgrounds (Babbie, 2001). The qualitative research that I chose provided me with information drawn from the local educators and centre managers' experiences (Nieuwenhuis, 2007). Interaction with educators and centre managers in relation to their experiences regarding the phenomenon supported me in my collection of the descriptive data in the participants' personal own words, gestures and feelings and moods (Nieuwenhuis, 2007). The process allowed me to work from an interpretivist position in order to reach a 'holistic' understanding into the way in which educators narrate the movement or a shift from DBE to DHET (Edirisingha, 2012). Consequently the findings made it possible to have a 'deeper understanding' of the scholastic background of the transition through management change from DBE to DHET and its related weaknesses within the school or centre status quo (Nieuwenhuis, 2007:75).

3.4 RESEARCH TYPE: A CASE STUDY

Yin (2009:18) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when

the boundaries between phenomenon and context are not clearly evident.” Thus, this study employed a multiple case study design to enable the researcher to obtain an in-depth understanding of the educators’ subjective experiences of the transition of CLCs from the DBE to DHET as well as to discover the capabilities in dealing with the employment of the transition processes by DHET (Yin, 2011). Furthermore, multiple case studies would allow the participants to describe their experiences and opinions in a collaborating and personal presentation (Ligon, 2009).

In this study, four case studies comprising of four CLCs, two in Mamelodi (one in Mamelodi East and one in Mamelodi West) and two in Atteridgeville (one in the East of Atteridgeville and one in the middle of Atteridgeville) were selected. Case studies of the four selected CLCs were drawn to capture the participants who are diversified in different areas in Tshwane region and have rich-deep information about CLCs transitioning through management change and complexities of the transition of CLCs from DBE to DHET.

3.5 THE QUALITATIVE RESEARCH APPROACH

A qualitative research approach was adopted in this study. A qualitative research approach begins with the assumptions and the use of an interpretive theoretical framework that informs the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem (Creswell, 2013). Qualitative researchers believe that there is a range of various ways of making sense of the world (Smit, 2001).

The idea that a qualitative research approach is a situated activity that locates the observer in the world of the participants implies that the best ways to understand the phenomenon in the setting is to become engrossed in it. This can be done by moving into the organisation that one is studying and by experiencing what it is like to be part of it (Maree, 2017). This suggests that the researcher who is an important research instrument in qualitative research becomes engrossed in the situation as well as in the research process (Nieuwenhuis, 2010). When I carried out one-on-one interviews with educators and centre managers at various centres in Tshwane South District (D4), I experienced and even realised some of the truths that the educators and centre managers are experiencing on a daily basis.

3.5.1 Characteristics of a qualitative research approach

A qualitative research approach was chosen because of the following characteristics as described by Creswell (2013). A qualitative approach enabled me to:

- collect data from educators and centre managers' experiences from CLCs in their natural settings by talking directly to them through face to face semi structured interviews;
- act as the key instrument for collecting data by using multiple methods, namely, semi-structured interviews of educators and centre managers and analysing DHET policy documents;
- build patterns, categories and themes by inductive organisation of collected data. The inductive process enabled the researcher to work back and forth between the themes and database to ultimately formulate set of themes;
- keep focusing on the meanings and interpretation provided by educators and centre managers on the transition through management change, not the researchers meaning and interpretation;
- be aware that the process of research can change as the researcher enters the field or site to collect data, since the process is emergent. The participants or the site can be modified during the process of collecting data; and
- reflect on the whole process of study to develop a whole picture of the study holistically. The research methods employed for the study are outlined.

3.6 RESEARCH METHODS

Description of the research population and sampling strategies such as research sites, sample size, research participants, informed consent and role of the researcher are described and discussed below:

3.6.1 Research sites

A site is a place where particular proceedings of the events are anticipated to happen (McMillan & Schumacher, 2014). Qualitative research involves the study of the research site and obtaining consent to study the site in a manner that will permit the collection of data (Creswell, 2013). The research site is where participants were obtained and research was conducted. In this study, site refers to four CLCs in

Tshwane South District (D4) in Tshwane Metropolitan area (Pretoria) Gauteng Province. Two centres are situated in Mamelodi and two centres are situated in Atteridgeville. CLCs were named A, B, C and D so as to conceal their identity.

- **Centre A**

Centre A is situated east of Mamelodi under Tshwane Metropolitan area. The centre consists of about 1200 learners who are mainly from mainstream schools striving to improve or obtain a qualification in order to be considered when there are better opportunities in terms of job selection. The centre offers Levels 1 to 4, General Education and Training Band, as well as Grade 12 Senior Certificate and National Senior Certificate. Staff members consist of the acting centre manager, forty-one educators who are on permanent and part-time contracts, two administrators and two general workers. Learners are drawn from various areas of disadvantaged and middle-class communities.

- **Centre B***

Centre B is situated in Mamelodi West under Tshwane Metropolitan area. The centre has 2063 learners, involving mainly youth who want to improve their qualifications in order to get better opportunities in their respective careers. They offer Levels 1 to 4 GETC and Grade 12 Senior Certificate and National Senior Certificate. The staff consists of one acting centre manager, 43 educators who are on full-time and part-time contracts, two administrators and four general workers. Learners are drawn from different areas across the South Africa. Most of the learners are from disadvantaged and middle-class communities.

- **Centre C**

Centre C is situated east of Atteridgeville, West of Tshwane Metropolitan area. The centre consists of 1610 learners mainly youth and few adults from disadvantaged and middle-class communities, who strive to improve their qualifications for better future prospects. The centre offers Levels 1 to 4, which is GETC, as well as Grade 12 Senior Certificate and National Senior Certificate. The centre staff consists of one acting centre manager, 22 educators who are on full-time and part-time contracts, two administrators and two general workers.

- **Centre D**

Centre D is situated in the centre of Atteridgeville, west of Tshwane Metropolitan area. The centre consists of 1250 learners who are mostly from disadvantaged and middle-class communities in informal settlements. Most of the learners are young adults who strive to improve their qualifications for them to be considered when there are opportunities in their respective careers or greener pastures elsewhere. Staff members consist of one centre manager, 28 educators full-time and contract educators, two administrators and three general workers. The centre offers Levels 1 to 4, GETC (National Qualification Framework 1) as well as Grade 12 Senior Certificate and National Senior Certificate (National Qualification Framework 4).

Semi-structured interviews were conducted with four educators, one from each centre, and four centre managers, each from a centre. Interviews were done with educators and centre managers as individuals, i.e. one-to-one interview. The interviews were done in centre managers' offices prepared by centre managers at each centre; even though the research sites were in various locations, the venue was participants' personal preferences.

3.6.2 Sampling strategy

Four Community Learning Centres from Tshwane South District (D4) were sampled as research site of the project. Four educators' and four centre managers, who have more than three years' teaching experience and experienced the transition of moving from DBE to DHET were selected and interviewed as individuals. The size of the sample was informed by the number of the CLCs in the Tshwane South district and the purpose of the research question and guard of the data saturation from the participants. The determination of the participants to be interviewed was informed by repletion of themes, patterns and categories to highlight the detailed and rich information given by the informants (Mosia, 2011; Neuman, 2000).

3.6.3 Research participants

Participants were selected on the basis of convenient access without incurring excessive costs. Purposeful sampling was chosen to improve the significance and the quality of the data obtained from the participants (Creswell, 2013). The participants who were selected for the comprehensive studies of the phenomenon

were regarded as information rich informants, because of the facts and evidence they presented (Chetty, 2015; McMillan & Schumacher, 2001). The participants were selected in diverse CLCs in one district (Tshwane South District). Two CLCs in Mamelodi and other two in Atteridgeville.

Four educators and four centre managers were the fundamental focus of the research as information-rich cases who contributed substantially towards the study. According to Grinnel (1993) and McMillan and Schumacher (2001:169):

... there is no single method for the selection of the research participants in qualitative research, but there is relative consensus among qualitative researchers that participants should be selected in terms of the contribution they would make in terms of the research drive and goal.

Educators and centre managers who were selected, are unique, because of their experiences, and they provided rich data during the interview. For the purpose of this study, participants selected were educators who have three or more years of experience in CLCs and they have personal experience of the transition or migration of CLCs from the DBE to DHET.

3.6.4 Informed consent

According to Cohen, Manion and Morrison (2011:78) informed consent is defined as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions.” This definition involves four elements that the participants should be aware of, namely, competence, voluntarism, full information and comprehension.

Voluntary participation and informed consent were emphasised (Babbie, 2007; de Vos, Strydom, Fouche & Delpont, 2013). Permission to do the study was obtained from DHET, Gauteng Community Education and Training College (GCETC) and the selected CLCs. Participants were then requested to sign letters of informed consent before engaging in the study. Participants were enlightened of their voluntary consent and participation in the research study and they were informed that they had the right to withdraw if they wanted to do so. They were neither coerced nor intimidated to participate in the study.

The participants' competence of entering into agreement was also considered when approaching participants for informed consent. Informed consent of this study clearly stipulated terms of participation to improve relationships and rationalisation for the research that were not supposed to be necessary or a hindrance to the participants in any other manner (Hakim, 2000). The participants were knowledgeable about the nature of the study before they signed letters after taking the decision to participate and committed themselves to provide truthful, rich information of their own free will without pressure from any other person (De Vos, 2000; Leedy & Ormrod, 2001).

The participants were informed and educated about the following which is visibly comprehensively specified in the letter. These crucial considerations are mentioned next:

- The aim of the research project and the research methods;
- The time involved in the participation;
- The type of participation expected of them;
- Measures to ensure confidentiality and anonymity; and
- How the results generated from the collected data would be utilised and protected.

The letter of informed consent from participants enclosed as Appendix in this study clearly indicates the freedom to withdraw without any consequences, but at the same time, they were alerted to the fact that there would be no possible benefits or free gifts towards their participation of the study. They would be updated about the scheduled feedback of the results.

3.6.5 Role of the researcher

The role of the researcher was to fulfil the scientific requirement processes of the study. Nieuwenhuis (2007) illustrates the role of a researcher in qualitative research as the main research instrument in the data gathering process and it became accepted that the researcher subjectively is an important element that cannot be avoided or be excluded from the study. As outlined by McMillan and Schumacher (2001:348) a qualitative study is conducted in a natural setting where participants "live and work." Thus, the role of the researcher is traditionally established by the

standpoint of the researcher and more importantly the researcher's association with the participants, in this instance, the selected CLCs.

In my case I could not enter the research site as a complete outsider, as I am involved in adult education in CLCs. Immediately after collecting data I left the research site fully convinced that I neither influenced nor contaminated the information provided by the participants, thus they provided their own constructs (Monette, Sullivan & DeJong, 2005). I had to establish and convince myself of my role as a researcher prior to the collection of data, to guard against bias, and not to have predetermined philosophies influenced by theory from literature collected in Chapter 2 (Yin, 2009).

An effective methodology in conducting a case study research requires the researcher to suspend judgment and preconceived ideas as fully as possible towards the subject matter in order not to affect the processes of data collection and analysis in a negative way (Creswell, 2007). In discussing the data collection phase, I applied the process of case study reduction, which required me to limit depiction from personal experiences and opinions in order to absorb the voice of the participants to a greater degree. I listened attentively to the participants as they narrated their experiences regarding the transition through management change from DBE to DHET (Yin, 2009). According to Merriam (2001), this is a hard phase of case study inquiry as it involves significant self-control and sensible thought from the researcher throughout all stages of the data collection and analysis.

Case study reduction obliges the researcher to recognise that subjectivity and bias are natural human behaviour that can be overcome with what Wolcott (2005) referred to as discipline subjectivity. In other words, a researcher's personal feelings, emotions and thoughts are intrinsic in any qualitative study; the trick is to exercise restriction so that personal biases do not stain study results (Ligon, 2009).

Peshkin (1990) acknowledges that subjectivity of researchers is an inevitable and natural occurrence, but they should strive for objectivity. Moreover, the ways in which personal and professional interests and subjectivity influence data collection and analysis depend upon the researcher's acknowledgement of this subjectivity

and candid recognition of its impact (Nieuwenhuis, 2010). Such information should clearly be indicated in the study results.

My role as the centre manager of one of the CLCs in Pretoria was helpful. In this study I had to fulfil a dual role as centre manager and researcher. I had to assure the participants that it was an external study and it was not being conducted for the purpose of the DBE or DHET. Being familiar with the participants increased the issue of trust as I noticed that during the informal discussions and interviews, participants were free to share their experiences with me. I however, focused on being impartial and as objective as possible to avoid being biased.

I ensured that participants were not intimidated by my presence as the participants were at ease during the interviews. Participants were able to provide accurate and rich information on their experiences of the transition through management change from DBE to DHET, challenges they experienced and their thinking about the future of CLCs. Participants freely expressed themselves as they shared their challenges. Participants were also pleased with new developments that were happening in the CLCs sector such as the training of educators and centre managers on new policies and briefings about new developments in the sector, thus they were encouraged to realise the value of changing their perceptions about change, and see the need to adopt or adapt to transition.

My professional experience of the phenomenon under investigation made it easier for me to identify with participants and put myself in their situation to try and understand their concerns, challenges, frustrations and achievements they shared with me during the interview. I also had to ensure that I keep track of what participants explicitly revealed to achieve reliability and validity of the study. I recognise my personal role as researcher and guarded against the biases and prejudices to ensure exact elucidation of the presented data (Hancock & Algozzine, 2006).

According to Rogers, Sharp and Preece, (2011:224) the relationship between the researcher and the participants should remain “clear and professional.” My relationship with participants was strictly professional and I requested them to sign

informed consent forms, and made sure that I did not lose focus regarding the mission.

3.6.6 Data collection

It was critical for me to take note of the inter-subjective personal knowledge in discussions regarding data collection during the course of this study. Inductive reasoning refers to research being executed without personal, pre-conceived ideas (Henning, Van Rensburg & Smit, 2004). Creswell (2013:45) emphasised that inductive reasoning involves working back and forth between the themes until they establish the comprehensive set of themes. Consequently, as a researcher, I listened to the recorded audio tapes of participants repeatedly until themes and patterns emerged from data collected (Maree, 2017). I had to avoid entering the research site with pre-conceived thinking regarding the studied phenomenon.

It was important for me to reflect on the language preference of the participants in the communiqué delivered to CLCs. English was used as medium of communication with the participants as it was the preferred language in their official meetings, conferences and writing of their official correspondences. Most of the interview questions were done and completed through English as a means of communication throughout the interviews.

In the entire qualitative data collection process, I focused on the meanings the participants hold, understand or convey to the study about the phenomenon under study, not the meanings and opinions that I brought to the study or the views expressed by the writers in the literature (Creswell, 2014). Semi-structured interviews were used to collect data.

Different methods and techniques were utilised for data collection (Mouton, 1996; Mosia, 2011). Data was collected from four educators and four centre managers from various CLCs in the Tshwane South district (Gauteng Province) South Africa through semi-structured interviews. The main research question was posted at the beginning of the interviews and other semi-structured sub-questions followed according to the participants' answers (Kitchin & Tate, 2000; Weiss, 1998:83).

3.6.7 Individual face-to-face interview

Semi-structured interviews were conducted to determine the individual reactions from the educators and centre managers about their experiences relating to transition through management change from DBE to DHET (McIntosh & Morse, 2015). The semi-structured interview is characterised by comparing educators' and centre managers' responses, as educators were asked the same questions, in the same order and their responses were compared. Since we used semi-structured interviews elaborations were allowed as well. The same was applicable to centre managers, questions of the same nature were asked in the same order, thus data collected were comparable and themes and patterns and differences were extracted, changed and described by transcribing the information obtained.

Semi-structured interviews were discussion-based and enabled more interesting lines of inquiry to learn more about the topic under study (Grieves & Hanafin, 2005; Mosia, 2011). Each interview lasted about 45 minutes and was conducted at the CLCs with the arranged informant participants who had three or more years' experience in CLCs and were knowledgeable about the transition through management change of the CLCs from the DBE to DHET. The participants were educators and centre managers of CLCs. The research participants were main informants for in-depth interviews, because they shared exceptional knowledge, experiences or positions, and their understanding of the transition through management change effects and benefits (McMillan & Schumacher, 2006). Face-to-face interviews were used to create a non-threatening atmosphere that encouraged participants to freely contribute and highlight their opinions. Participants expressed and contributed information freely that they would not be comfortable to talk about in a group (Mosia, 2011).

Table 3.1: Composition of individual interviews

Centre name	Individual description	Gender	Number	Years of experience
A	Acting centre manager	Male	One	11
B	Centre manager	Male	One	22
C	Acting centre manager	Female	One	12
D	Acting centre manager	Female	One	14

Face-to-face interviews enabled participants to share their personal experiences, opinions and beliefs (Cohen, Manion & Morrison, 2011). The audio-tape recording assisted me with the flow of the discussions without interruptions and not to waste time on writing and reducing the pace of the interview. The tape-recorder was always tested before the interview to ensure proper functioning of the equipment. After each recording of the interview I listened to the audiotape to ensure that the information was properly recorded. Face-to-face interviews are important as I was able to understand their views and experiences as they narrate them through their practices of daily activities at the CLCs. Interviews and narratives enabled me as the researcher to access information regarding their practices clearer and not to take the details provided for granted (Blandford, 2013; Flick, 2009).

Before the interview of the participants, I considered the importance of serious preparation for the forthcoming interview, particularly the preparation and testing the equipment to be used for recording their voices, as I did not wish to miss a single word that would be uttered by the interviewee (Arthur & Nazroo, 2003).

I followed the following interview process recommended by Legard, Keegan and Ward (2003). I

- ensured that participants felt comfortable and free to contribute in the interview for it to be a success;
- explained the purpose of the study to the participants, requested their consent to participate, made them aware that the interview would be recorded, and they had a right to withdraw if they wished to do so;
- encouraged them to view their opinions and built their confidence by reassuring them about their ability;
- explained the study background;
- gave them freedom to express themselves without interruption during the interview process; and
- thanked the participants after the interview and assured them that the data would be safely stored and given to the University of Pretoria when required.

The above interview strategic process made me confident that the data collected from the participants were of value and rich in nature. The process assisted in

allowing interviewees to settle and gain trust in me as the researcher and the collected data could be easily analysed. The instruments eliciting the data are discussed next.

3.6.8 Document analysis

Qualitative researchers may use official documents to gain an understanding of the phenomenon under study (McMillan & Schumacher, 2010). In this study, I employed document analysis to explore the documents and policies of DHET to understand the experiences of educators in the CLCs regarding the transition of shifting from the DBE to DHET.

3.7 DATA ANALYSIS AND PRESENTATION

Data analysis is the process of organising data, conducting a preliminary overview of the database, coding and organising themes, representing the data and forming an interpretation thereof (Creswell, 2013:179). De Vos et al. (2011:335), describe data analysis as a method of categorising, ordering, manipulating and summarising data to attain answers to specific research questions. Data were collected by way of in-depth semi-structured face-to-face interviews with four educators and four centre managers of different CLCs in the Tshwane South district and Tshwane metropolitan region. Documents analysis included perusal of various policies, laws and memoranda of DHET. In the data analysis, I captured the actual and comprehensive descriptive detailed information provided by the participants' opinions and versions of their experiences of the transition through management change from the DBE to DHET (McIntosh & Morse, 2015).

In analysing data, I started by reading the transcript in their entirety several times, in order to get some sense of the in-depth interviews as a whole; the data collected from the interview in audio form were transcribed and changed into text (Lewins & Silver, 2007). The information from the participants was transcribed word-for-word in order for the researcher not to lose the sense of the message. Thereafter I broke it up into parts and determined the emerging categories and themes (Charmaz, 2003; Creswell, 2008). Similar topics were clustered together, in order to establish themes, trends and patterns. Emerging themes, patterns and trends were identified, written down and cross-referenced with research questions to ensure that the

investigation stayed on track. Themes were categorised into topics and related topics were also categorised while data materials belonging to each category were grouped together. The presentation was mainly in the form of descriptive data supported by tables.

Pages of the transcripts were numbered after the typing of the texts and were compared with the original information in the tape recorder by listening to the audio tape to ensure accuracy and trustworthiness of the typed data (McIntosh & Morse, 2015; Morse & Field, 1995). The analysed data were then integrated into the present study. A detailed discussion on the process of data analysis is provided in Chapter 4. Thus the trustworthiness of the study is discussed next.

3.8 TRUSTWORTHINESS

Trustworthiness involves convincing both audiences and individuals that the findings of the inquiry are worth paying attention to or worth taking account of (Lincoln & Guba, 1985). The following strategies are proposed by Lincoln and Guba, (1985) to ensure trustworthiness of the findings and interpretations from the qualitative research: credibility, dependability, transferability and conformability of the findings.

According to Maree (2012) one useful strategy to ensure trustworthiness is member- checking, where you verify your understanding of what you interviewed with those you interviewed. Another strategy is to use more than one interview and then, after each has done their own reflection, to compare the notes and understanding. To ensure trustworthiness of the findings and inferences from the qualitative research of this study, credibility, dependability, transferability and conformability were considered to increase reliability in the qualitative study (Denzin & Lincoln, 2003; Lincoln & Guba, 1985; Shenton, 2004).

3.8.1 Credibility

One of the key criteria addressed by positivist researchers is that of internal validity, whereby they seek to ensure that their study measures or tests what it actually intended to test (Lincoln & Guba, 1985). Shenton (2004) and Creswell (2013) use an alternative term, credibility and call it one of the most important factors in establishing trustworthiness. In this study I ensured that the data collected were

derived from the participants and were not my own constructs. I ensured that the research was conducted in such a way that the phenomena under study were accurately described and presented according to the participants' responses (Schulze, 2003).

3.8.2 Dependability

Reliability is the term used by positivists to show that if the work is repeated in the same context, with the same methods and with the same participants, similar results will be obtained. However, as Fidel (1993), Marshall and Rossman (1999) and Shenton (2004) note, the changing nature of the phenomena scrutinised by qualitative researchers render such demands problematic in their work. Lincoln and Guba (1985) stress that there are close ties between credibility and dependability, arguing that a demonstration of credibility goes some distance to ensure dependability. Dependability was used to test the relevance of the data collected and analysed to the actual situation under study (McMillan & Schumacher, 2014). In this case, the findings were tested by comparing them to existing reviewed literature.

3.8.3 Transferability

Shenton (2004:69) agrees with Merriam (1998) who states that external validity: "is concerned with the extent to which the findings of one study can be applied to other situations." The findings of qualitative research are specific to a particular environment and specific individuals; it is impossible to demonstrate that the findings and conclusions are applicable to other situations and populations.

In this study, the findings are explained within the restrictions of the phenomenon studied in that particular CLCs and they are not generalised or applied to the broader population. These are the experiences, views and perceptions of educators and centre managers of the researched and participated Community Learning Centres (CLC's) and not of other centres.

3.8.4 Objectivity

Shenton (2004) states the concept of conformability is the qualitative investigator's equivalent of objectivity. Here steps have been taken to ensure as far as possible

that the findings are the result of the experiences and ideas of the informants rather than my characteristics and preferences as the researcher.

Triangulation was used to promote objectivity and reduce my bias as it is essential to ensure interpretive validity (Terre Blanche, Durrheim & Kelly 2006) and establish data trustworthiness. The researcher followed a data-oriented approach, showing how the data were collected which leads to the findings and recommendations that were gathered and administered during the course of the study (McMillan & Schumacher, 2014).

In order to ensure conformability of the data analysis, an audiotape recorder was used to record the in-depth interviews to enable the researcher to cross-check the transcript repeatedly. The research report was further taken to the participants to clarify the presentations and findings (Cohen, Manion & Morrison, 2001).

3.9 ETHICAL CONSIDERATIONS

According to Cohen, Manion and Morrison (2011:76), ethical issues may stem from the kinds of problems investigated by the researchers and the methods they use to obtain valid and reliable data. This means that each stage in the research sequence raises ethical issues. Ethical issues may arise from the nature of the research project itself; the type of data collected may be highly personal and sensitive information. These also embrace what is to be done by the data; they should not be published in a manner that may cause participants embarrassment or harm. It is essential that data must be reported in a way participants may understand (Cohen et al., 2011; Oliver, 2003:17).

Prior to data collection, I applied for ethical clearance from the University of Pretoria which was granted before I proceeded to fieldwork. During the data collection process, I took cognisance of the fact that ethical issues may arise thus I took precautionary ethical measures to prevent research problems that may arise. I ensure that participants are fully aware of their participation in this research study.

It is against this background that I adhered to the following ethical considerations in this research:

- Involving participants requesting their knowledge of consent;
- Guarding against coercion of participants to participate;
- Sharing information about the true nature of the research;
- Ensuring that participants are not deceived;
- Ensuring confidentiality of information that is collected;
- Guarding against exposure of participants to physical or mental stress;
- Avoiding invasion of participants' privacy; and
- Focusing on fair and respectful treatment of participants.

The participants were fully informed of the potential impact of the study before they participated. Such information offered the participants the opportunity to withdraw from the study if they so wished without any penalties against them, which indicated that, the respondents were treated with candour and honesty (Mosia, 2011:77; Weiss, 1998:93). In addition, it was important to note that I should guard against being biased and not involve myself in the information provided by the participants and to try to be as objective as possible.

3.10 CONCLUSION

In this chapter, a detailed description of the research method was presented. The justification and description of considering the qualitative research method were explained. The multiple case study research design of the four CLC sites was adopted and justified. The sampling size of the selected population of four educators and four centre managers was highlighted and justified. Participants' informed consent and the role of the researcher as the main research instrument were discussed. The semi-structured data collection method, which is in line with the qualitative research approach, was utilised. Face-to-face interviews allowed me to interact with the participants freely in their natural working environment in various identified CLCs. Data analysis and interpretation enabled me as the researcher to compile a report on the findings of the study. Quality assurance trustworthiness measures suggested by research gurus and ethical considerations which guided the study throughout the exploration were discussed. The following Chapter 4 will present the data obtained, data analysis and findings bearing in mind the theoretical framework established in Chapter 2, in the literature review.

4. CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In chapter 3, I discussed research methodology and validated my decision for selecting the research design to explore educators' and centre managers' experiences about the transition through management change from Basic Education to Higher Education.

In this chapter, I present and discuss data analysis and interpretation based on data collected. Data were collected through in-depth semi-structured face-to-face interviews with educators and centre managers, including document analysis. The main research question and the rationale for the study are my point of departure. The main research question formed the basis of the data analysis. The focus was on: How did transitioning from Department of Basic Education to Department of Higher Education and Training affected educators at Community Learning Centres (CLC)?

Data were analysed through identifying respective categories and themes from the collected data. Correlations between the literature review and the data became noticeably visible as the data were processed and analysed. The interpretation and the findings emerged from the data analysis as discussed in this chapter.

4.2 RESEARCH SETTINGS AND PARTICIPANTS

As outlined in Chapter 3, the four selected CLCs were from Tshwane South district, Pretoria. The two CLCs were from Mamelodi, East of Pretoria and the other two from Atteridgeville, West of Pretoria. The CLCs were coded Centres A, B, C and D to protect and conceal their identity. The participants were three acting centre managers and three educators. Participants from Centre B withdrew from participation due to their unavailability and busy schedule. The acting centre managers were two females and one male, while educators were two females and one male. Participants were selected because of their years of experience and have

witnessed the migration of CLCs from DBE to DHET. These participants had more than three years of experience of working in the CLC.

In order to ensure the anonymity and the confidentiality of the research site and participants, a coding system was developed for the responses that emerged from the transcripts.

Table 4.1: Coding of centre managers' interviews
Compilation and clarification of codes of the participants

CODE	EXPLANATION
CM-A	Acting centre manager of centre A
CM-B*	Acting centre manager of centre B*
CM-C	Acting centre manager of centre C
CM-D	Acting centre manager of centre D

Table 4.2: Coding of educators' interviews
Compilation and clarification of codes of the participants

CODE	EXPLANATION
EA	Educator of centre A
EB*	Educator of centre B*
EC	Educator of centre B
ED	Educator of centre C

4.3 DESCRIPTION OF SEMI-STRUCTURED INTERVIEWS

I referred to participants as educators and centre managers. Educators are coded EA, referred to centre A educator, EB, referred to centre B educator, EC referred to centre C educator and ED referred to centre D educator, while acting centre managers were coded as CM-A, referred to acting centre managers of centre A, CM-B referred to acting centre manager of centre B, CM-C referred to acting centre manager of centre C and CM-D referred to acting centre managers of centre D. Acting centre managers were appointed at these centres as previously permanent appointed centre managers of centre A, C and D (pensioners), and the centre manager for centre B resigned from the centre.

Coding was done to protect the anonymity of the participants as well as the CLCs. All participants interviewed agreed to participate in the research study and have

willingly and without coercion or intimidation given their consent. Informed consent was signed without duress (Silverman, 2001).

The participants were interviewed in the acting centre managers' offices. The centre managers through the administrative staff members prepared their administrative offices to be used as an interview venue. The venues were conducive to be used as interview venues because of their quietness and minimal movements of educators. Appropriate times were scheduled for various educators and centre managers with different dates that were agreed upon. Interview timing was scheduled in such a way that there should not be any interference to educators' work performance.

I made the participant's aware that they are going to be recorded before the interview and made them aware that the recordings are for my own studies. Participants were also informed that no one will be given the audio tape except the University of Pretoria. Consequently, the participants had no problem regarding being recorded. I emphasised to participants that confidentiality and anonymity would be adhered to at all times, and the information they provided would be strictly for my own studies. I used a tape-recorder and smart phone to record their voices as they responded to the questions and explained their experiences of transition through management change of CLCs from DBE to DHET. I realised that the participants were comfortable and enjoyed sharing their experiences without any inhibitions. Semi-structured interview questions were useful as they guided participants to respond to various issues related to transitioning through management change. Participant CM-D was excited and mentioned that *"this will be eye opener to the Community Education and Training College (CETC) and DHET,"* and supported the idea of research in CLCs.

4.3.1 Participants profiles

4.3.1.1 Participant EA

Participant EA was a 59-year-old female educator teaching level 4 (grade 9), National Qualification Framework (NQF) level 1. Participant EA teaches English and Ancillary Health Care. Participant EA is permanently employed according to an arrangement of eight hours daily. Participant EA had 22 years' experience of

teaching in adult education sector. Participant EA's qualifications are diploma in Adult Basic Education and Training (ABET), Advanced Certificate in Education (ACE) in Life Orientation and Bachelor of Education Honours in adult education. She is a dedicated educator and passionate about adult education and training.

4.3.1.2 Participants EB

Participants EB at centre B did not participate in the study due to their unwillingness and unavailability at the centre during the data collection period. The participant ultimately withdrew from participation, and I allowed her involvement as participation was voluntary and she could withdraw any time (Schaefer & Wertheimer, 2010).

4.3.1.3 Participant EC

Participant EC was a 46-year-old male educator teaching English and Geography to Grade 12. He is permanently employed by the department with 13 years of teaching experience in adult education. His qualifications embrace Junior Primary Teachers Diploma and Advanced Certificate in Education. He is passionate about teaching adults and expressed his wish that the adult education sector could change for the better and benefit educators.

4.3.1.4 Participant ED

Participant ED was a 62-year-old female educator with 35 years of teaching experience, six in Adult Basic Education and Training (ABET). She teaches Mathematics Literacy in Grade 12. She is passionate about adult education and enjoys teaching adult learners compared to mainstream schools youth where she taught for many years. She believes that adult learners understand and respect educators.

4.3.1.5 Participant CM-A

Participant CM-A was a 52-year-old male educator with 11 years of teaching experience, of which nine years were teaching in adult education sector. He is a dedicated educator and indicated that he is passionate about adult education and loves working with adult learners as they take full responsibility for their future. Participant CM-A qualifications is National Teachers Diploma from University of South Africa. He is managing the CLC and teaches Grade 12 Life Science. He acted

as a centre manager for five years. Participant CM-A was confident that change will bring a better future in adult education if properly managed.

4.3.1.6 Participants CM-B

Participant CM-B withdrew from participating as they were not available during the time the data were collected. As participants have the right to withdraw at any time during the research project, I allowed the participant to withdraw (Schaefer & Wertheimer, 2010).

4.3.1.7 Participants CM-C

Participant CM-C was a 45-year-old female educator with 14 years of teaching experience. She indicated that she is passionate about teaching adult learners. She acted as a centre manager at CLC for two years since the departure of the pensioned centre manager. Participant CM-C also taught English and Sepedi to Grade 12 learners. Participant CM-C's qualifications are: Junior Primary Teachers Diploma, Advanced Certificate in Education and Bachelor of Education Honours degree. She is enrolled as Master's student to do research on CLCs. She indicated that she wanted to see progress and prosperity in the adult education sector. She also indicated that she loves and enjoys making a difference in the lives of learners.

4.3.1.8 Participant CM-D

Participant CM-D was a 49-year-old female educator with 14 years of experience in the teaching profession. She indicated that she was in the acting position as a centre manager of the CLC for two years. She was grateful that one of them is doing research about CLCs and was positive about the research done to inform the CET College and DHET; she was of the opinion that other educators may learn a lot from the conducted research.

4.4 DATA ANALYSIS PROCESS

De Vos et al. (2011:335), explain data analysis as a method of categorising, ordering, manipulating and summarising data to attain answers to specific research questions. "Qualitative data analysis is the process of inductive reasoning, thinking, and theorising which certainly is far removed from structured, mechanical and

technical procedures to make inferences from empirical data of social life” (De Vos et al., 2013:399).

Conducting semi-structured face-to-face interviews with educators and centre managers enabled me to gain an understanding of the experiences of educators and centre managers of the CLCs regarding the transition of PALCs from the DBE to DHET. As an interpretivist, I focused on understanding the meanings educators and centre managers assigned to their experiences of the transition from basic education to higher Education.

Data were collected through semi-structured face-to-face interviews with experienced educators and centre managers of CLCs who witnessed the transition. Document analysis such as DHET policies, Community Education and Training (CET) Acts (laws) and other documents such as letters, minutes of meetings and circulars impacting on the transition were analysed and interpreted (Silverman, 2001).

In analysing data, I read the transcripts several times in order to get a sense and understanding of the conducted in-depth interviews, before breaking it into parts to determine the emerging categories and themes (Charmaz, 2003; Creswell 2008). Similar topics were clustered together with the purpose of establishing themes, trends and patterns. Emerging themes, trends and patterns were identified, written down and cross-referenced with research questions to ensure that the investigation stays on track. The presentation of the data was mainly in the form of descriptive data.

The following steps were followed to analyse data:

- Data were collected through semi-structured interviews with six participants, embracing, three educators and three acting centre managers responsible for managing the CLCs. The researchers’ conversation with the participants made me realise that I have convenient participants who have seen the transition, and had more than three years of experience working in an adult education sector and witnessed the transition through management change from DBE to DHET. The interview schedules were designed based on the researcher’s personal

observations in the adult education sector and the reviewed literature in preparation for the collection of data from the willing participants (Sutton & Austin, 2015);

- Each participant was recorded using a tape-recorder and smart phone as they responded to the questions, they highlighted their experiences about the transition through management change;
- The recordings of the interview were carefully listened to and the researcher transcribed the recordings into text notes to be used for data analysis. Data were coded, compared to find similarities and contrast and turn raw data into results (Srivastava & Hopwood, 2009);
- I made notes from the transcripts and linked it to the theoretical framework and reviewed literature. The notes constructed from the participants included comments, continuous constructs and meanings coming from participants' conversations, comments information stated by various participants in their individual capacity which had relevance towards the focus of the study; and
- I identified patterns and emerging themes and listened to the data repeatedly to find out how participants explained their experiences of the transition through management change. I supported each theme with the empirical literature that has been studied and thereafter made my own comments from the vignette (Okeke & van Wyk, 2017).

4.5 RESEARCH RESULTS

The research results generated from the collected data from participants were based on the patterns that emerged from the data. The results represent the findings from the study. Participants were assured that their contribution in the study will not be traced back to them in the form of reports, presentation or other form of content dissemination (Creswell, 2013). A coding system was used to conceal the participants' identity when analysis and reporting were done.

Table 4.3: Participants coding

PARTICIPANT	CODE
EDUCATOR 1	EA
EDUCATOR 2*	EB*

PARTICIPANT	CODE
EDUCATOR 3	EC
EDUCATOR 4	ED
CENTRE MANAGER 1	CM-A
CENTRE MANAGER 2*	CM-B*
CENTRE MANAGER 3	CM-C
CENTRE MANAGER 4	CM-D

(Author's own compilation)

Main themes were identified as the data analysis process continued. From each theme, subthemes emerged from the interview data with the participants and they are discussed in detail in this section. However, the educator and centre manager of centre B did not participate in the study due to their unwillingness and non-availability during the data collection period.

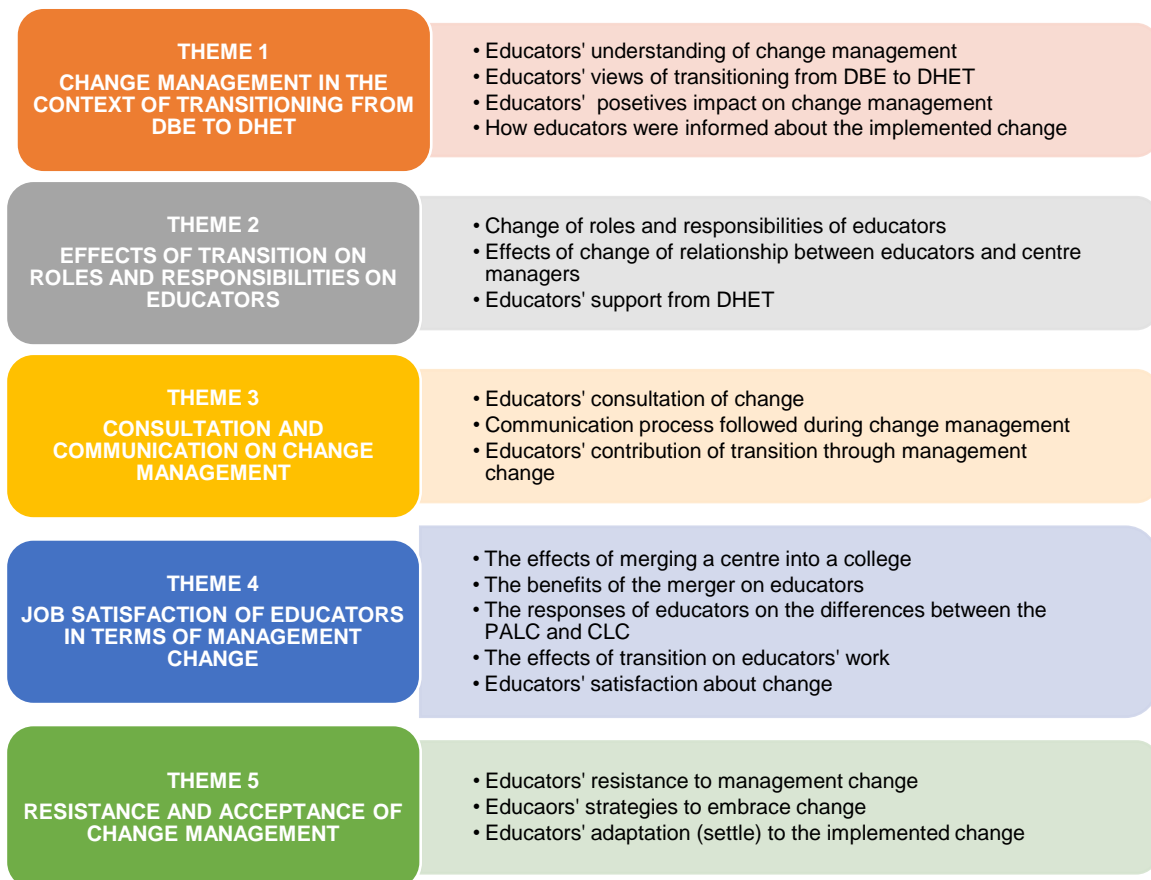


Figure 4.1: Educators themes and sub-themes

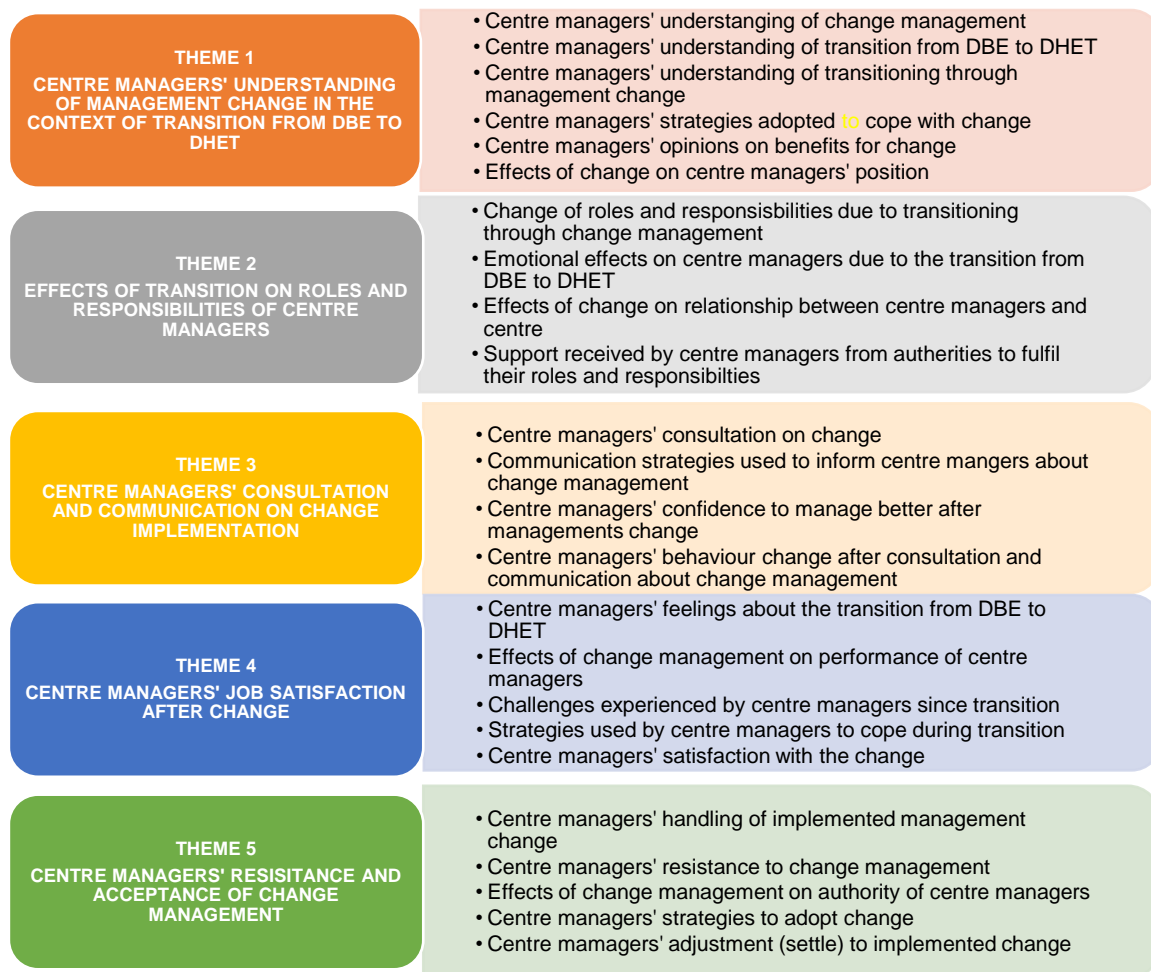


Figure 4.2: Centre managers themes and sub-themes

4.6 EDUCATORS RESPONSES OF CHANGE MANAGEMENT

The presentation of the data below is extracted verbatim from the transcripts of the interviews with the participants. I aimed to articulate exactly what the participants stated in the interviews.

4.6.1 Change management in the context of transitioning from DBE to DHET

4.6.1.1 Educators' understanding of change management

To respond to the question of how participants understand change management, participant EA indicated that he understood change management as the process and mentioned that:

It is about transition and creative strategies to communicate and encourage the staff to meet high expectations.

Participant EA differed with participants EC and ED who stated that:

Change management is about the appointment of new management or putting new management in place in the department of Higher Education.

Participant EA further indicated that:

Change management promotes intellectual stimulation and prefers to consider individual opinions.

Having said that, participant EC indicated that:

Management change is when structures of an organisation changes from its original form.

Thus, new structures and approaches were adopted after management change of CLCs from DBE to DHET.

4.6.1.2 Educators' views of transitioning from DBE to DHET

In terms educators' views of transitioning from DBE to DHET, all participants differ in their views and participant EA explained that his view of migrating from DBE to DHET was a:

...wake-up call to educators and it can be done at any stage and bring new information, changes, transformation and developments in the adult sector.

Participant EC indicated that his view of transitioning was a good idea, because:

...the ABET sector was incorrectly placed in the education sector as there were no rules and policies for the adult sector.

Participant ED stated:

Change was too quick to take place. She further explained that we don't have any clue why there is a sudden change.

Participants differed on views of transition from DBE to DHET. Participant EA stated that migrating was a wake-up call to educators. Participant EC indicated that it was incorrectly placed while participant ED mentioned that they did not have any clue why there was a sudden change. Thus, transition becomes a wake-up call to the educators as they were not ready and could not believe that transition would happen.

4.6.1.3 Educators' positive impact on change management

Concerning strategies adopted by educators to cope with change, participant EA differed with participants EC and ED. Participant EA stated that:

The positive impact change management to educators was that educators decided to learn more and study more for information, to be more informed in order for them to be able to engage with learners, by learning new policies, laws and operating standard as level of education was no longer lower, but a little bit higher than when they were in basic education.

Participants EC and ED differed with participant EA. Participant EC indicated that:

There is no positive impact, in fact there is a negative impact that change management brought to educators. They are not permanently employed and there are problems with salaries adjustments promised by authorities and no communication between centre and management.

Participant ED mentioned that:

There was not much change in education, as we had problems with some of the salaries paid to educators.

Thus, change can motivate educators to equip themselves and grow in stature as this development may benefit them in future.

4.6.1.4 How educators were informed about the implementation of change

Participants differed about how they were informed when change was implemented.

Participant EA stated that:

When change was implemented, we were informed verbally; we never received information in black and white.

Participant EC indicated:

We were informed through forums that were held with educators.

Participant ED stated that:

We were informed through principals (centre managers).

Participant EA stated that educators were informed verbally about the implementation of change and nothing was clearly communicated to them.

4.6.2 Effects of transition on roles and responsibilities on educators

4.6.2.1 Change of roles and responsibilities of educators

According to participant EA, EC and ED, all agree that the roles and responsibilities have not changed. EC stated:

No, roles and responsibilities did not change.

Hence they still continue with the roles and responsibilities that they had been doing from basic education to Higher Education. Signs of renewal or improvement were not observed according to EC.

Participant EA stated:

The roles never changed because I am still teaching the same subjects or learning areas.

While participant EC indicated that:

No, we still play an important role in the classroom.

4.6.2.2 Effects of change of relationships between educators and centre managers

Participants EC and ED were in agreement regarding the effects of the relationship between educators and centre managers. They agreed that the relationship between educators and centre managers was not affected. In their own words, participant EC stated:

We respect the centre manager, and we follow the instructions of the centre manager and we are not defiant.

While participant ED indicated that:

The change did not affect us so much. We continue as usual.

Participant EA differ with EC and ED in that she mentioned that the change affected the relationship between educators and centre managers.

Participant EA further mentioned that the centre manager told them to do things without any written evidence or tangible proof. He said:

In the democratic world, we are supposed to do things together.

Views of participants EC and ED acknowledged that the relationship between educators and centre managers was not affected. However participant EA held a different view by stating that the relationship was adversely affected by change. EA was of the view that managers had more power and workers had to abide by the stipulated rules which is not conducive to cooperation as workers are afforded little initiative or input.

4.6.2.3 Educators' support by DHET

Participant EA and ED had mixed feelings about the support received from DHET.

Participant EA stated that:

DHET still struggled to give CLCs support. DHET is not providing the same support at the same level as the DBE, and encouragement is lacking.

While participant ED indicated that at the beginning they had no support, but authorities came to ask about the educators needs. Participant EC differed with participant EA and ED as she said:

We receive support from DHET. They provide resources such as money for the lease of a photocopy machine, and they also buy paper for copies.

The support provided by DHET according to participant EA and ED is insufficient. Participant EA stated that DHET is struggling to give CLCs support, while participant ED mentioned that they had no support.

4.6.3 Consultation and communication on change management

4.6.3.1 Educators' consultation of change

Participant EA and ED agree on consultation about the implementation of change. They both stated that they were not consulted about the implementation of change. Participant EA stated that:

I was not consulted; I was informed or let me say, I was just verbally briefed.

She further stated that there was nothing written in black and white. They were not given something to read. While participant ED agreed with participant EA. Participant ED stated that in her own words:

No, as educator I was not consulted, but the principals.

Principals (centre managers) were involved and then brought the message back to the educators (cascading). Participant EC differed with EA and ED by indicating that they were consulted.

4.6.3.2 Communication processes followed during change management

Participants EA and ED stated that communication process that was followed was verbal communication strategy. Participant ED indicated that:

It was verbal communication through principals (centre managers).

Participant EC differed with participant EA and ED. He mentioned that circulars were sent to the centres and educators attended workshops where they were informed about the transition.

Participants EA and ED were in agreement, they both stated that consultation and communication about change management:

....did not help us (educators) to work as a team. Collaboration is still a challenge as change brings new difficulties.

He continued to say that they were divided because of differences in hours given to them. Some were given 8 hours, some 6 hours and so on. Participant EA stated that:

Educators started to turn against each other, so that divided us a lot. No agreement could be reached and differences were obvious.

Participant EC differed with participants EA and ED by indicating that consultation and communication assisted educators to work as a team. In participant EC's own words;

Yes, educators work as a team. We attended workshops and receive feedback from workshops to be able to share information.

Participant ED indicated that communication was verbal communication through principals, while participant EA and EC stated that circulars and workshops were held.

4.6.3.3 Educators' contribution of transition through management change

Participants EC indicated that:

No, educators were not involved to make a contribution about transition through management change.

However, participant EA and ED differed with participant EC. Participant EA stated that educators just contributed because:

Educators did not know what to do, and they were not very happy about change.

On the other hand, participant ED mentioned that contributions were made through the principals (centre managers). She further mentioned that they made contributions in regard to certain things.

Participants held different views on contributions made to the transition through management change. Participant EC indicated that there was no contribution by educators, while participant EA and ED stated that educators contributed one way or another.

4.6.4 Job satisfaction of educators in terms of management change

4.6.4.1 The effects of merging centres into a college

Participants EA and EC agree on the effects of merging centres into one college, while participant ED was a bit ambiguous in answering the question. Participant EA stated that the effects of merging centres into one college is;

It is difficult because when centres were still working alone (independent), they were able to repair. Presently we are supposed to wait and claim so that we can get money from the principal (college) which is governing all the centres.

She further stated that it is challenging for the centre managers. Participant EC concurs with participant EA by indicating that:

There are negative effects, and the merger brought problems in the sector.

Participant EC further indicated:

There was a squabble between the educators' union and the management. The union took the management to court, because there was no change and educators were promised to be permanent, but nothing happened.

4.6.4.2 The benefits of the merger on educators

Participants EA, EC and ED all agreed that there are no benefits of the merger on centres to educators. Participant EA stated that;

Educators are not benefitting much from the merging, because it is difficult; it is challenging.

Participant EC indicated that there were '*no benefits as educators are not trained for the skills*'. Participant EC further indicated that educators cannot offer skills because they are not trained. While participant ED mentioned:

There was no benefit. We are still being paid on an hourly basis. We have no medical aids, and we have no housing allowance which DHET promised.

Participants agreed that they did not experience the benefit of the merger of CLCs into one college. .

4.6.4.3 The feeling of educators on the differences between Public Adult Learning Centres and Community Learning Centres

Participant EA had different views to participants EC and ED in terms of the feeling the difference between PALCs and CLCs. Participant EA stated in her own words:

Yes, I can feel the difference between PALCs and CLCs. There is a marked difference.

Participants EC and ED indicated that they do not feel the difference between PALCs and CLCs. Participant EA stated that it is just a name that has changed, but the centres still accommodate community at large, although the policies are not the same, because PALCs were more advanced than the CLCs (college). She further stated that CLCs are controlled by one person and admitted that the problem might lie with her.

Participants EC and ED agreed by indicating that there was no difference.

Participant ED mentioned:

I do not see any difference, because the communities belong to the public and community is not much involved in the learning centres.

Participant EC indicated that they are still operating in the afternoon and do not have venues (own buildings).

Participants EC and ED indicated that they did not feel the difference between PALC and CLC.

4.6.4.4 The effects of transition on educators' work

Participant EA, EC and ED hold different views regarding the effect of transition from DBE to DHET on their work. Participant EA stated that transition did not affect her work so much; she is still doing what she was doing while she was in basic education. While participant EC indicated that:

DHET require skills and educators are not trained, so they may lose jobs.

Participant ED mentioned that:

The problem came when we moved from DBE to DHET because some of our salary scales were reduced. We did not know why and we were still employed with the same conditions from basic education.

Participant ED further mentioned in her own words:

I do not understand why we are employed on an hourly basis.

Participant EC indicated that hard skills are needed from educators, while they do not possess those skills, thus the situation threatened their jobs.

4.6.4.5 The educators' satisfaction about change

All participants are in agreement that they are not satisfied with the change.

Participant EA stated that:

I am not so happy about it, because it divided us; teachers are no longer loving like before. Educators are complaining, that those who teach more hours view themselves as superior which creates conflict and misunderstanding among educators.

Participant EC indicated that:

I am not satisfied, because most of us are not permanent in the sector. Participant EC further stated that educators work for many years and in the end, when they go on pension, they receive nothing, so DHET needs to change the system.

Participant ED mentioned that:

Change that is brought in is basically relevant to learners. Learners are being introduced to new skills.

Participants indicated that they were not satisfied with the implemented change. I argue that since educators are not satisfied with the implemented change, it would take them time to adapt and adopt the transition through management change.

4.6.5 Resistance and acceptance of change management

4.6.5.1 Educators' resistance to management change

All participants are in agreement that there was a resistance to management change but differ with regard to reactions by educators. Reaction was there, but at different levels. Participant EA stated that:

There is still resistance to management change; some of the educators are still resisting and fighting for their rights.

While participant EC indicated;

There was resistance. Some of us did not believe that the change they are talking about will happen. We were resisting change.

Participant ED mentioned that there was resistance to management. Participant ED further indicated that they accepted everything as it comes, and they will see in future how change will affect them.

All participants agreed that there was resistance to change, but differed in the reaction of educators.

4.6.5.2 Educators strategies to embrace change

Participant EC and ED agreed on strategies to embrace change. Participant EC stated that as educators:

We decided that we must not be against change, so we should follow the rules and regulations.

Moreover, participant ED stated that:

We are trying to comply with what is being required by the department. Participant EA seems not to have understood the question clearly.

Participant ED is of the view that educators are trying to comply with the department of education's demands. Compliance might mean that the behaviour of educators may change, but their attitudes remain the same.

4.6.5.3 Educators adapting (settle) to the implemented change

Participants EA and ED were in agreement. They mentioned that they were not happy with the implemented change, while participant EC indicated that he is settled, but working under pressure. In their own words, participant EA stated:

I am not yet settled because work conditions have not changed.

Participant ED opined that they were not pleased with the participant further mentioned that they are not trained to offer skills. While participant EC disagreed. Participant EC held different views from other participants on the question.

Participants agreed in principle that they were not settled or adapted to the implemented change.

4.7 CENTRE MANAGERS' RESPONSES

4.7.1 Centre managers' understanding of management change in context of transition from DBE to DHET

4.7.1.1 Centre managers' understanding of change management

Participant CM-A, CM-C and CM-D differed in understanding change management. Participant CM-A stated

Change management is a systemic approach dealing with transition or transformation.

Participant CM-A further stated:

Change management is a style that aims to encourage individuals to deal with the change that is taking place.

Participant CM-C indicated that change management is when structures of certain organisations change from its original state, while participant CM-D described change management as a situation when there is a lot of change in management in a way that the communication system from top management is not clear to lower management and there is no transparent.

4.7.1.2 Centre managers' understanding of transition from DBE to DHET

Participants CM-C and CM-D are in agreement that transition is a movement from one department to the other. Participant CM-C described transition as:

A movement where an organisation or company moves from one department to another.

In addition, participant CM-D indicated that transition is a process of change, adapting to change as you move from one department to another. Participant CM-D mentioned that transition is a change from one state to another.

4.7.1.3 Centre managers' understanding of transitioning through management change

Participants understand transitioning through management change differently. Participant CM-A stated that transitioning through management change will benefit educators in terms of getting promotions, while participant CM-C indicated that transitioning through management change alter the structures in the sector.

Participant CM-D mentioned that:

I felt that, it was not properly done.

Participants' perspectives were different on understanding transition through management change from DBE to DHET.

4.7.1.4 Centre managers strategies adopted to cope with change

Participant CM-D did not understand the question on what strategies did they use to cope with change. Participant gave vague answer. Participants differed in opinions in terms of strategies they adopt to cope with change. Participant CM-A stated that the strategy he adopted to cope with change is to accept it and stay

positive. Participant CM-C indicated that they do everything as it comes. Participant CM-C further stated that:

I cope through adoption of strategies.

4.7.1.5 Centre managers' opinions on benefits for change

Participants differed in opinions regarding the benefits for change in the CLCs. Participant CM-A stated that change brings opportunities. Participant CM-A further stated that changes also bring new faces in the workplace and the flexibility of job descriptions of educators. Participant CM-C indicated that:

There are very few benefits. I do not see the need for changes as it causes disruption and challenges.

Participant CM-D mentioned that;

Up to now, I would not see any benefits. We see ourselves as lost, being depressed. I am worried about the scale of payment that is not equal to that of educators.

Centre managers differed in terms of benefits of mergers. Participant CM-A stated that change brings opportunities. Participant CM-C indicated that there are few benefits while participant CM-D mentioned that no benefits are seen, are lost and depressed.

Participants had different opinions on benefits for change.

4.7.1.6 Effects of change on centre managers' positions

All participants agreed that change has affected their positions negatively. Participant CM-D mentioned that:

It was hard because lecturers need more answers from me while I do not have those answers.

Participant CM-C indicated:

Change has affected my position negatively. Participant CM-C further indicated that lecturers can just go directly to the principal and overlook you.

Participant CM-A stated that change has affected his position negatively. Centre managers agreed that their positions were negatively impacted.

4.7.2 Effects of transition on roles and responsibilities of centre managers

4.7.2.1 Changed roles and responsibilities due to transitioning through change management

Participants agreed that change had affected their roles and responsibilities as centre managers. Participant CM-A stated:

Change has affected my roles and responsibilities' where you find that the department of higher education is run by the principal (college) at the helm. Top management who did not allow them to manage the centre funds like they use to while they were in basic education.

Participant CM-C indicated that change had affected her roles and responsibilities negatively. Participant CM-C further said:

My subordinates don't feel, don't consider me as a manager because they go directly to the principal (college) to raise their concerns.

Participant CM-D mentioned that they have much work, and they are overloaded and mentioned that it was very hard for centre managers to go through all of these challenges.

All participants agreed that change had affected their roles and responsibilities.

4.7.2.2 Emotional effects on centre managers on transitioning from DBE to DHET

All participants agreed that transition from DBE to DHET affected them negatively emotionally. Participant CM-A stated;

Transition emotionally affected us negatively. Participant CM-A further stated that people's pension is affected as they will never have pension funds and funding of CLCs is limited.

Participant CM-C indicated that it was lamentable that finances were easily available, but nowadays you have to go through serious procedures in order to access the funds. So emotionally it is very sad. Participant CM-D mentioned that they were not happy at all. Participant CM-D further mentioned that educators are always requesting more working hours and as a centre manager, she cannot do anything about that.

Participants emotionally were negatively affected by transition from DBE to DHET.

4.7.2.3 Effects of change on relationships between centre managers and educators

Participants CM-A and CM-D shared the same sentiments. Participant CM-A stated that:

Change affected my relationship with the educators negatively because educators were expecting better positions and promotions, and that is done by the department not centre manager.

Participant CM-D mentioned that it really affects their relationship with educators badly. Participant CM-D further mentioned that educators thought that their salary scale would change. Participant CM-C differed with participants CM-A and CM-D by indicating:

I've got good relationship with the educators, but the relationship was affected negatively. I have mixed feelings about the effect of the relationship between educators and centre managers.

Participant CM-A and CM-D were of the view that change had affected the relationship of centre managers and educators negatively.

4.7.2.4 Support received by centre managers from authorities to fulfil their roles and responsibilities

Participants differed on the support they receive from authorities to fulfil their roles and responsibilities. Participant CM-A stated:

I received support from the authorities.

Participant CM-C indicated:

I receive very little support. I feel that the support that one will get is whenever there is a problem.

Participant CM-D mentioned:

We don't receive any support at all and that make our duties very hard.

Participants have different views regarding the support they receive from authorities.

4.7.3 Centre managers consultation and communication on change implementation

4.7.3.1 Centre managers' consultation on change

Participants CM-C and CM-D said that they were not consulted on the change from DBE to DHET, while participant CM-A held a different view about consultation. Participant CM-A stated that they were consulted through meetings. Participant CM-C indicated that they were not informed. Participant CM-C further indicated that consultation means your views are taken into consideration. Participant CM-D mentioned that they were not consulted.

4.7.3.2 Communication strategies used to inform centre managers about change management.

Participants CM-C and CM-D agreed that they were informed through memos (memoranda). Participant CM-C indicated that memos and emails were sent, and meetings were held. Participant CM-C further said:

The main method was through word of mouth and we did not receive structured notes.

Participant CM-D mentioned that they just signed the memos to say that they were moving from basic education to higher education.

Participants stated that communication strategies used to inform them about transition was through the word of mouth and memoranda.

4.7.3.3 Centre managers' confidence to manage better after management change

Participant CM-C and CM-D stated that consultation and communication about change did not give them confidence to manage the centres better, while participant CM-A indicated that consultation and communication have given him confidence to manage centres better. Participant CM-C said:

There was no confidence that I will be able to manage this change.

Participant CM-D mentioned that they never experienced confidence because everything was not transparent. Participant CM-D further mentioned that there was much confusion.

Participant CM-C indicated that she was not confident to manage better after management change, while participant CM-D mentioned that change never gave them confidence and there was much confusion.

4.7.3.4 Centre managers' behaviour change after consultation and communication about change management

Participants CM-A and CMD agreed that consultation and communication on change management changed their behaviours. Participant CM-A stated:

Consultation and communication changed his behaviour because the way I used to do things while I was in basic education is different to what I am doing right in higher education.

Participant CM-C indicated that her behaviour was not affected as such, because she was open to change. Participant CM-D mentioned that: *they were depressed and frustrated, not knowing what to do, because lecturers were bombarding them with questions to which they did not have answers.*

Participants CM-A and CM-D's behaviour was negatively affected and stated:

I do my work in a different way when compared to the former way of doing in basic education. It is much more challenging since there are curriculum changes especially with regard to assessment.

Participant CM-D felt depressed, and frustrated.

4.7.4 Centre managers' job satisfaction after change

4.7.4.1 Centre managers' feelings about transition from DBE to DHET

Participants varied in opinions regarding how they felt about transitioning from the DBE to DHET. Participant CM-A stated that:

I feel excited because we have been promised better things through this change.

Participants paused and became hesitant to continue with the question. Participant CM-C indicated that 'he personally embraced change. He continued to say they had been consulted and given ample time and reason for change. The transition would have been embraced positively. Participant CM-C insisted that she was for change as it helped her to grow.

Participant CM-D said:

This is unfair because actually the department needs to consult educators first and inform them in a proper way that they will be moving. This information of the transition came through memos and did not make sense to us. We did not have privilege of input and just had to accept what was put on the table without questioning why certain aspects changed.

Participant CM-D differed from participant CM-A and CM-C as participant CM-A was excited and participant CM-C embraced change.

4.7.4.2 Effects of change management on performance of centre managers

All participants agreed that change affected their performance negatively in the work as managers, but in different versions. Participant CM-A opined:

My performance as a centre manager at the workplace was affected negatively. The powers that were given in basic education were taken away from me. Thus, I was not able to exercise them at Higher Education. I feel restricted and my power is affected.

Participant CM-C said:

Delays in delivery that affected me negatively, relate to delivery of procured resources. Lecturers (educators) need resources to carry out their key performance areas. If authorities fail the educators to produce the delivery of resources, educators cannot be blamed. Change affected me negatively because I am unable to meet my deadlines.

Participant CM-D posited:

With regard to funding it was a challenge, since funding is not enough. It is a challenge, as we do not have enough resources as a centre and educators are not being developed or trained. Funding at CLCs is insufficient.

4.7.4.3 Challenges experienced by centre managers since transition

All participants agreed that they experienced challenges since the transition in terms of funding and resources. Participant CM-A said:

We are no longer managing funds, as we are managed by the college. When they procure resources, delivery would take time to arrive at the centre. We can receive them after six months; it takes time.

Participant CM-C indicated that it was just chaotic as she was unable to procure mobile classes and other resources for packed learners. Participant CM-D mentioned that a challenge is resources, running short of resources all the time. Participant CM-D further mentioned that funding is a challenge. She said:

Most of the time we have a problem with the funds or finances. We cannot overcome some of the challenges because of funding.

Participants alluded to the fact that since after transition, resources are running short all the time, delivery of resources take time and they have a challenge with access of funds from the college.

4.7.4.4 Strategies used by centre managers to cope during transition

Participants CM-A and CM-C applied different strategies to cope with the transition. Participant CM-A stated:

The strategy to cope with the transition is to work with the educators. We need to bring educators on board with decision-making.

Participant CM-C indicated that she embraced transition and took it as it comes. She said transition is work in progress. Participant CM-D seemed not to have understood the question and sighed without answering the question.

4.7.4.5 Centre managers' satisfaction with the change

Participants CMA and CM-D slightly agreed that they were not satisfied with the implemented change, while participant CM-C had mixed feelings about satisfaction. Participant CM-A was not completely satisfied. Participant CM-A said:

I am not quite satisfied because there is still a lot to be done.

Participant CM-C indicated that she agreed and disagreed simultaneously, because of various reasons. On the one hand her seniors are easily accessible when needed and on the other learner teacher support materials are not delivered on time.

Participant CM-D echoed the dissatisfaction and emphasised the fact that she was not really satisfied by repeating her point of view to emphasise her strong feelings. Both participants, CM-A and CM-D agreed that they were not satisfied, while participant CM-C mentioned that learner support materials were not delivered in time.

4.7.5 Centre managers' acceptance and resistance to change management

4.7.5.1 Centre managers' handling of implemented management change

Participants differed on how they handled change management when implemented.

Participant CM-A stated:

I handle change management by bringing all educators on board through meetings and I allow input.

Participant CM-C indicated that first it was difficult. She further indicated that:

It was difficult to understand and handle all the challenges, but in the course of time, I came to a point where I was able to understand change management.

Participant CM-D said it was hard for her, and it was very difficult and also depressing, because they did not receive support from the college. Participants handled implemented change differently as it affected them in diverse ways. Participant CM-C stated that it was bit hard to handle management change, while Participant CM-D mentioned that it was hard, difficult and depressing.

4.7.5.2 Centre managers' resistance to change management

Participant CM-A mentioned that there was resistance to change management. Participant CM-C indicated that personally she did not resist change management but some educators did. Participant CM-D mentioned that there was no resistance to change management. Participant CM-A stated that there was resistance and opined:

It happened very fast where most of the educators were confused. Educators wanted to know what was going to happen when we move to DHET.

Participant CM-C indicated that some staff members opposed the changes, because there was no clear understanding as to the reason behind the transition.

Participant CM-D, on the other hand, mentioned that there was no resistance to change management.

Participants had different views regarding resistance to management change; some did not resist change, while others resisted change.

4.7.5.3 Effects of change management on authority of centre managers

Participants CM-A and CM-C agreed that their authority was negatively affected by change management. Participant CM-A stated:

My authority was negatively affected by change management, because the powers that were given while we were at basic education were taken away when they migrated from basic education to Higher Education.

Participant CM-C indicated that she was affected negatively, because her title of being principal was lost, thus she had little authority and felt hindered on managing the educators. She further indicated that authority was affected negatively and whenever there was a problem, they had to escalate the problem to the college principal, not the centre manager. Participant CM-D did not understand the question and was irrelevant in answering the question. Participants addressed educators' working conditions instead of the effects on authority of centre managers.

In principle participants CM-A and CM-C agreed that the powers and authority of centre managers in CLCs are limited since the transition of management change. Both participant CM-A and CM-C agreed that the authority of centre managers was negatively affected as titles of principalship were removed from the centre managers.

4.7.5.4 Centre managers' strategies adopted to embrace change

Participants differed in strategies they are using to embrace change. Participant CM-A stated that the strategies he used to embrace change are to be flexible, allow change in a positive way and to have positive expectations in the sector. While participant CM-C consistently insisted that the strategy she used was that she took things as they came. Participant CM-C said:

I take everything as it comes, and we just have to accept for the sake of our own sanity.

Participant CM-D seemed not to have understood the question as she addressed going back to basic education instead of addressing strategies she adopted to embrace change. Participants apply different strategies to embrace change.

4.7.5.5 Centre managers' adjustment to implemented change

All participants agreed that they were not yet settled with the implemented change. Participant CM-C indicated that he was not yet settled and that it was a time-consuming process. Participant CM-C further said:

I feel that authority failed to make us understand why change management or why the transition.

Thus, the participant said she cannot say she is settled, and change management is work in progress. While participant CM-A stated:

I was not yet settled because there are many things that the department has to do regarding contracts of educators. In terms of infrastructure, there are still those CLCs do not have their own infrastructure.

Participant CM-D mentioned that they are not settled with the implemented change. She further mentioned that they were not satisfied at all.

All centre managers agreed that they were not yet settled with the implemented change.

4.8 CONCLUSION

In this chapter, I presented and discussed the findings and interpretation thereof. Data were collected through in-depth semi-structured face-to-face interviews with educators and centre managers including document analysis. The main research question and the rationale for the study were my point of departure. The main research question formed the basis of the data analysis. The findings suggested in this study that management change from the DBE to DHET adversely affected educators and centre managers as transitioning was not properly planned and communicated to them and there were no explicit rules and policies. The next chapter, Chapter 5 will present summaries of the findings, recommendations, suggestions for future research, and limitations of the study followed by the conclusion.

5. CHAPTER 5

CONCLUSION, SUMMARIES AND RECOMMENDATIONS

5.1 INTRODUCTION

In this study, I explored the transition through management change: experiences of Community Learning Centres educators. Data were collected through in-depth semi structured face-to-face interviews with educators and centre managers including document analysis. In Chapter 4, the findings from educators and centre managers were presented according to the five broad themes that emerged. The themes and sub-themes were further analysed and presented. The findings were aligned to the reviewed literature in Chapter 2 and the analysis of government official documents such as Community Education and Training Act and Adult Basic Education and Training Act (ABETA, 2000; CETCA, 2006).

5.1.1 Main research question

A summary of the main research question follows next. The question was:

- How did educators experience the transitioning through management change from Department of Basic Education to the Department of Higher Education and Training at Community Learning Centres?

Educators reported that the transition was quite stressful, since they lacked the support, motivation and training. They found it very hard and experienced insecurity and a lack of self-esteem. Insufficient funds impacted them negatively and the lack of resources were also a factor that hindered the positive reception of the transition.

5.1.2 Secondary research questions

The secondary questions are briefly answered next:

- What were educators and centre manager's attitudes towards transition of management change from Department of Basic Education to the Department of Higher Education and Training?

Mixed responses exist in regard to the adaption to change. Some felt they had support whereas others mentioned they were not assisted.

- How did transitioning through management change motivate educators to perform their work?

A general lack of motivation was observed. Educators felt they were uninformed and needed more training and motivation. Support would help them to adapt and embrace change.

- How did educators cope with transitioning of management change from the Department of Basic Education to Department of Higher Education and Training?

Because of a lack of support, extra training and workshops, a lack of resources and funds, educators were not coping well. They were not coping emotionally and battled with negative attitudes.

5.2 RESEARCH OVERVIEW

In **Chapter 1**, I provided an overview of the study. This included the introduction, rationale, research problem and clarification of key concepts. The main research question and sub-research questions were highlighted. I indicated how the research methodology, design and data collection strategies sequence were implemented. Chapter 1 also includes the theoretical framework, the role of my involvement as researcher, trustworthiness and ethical considerations.

In **Chapter 2** the literature review is presented. The literature review focuses on the specific research questions of this study. This chapter offers a wide review of the literature regarding this phenomenon in the international, as well as in the South African contexts.

Chapter 3 presented the research methodology, and research design process. The data collection strategies, analysis and interpretation are discussed. The ethical considerations that guided the study are outlined. Finally, trustworthiness and ethical considerations are discussed.

In **Chapter 4** the data collected, and data analysis are presented. Themes and patterns are used to present all the data gathered. Finally, the case studies were compared in this chapter.

Chapter 5 presented the summary of the findings that emerged from the data analysis and reviewing the literature of the research study, and conclusions that linked the results of the study to the research questions posed in Chapter 1. Findings from empirical research of educators' responses on management change are summarised next.

5.3 RESEARCH FINDINGS AND DISCUSSIONS

5.3.1 Change management in the context of transitioning from DBE to DHET

5.3.1.1 Educators' understanding of change management

In understanding the term change management, the study found that educators had a fair understanding of what change management is and were able to elaborate sharing their own experiences. Verwey and du Plooy-Celliers (2003:190) view change management as "highly turbulent and volatile, organisation must bend or turn to attain competitiveness advantage and sustain survival." Change management is vital for the organisation. Employees need to learn to accept change for growth and development as organisation transform (Mabin, Forgeson & Green, 2001).

5.3.1.2 Educators' views of transitioning from DBE to DHET

The study found that educators had different views on transition from DBE to DHET. Transition is a wake-up call to educators and can bring new information, changes and developments to the sector. While other educators thought that adult education was not correctly placed education system and view change was quick to be implemented. However Licket et al., (2013) argue that transition or change is a process, not an event that takes place over a night. Thus, the study found that transition was a wake-up call to educators as they were not ready for it and could not believe that it happened as it transpired abruptly.

5.3.1.3 Educators' positive impact on change management

The findings about the positive impact that change management brought to educators was that educators started to equip themselves. Educators learned more in order to get more information to be able to engage with learners as they believed that the standard in Higher Education is more advanced than in basic education.

Change can bring growth to the educators Mosenkis (2002) and educators learn more skills that enabled them to impart knowledge to learners effectively (Tahir et al., 2014). On the other hand, some educators indicated that there is no positive impact as they are not permanently employed, and salaries are not adjusted as promised by authorities and communication between CLCs and CETC management is poor. The study argues that management change made a positive impact to educators as they started to equip themselves for the future through self-development.

5.3.1.4 How educators were informed about the implementation of change

The study found that educators were informed verbally when change was implemented through the educators' forums and through centre managers in staff meetings. Communication is not a once-off assignment, communication should be repeatedly reinforced to educators for them to adjust and accept change (Gotsil & Meryl, 2007). The study, therefore, argues that authorities from CET College and DHET should constantly communicate to educators in CLCs to make them understand the implemented change.

5.3.2 Effects of transition on roles and responsibilities on educators

5.3.2.1 Change of roles and responsibilities of educators

The study found that roles and responsibilities of educators did not change as they are still doing what they have been doing while they were in basic education, namely teaching and assessing learners (DHET, 2015). Hence, educators still continue with the roles and responsibilities that they had been doing when basic education was in power and continue to do so under the guidance of DHET. The change has not affected their jobs. Thus, no roles and responsibilities of educators were affected.

5.3.2.2 Effects of change of relationship between educators and centre manager

The study found that educators had mixed feelings about the effects of change on the relationships between educators and centre managers. Riach and Wilson (2007) acknowledge that change management can stimulate and improve interpersonal relationships among staff members. The study argues that, although

change can strengthen the relationships between employees, on other hand it can strain the relationship.

5.3.2.3 Educators support from DHET

The study found that the support from CETC and DHET is there but not adequate. The participants compared the support they received from basic education and the support they receive in DHET, the support from DHET is lacking. DHET does not provide support at the same level as DBE, since it is lacking. Bowe (2011) and Jalagat (2011) advance that success of change requires serious attention and professional support from the drivers of change. Participant ED indicated that at the beginning they had no support, but authorities came to ask about the educators needs. Wallace et al. (2009), found that employees supported by authorities have a view that the institution values their effort and welfare. The study argues that adequate support from the authorities is encouraged for the employees to perform at their optimum level.

5.3.3 Consultation and communication on change management

5.3.3.1 Educators' consultation on change

The study found that educators had mixed feelings regarding consultation on change management. Datnow and Castellano (2000) are of the opinion that for educators to welcome and accept new innovations, educators need to internalise the introduced changes. Since some educators stated that they were not consulted, I argue that it would be difficult for them to immediately accept the implemented change. Advocacy and rigorous consultative processes should be encouraged by the top management to make educators to understand the effected change. Hargreaves (2005) argues that without consultation, adoption of change could be limited and unimaginable. The study argues that the authorities should close the gap that exists between top management and the educators as educators feel not being consulted when change is implemented.

5.3.3.2 Communication processes followed during change management

The study found that communication during change was verbal, through circulars and workshops. Participant ED indicated that the communication process was verbal through principals, while participant EA and EC stated that circulars and

workshops were held. According to Koivula (2009) good communication strategy applied can eliminate risk of fear and doubt from the educators. Top management should always be in cognisance that communication and management change are connected processes and therefore they should not separate the two if they want change to be seen in positive light (Malek & Yazdanifard, 2012). The study argues that communication between educators and the top management should be strengthened through better communication strategies instead of educators relying only on centre managers for information.

5.3.3.3 Educators' contribution of transition through management change

In this study I found that educators made some contributions of transition through management change as alluded by participants EA and ED though they were not much very happy about the change. Smylie and Perry (2005) and Fink and Stoll (2005) maintain that successful transition is better achieved when educators are directly participating in the process of implementation as change. However, participant EC stated that educators were not involved to make contribution of transition through management change. The study argues that when there is a change, all stakeholders should be consulted and make a contribution to the intended change.

5.3.4 Job satisfaction of educators in terms of management change

5.3.4.1 The effects of merging centres into a college

The study found that effects of merger of centres under one college brought negative outcomes. Wyngaard and Kap (2004) state that mergers on staff morale can be predominantly harmful and merciless. Hay and Fourie (2002) reflect that mergers of institutions may bring level of insecurities amongst educators; mergers may also instil fear retrenchment in educators. Merger of centres may instil fear and educators may turn against each other in order to protect their positions.

5.3.4.2 The benefits of merger on educators

The study found that merging centres did not bring any benefits to the educators. Singh and Mogla (2008) contradict participants as they outline that merging can benefit educators through new opportunities and better utilisation of human resources. The study argues that drivers of change need to convince educators

about implemented change so that they may change their mind-set and see opportunities, not every change is gloom.

5.3.4.3 The feeling of educators on the differences of Public Adult Learning Centres and Community Learning Centres

The study found that educators felt no difference between PALC and CLCs. Participants EC and ED agreed by indicating that there was no difference between PALC and CLCs. Participant EC indicated that they are still operating in the afternoon and do not have venues (own buildings). Hall and Hord (1987) and Mugweni (2012) assert that educators may remain not being concerned about the transition and feel no difference. The study argues that when educators do not feel that there is change, they will continue, as before, top management should train educators to realise the implemented change.

5.3.4.4 The effects of transition on educators work

The study found that educators had different views on the effects of transition on their work. Participant EA stated that her work is not affected much as nothing changed. Participant EC indicated that because of lack of skills, educators may lose their jobs. Thus, this may be traumatic, stressful and challenging to educators (Bostrom, 2002; Clarke & Sharpe, 2003). Botha et al. (2016), maintained that educators resist change when they do not understand the reasons for change. The study argues that when educators do not understand the reasons for change, they may be stressed, traumatised and depressed by the change situation.

5.3.4.5 The educators' satisfaction about change

The study found that educators are not satisfied about the change because of various individual reasons. Educators are not satisfied as they feel that change affects learners positively and not them and there is a division amongst educators. Dissatisfied educators may act and not comply with the change requirements (Lindblad, 1990). Thus the study argues that when educators' moral is down, educators may resist and challenge the system by not complying with the policies to frustrate drivers of change.

5.3.5 Resistance and acceptance of change management

5.3.5.1 Educators' resistance to management change

The study found that there was resistance to management change. Educators need to be prepared mentally to move away from old behaviour and culture (Samuel, 2013). The study argues that educators are still not mentally prepared to deal or embrace the transition through management change. According to Kurt Lewins (1951), educators are still at stage one, unfreezing stage and need to be prepared mentally for them to change their attitudes and behaviour.

5.3.5.2 Educators' strategies to embrace change

The study found that participants agreed that they should comply with the rules, regulations and policies as a strategy to embrace change. Participant EC stated that as educators we decided that we must not be against change, so we should follow the rules and regulations. Datnow (2006) and Ryan (2004) argue that imposed change to educators may develop culture of compliance so that they can embrace transition without hassles. Thus educators are in agreement with Datnow (2006) and Ryan (2004) by adopted compliance to the authorities as a strategy to embrace change, but their attitudes may remain unchanged (Black & William, 2005). The study argues that compliance does not necessarily mean that educators are at peace with the change, educators may comply to protect their jobs.

5.3.5.3 Educators' adaptation to the implemented change

The study found that participant EA and ED are not yet settled with the implemented change. Smylie and Perry (2005) note that educators as agents of change, are encouraged to adapt to change as soon as possible so that they can embrace new policies, laws and operation standards in the sector. Thus the study argues that educators who are still not settled should be capacitated the authorities for them to accept change for the adult sector to achieve its objectives.

5.4 CENTRE MANAGERS' RESPONSES

5.4.1 Centre managers' understanding of management change in context of transition from DBE to DHET

5.4.1.1 Centre managers' understanding of change management

The study found that centre managers understand change management in various ways in a fairly manner. Armstrong (2009) supports this finding since he describes change management as a tactic that necessitates clarification and adaptation by centre managers to guarantee the proper fit between approaches and policies. Hornby (2015) indicates that management change is when structures of the organisation changes from its original form. Participant CM-D described change management as when there is a lot of change in management in a way that the communication system from top to lower management is not clear and transparent. Popa and Burdus (2014) and Laurentiu (2016) state that change management can lead to a number of changes in an institution if a new approach or strategy is being adopted. Thus a new structure and approach were adopted after management change of Community Learning Centres (CLCs) from DBE to DHET.

5.4.1.2 Centre managers' understanding of transition from DBE to DHET

Participants were in agreement that transition is a movement from one department to the other. Transition is viewed by the participants a change from one state to another. Participants' interpretation of management change is in line with Hornby's (2015) definition. Participant defines change as a process of moving from one form or state to another. Wachira and Anyieni (2017) further explain management change as changing a situation of the institution for fresh product development. Thus CLCs moved from one form DBE to another form DHET with the aim of coming with fresh ideas to develop and improve them.

5.4.1.3 Centre managers understanding of transitioning through management change

The study found that participants differ in their understanding of transition through management change. In understanding transition through management change, the institution attempts to improve for the better with the help of change determination such as new system implementation (Boikhotso, 2013; Kotter, 1995). Empirical research found that when there are management change, the institution's various

functional areas, such as human resources, are affected (van Tonder, 2004). The study argues that structures should be put in place before any change can be attempted by the authorities. In a case of this management change, CLCs were moved to DHET without structures such as financial and procurement departments in place. Hence, participants reported that transition was not properly done.

5.4.1.4 Centre managers strategies adopted to cope with change

The study found that participants accepted change in a positive way and take everything as it comes as a coping strategy to change management. Centre managers have little power to initiate change while they are expected to preserve the integrity of the education innovation as a whole (Johnson, 1969; Clasquin Johnson, 2011). Thus, centre managers either accept change or carry on like before. Penuel (2007) concurs with Ryan (2004) that adoption strategy should create implementation loyalty and honesty from educators. Thus, this study argues that, although there are various strategies to adopt change, this study view that change should be accepted or embraced in a positive way by subordinates to alleviate frustrations.

5.4.1.5 Benefits for change

The study found that participants differed in terms of benefits of mergers. Participants reported that they experienced depression and anxiety. Singh and Mogla (2008) are of the opinion that change creates opportunities. Mosia (2011) and Sorour (1997) found that if centre managers do not understand the reasons for transition or change and are convinced that it will not benefit them, they tend to ignore or reject change. Thus, this study argues that though other participants do see little or no benefits of change, change can create benefits to employees, for example new positions can be advertised and employees can be promoted.

5.4.1.6 Effects of change on centre managers positions

The study found that change affected centre managers' positions negatively. Centre managers' fears and negative concerns should be addressed so that they may be reduced and be at ease (Todnem, 2005). Centre managers agreed that their positions were negatively affected. Radical change threatens job security and economic freedom that centre managers may have enjoyed before transition from

DBE to DHET (Boikhutso, 2013). Thus the study argues that when change is implemented, authorities as drivers of change, should assure employees will not lose their jobs to encourage stability in the sector. Non-assurance and lack of effective communication to employees may cause disruptions of service delivery.

5.4.2 Effects of transition on roles and responsibilities of centre managers

5.4.2.1 Changed roles and responsibilities due to transitioning through change management

The study found that change had affected participants' roles and responsibilities. After the transition through management change powers of making major decisions were taken away from them, and the title 'principal' was scrapped to be replaced by the term 'centre manager' (CETA, 2006). Centre managers were initially regarded as principals of the CLCs, taking major decisions for centres (ABETA, 2000). Thus, the study argues that centre managers' roles and responsibilities were negatively affected, as centre managers cannot take major decisions in the centre, but they have to refer them to the CET college principal.

5.4.2.2 Emotional effects on centre managers when transitioning from DBE to DHET

The study found that the transition from DBE to DHET emotionally affected centre managers negatively. Participants reported that they were emotionally affected since they felt insecure and discouraged. Participants indicated that it is lamentable that finances were initially easily available, but nowadays you have to go through serious procedures in order to access the funds. So emotionally, it is very sad. Early, Pianta and Cox (1999) and Phatudi, (2007) are of the view that centre managers move in different stages during management change period. Centre managers will start at lower level of sadness, and with time they will move to a higher level of confidence to handle change. Kurt Lewin (1951) argues that when there is management change, implementers of change must first unfreeze educators, (when saddened or shocked), move them to change or moving stage (prepare mental attitude) and refreeze them to accept change. Thus, the study argues that centre managers should go through change stages suggested by Kurt Lewin (1951) in order for them to be back at happy mood.

5.4.2.3 Effects of change on relationships between centre managers and educators

The study found that centre managers had different opinions on the effects of change on the relationship between centre managers and educators. Austin and Currie (2003) argue that change influence the way educators think, and this may depend on the attitudes towards each other.

Participants reported mixed feelings about the effect of the relationship between educators and centre managers. Kennedy (2005) argues that not all educators understand management change the same way, and others can embrace change while others resist change, thus, the situation may cause strained relationships amongst employees. Change should consider social aspects of educators and focus on sound relationships (Clegg & Walsh, 2004). The study argues that when change is implemented, implementers of change should develop strategies to avoid conflicts amongst the employees.

5.4.2.4 Support received by centre managers from authorities to fulfil their roles and responsibilities

The study found that participants had different views on the support they receive from authorities to fulfil their roles and responsibilities. Rogan (2004) is of the view that centre managers' effectiveness depends on the quality of leadership the authorities provide to the subordinates to fulfil their roles and responsibilities. Authorities can create the organisation environment that support centre managers to influence educators to understand the meaning of management change (Herberg-Davis & Brighton, 2006). Thus, I argue that support from authorities is critical for centre managers to fulfil their roles and responsibilities effectively and efficiently at CLCs.

5.4.3 Centre managers' consultation and communication on change: Implementation

5.4.3.1 Centre managers' consultation on change

The study found that participants had different views about consultation when management change was implemented. Participants CM-C and CM-D suggested that they were not consulted on the management change from DBE to DHET, while participant CM-A held a different view about consultation. He stated that they were

consulted through meetings, while participant CM-C indicated that they were not. Consultation means your views are taken into consideration. Participant CM-D echoed the view that they were not taken into consideration or consulted at all. Lanning (2001) argues that change (transition) without consultation with the stakeholders can be detrimental to the process of change. Employees should be committed to change for them to continue providing good service to their clients (Sturdy & Grey, 2003; Taylor-Bianco & Schemerhorn, 2006). Thus, this study argues that a lack of consultation with employees (centre managers) may cause resistance as they would be demotivated, discouraged, dissatisfied and disgruntled. Consultation should be properly done, and drivers of change should listen to employees' input to win the hearts.

5.4.3.2 Communication strategies used to inform centre managers about change management

The study found that strategies used by drivers of change to inform the centre managers about change management were memoranda, meetings, word of mouth and e-mails. Participant CM-C indicated that memos and emails were sent, and information shared via meetings.

Koivula (2009) argues that clear and effective communication strategies need to be employed by authorities to bring centre managers on board in terms of management change. The unfreezing stage in Kurt Lewin's (1951) theory need strong communication strategies for centre managers to adjust and accept change; this encourages staff members to abandon their old behaviour and develop new one (Malek & Yazdanifard, 2012). Thus, this study argues that strong and good communication strategies should be developed to disseminate information to the staff members in CLCs so as to eliminate confusion amongst staff members as employees inputs plays a critical role for buy-ins of any change organisational change.

5.4.3.3 Centre managers' confidence to manage better after management change

The study found that participants had different views about consultation and communication on change.

Participant CM-D mentioned that there was much confusion. Heidemann, Chang and Menninga (2005) are of the opinion that centre managers move from a stage of chaos and confusion to the one of confidence when there is professional development which empower them. Professional development can decrease the state of confusion and make centre managers to flourish. Thus the study argues that lack of consultation; communication and professional development hamper confidence in employees to manage CLCs better (Mosia, 2011). Consultation and communication in an organisation need serious attention for the organisation to flourish. Thus, communication and consultation within the organisation should always be improved to avoid confusion amongst staff members.

5.4.3.4 Centre managers' behaviour change after consultation and communication about change management

The study found that participants had mixed feelings about their behaviour change after consultation communication about change management. Some embraced change whereas other opposed it. Carter (2008) argues that positive behaviour should be encouraged and celebrated.

According to Kurt Lewin's (1951) theory stage two is when change occurs and there is panic and confusion among staff members. The theory supports participant CM-D's behaviour of feeling frustrated and depressed. Authorities should constantly check the subordinates' behaviour and align it with the expectations of the management change (Turner, 2017). Thus this study argues that authorities should assist centre managers to adjust their behaviour with the expected change. Positive behaviour, no matter how small, should be encouraged and celebrated during the implementation process (Carter, 2008).

5.4.4 Centre managers' job satisfaction after change

5.4.4.1 Centre managers' feelings about transition from DBE to DHET

Participants had different opinions regarding how they feel about transition from DBE to DHET. Participant CM-D mentioned that change without consultation is unfair since the workers need to feel safe and secure even though changes are implemented. Authorities need to consult educators and centre managers first and inform them in a proper way that they will be moving. Energised and happy

educators readily embrace change and increase productivity (Silvia, 2006). Successful change should be driven by motivated employees (Sidikova, 2011). Feeling is an emotional reaction exhibited by educators, such as unfairness and excitement. Centre manager CM-A felt excited, because they were promised better circumstances. Participant CM-D felt it is unfair and participant CM-C embraced change. Thus the study argues that, happy and excited educators who feel well treated and their welfare taken care of will assist top management to successfully implement change.

5.4.4.2 Effects of change management on performance of centre managers

The study found that centre managers' performance was negatively affected by management change. Participants agreed that change affected their performance negatively but provided different versions.

Ukwuaba (2015) argues that inadequate provision of funding to organisations may hinder and adversely affect the success of the implementation of transition through management change, consequently centre managers may not to be effective in the delivery of duties and obligations. Although funding of CLCs is viewed as an expense rather than investment (DHET, 2012), robust funding of the adult sector is needed so that they can move to higher level of staff performance (Lolwana, 2009). Delivery of service depends on strong funding of CLCs. Thus, this study argues that strong funding of CLCs after the management change influences how educators and centre managers perceive change. CLCs will be vibrant when properly funded; this will enhance centre managers' performance.

5.4.4.3 Challenges experienced by centre managers since transition

The study found that centre managers experienced challenges, since the transition on resources and funding. Management change should provide a conducive environment and accommodate effective learning to take place (Rule et al., 2016).

Participants further mentioned that funding is a challenge and most of the time they have a problem with the funds or finances. Land and Atchison (2017) acknowledge the notion that CLCs should have suitable and sufficient learning resources such as learning materials and furniture for effective teaching and learning. Thus this study

argues that centre managers should be supported with necessary resources and funding to reduce or eliminate their frustration about management change.

5.4.4.4 Strategies used by centre managers to cope during transition

The study found that centre managers apply different strategies to cope with the transition. Bechtel and O'Sullivan (2007) argue that collaboration and support from other staff members can facilitate the adaptation to management change with ease. Participant CM-A concurred to the notion by stating that he works with the educators to cope with the transition. Encouraging educators and centre managers to share their frustrations and challenges during meetings assist them to refocus (Zimmerman, 2006). The study agrees that collaboration of centre managers with other staff members can be used to help workers and institutions to cope with the transition, unless centre managers accept change as it is.

5.4.4.5 Centre managers' satisfaction with the change

The study found that centre managers had mixed feelings about satisfaction. Participant CM-C for and against change, because of various reasons. On the one hand seniors are easily accessible when needed and on the other learner teacher support materials are not delivered in time. A lack of or slow delivery of teacher learner support materials hamper professional service by the employees, thus, educators and centre managers would always be dissatisfied with the implemented change. Resources should include technology that enables internet connection to quickly access range of working resources (Land & Atchison, 2017).

She emphasised that she was not really satisfied through repetition of the sentence. According to Rule et al. (2016) effectiveness of CLCs is linked to minimal adequate resources provided by the authorities to subordinates to perform their work efficiently. Thus the study argues that centre managers' satisfaction in their work environment is a key factor to assist top management with the implementation of transition through management change. Dissatisfied workers can hamper the progress of implementation of change.

5.4.5 Centre managers' resistance and acceptance of change management

5.4.5.1 Centre managers' handling of implemented management change

The study found that centre managers handled management change differently as it affected them in various ways. Centre managers' concerns begin to form in the early stages of change and influence the way they behave and react as they move within various stages of change (Phatudi, 2007).

Mugweni (2012) states that centre managers move from a lower stage where they are not concerned. They obtain more information, personalise change and move to a higher level of awareness. Thus, this study argues that staff in CLCs handle transition through management change differently within various stages of implementation of change and authorities should assist them to be at a higher level of acceptance.

5.4.5.2 Centre managers' resistance to change management

The study found that there was resistance to management change in certain parts of the sector. Some participants mentioned that there was resistance to change management, but there were also those who embraced it.

According to Botha et al. (2016), intensity of resistance by employees depends on what is being changed and whether stability is threatened. Participants had different views regarding resistance to management change; some did not resist change, while others resisted change. If staff members are not involved in the process of change, they tend to be negative, confused and resist change (Lewis et al., 2011). Thus, this study argues that the involvement of all stakeholders when change is implemented is a crucial factor to avoid resistance from employees.

5.4.5.3 Effects of change management on authority of centre managers

The study found that centre managers' authority was negatively affected by change management. Brostrom (2002) and Clarke and Sharpe (2003) argue that transition through management change can be traumatic, stressful and challenging to centre managers.

While participant CM-C indicated that she was affected negatively because titles of being principal were lost, thus she had little authority over educators. She further indicated that authority was affected negatively and whenever there was a problem, they had to divert the problem to the college principal, not the centre manager. Botha et al. (2016), assert that educators resist change when they do not understand the reasons for change because of lack of proper information available to them. The study argues that centre managers need to be reskilled to interpret new policies to understand their new roles and responsibilities in the adult sector.

5.4.5.4 Centre managers' strategies adopted to embrace change

It was further found that centre managers used different strategies to embrace change. In terms of centre managers' strategies adopted to embrace change, centre managers have no choice, but have to allow change and embrace it in a positive way and flow with it to preserve the integrity of the education system as a whole (Johnson, 1969; Clasquin Johnson, 2011). Thus, centre managers either accept change or go on like before. Penuel (2007) concurs with Ryan (2004) that the adoption strategy creates operation allegiance and morality to their job. Thus the study argues that centre managers should be flexible and embrace change so not to be frustrated by the situation.

5.4.5.5 Centre managers' adjustment to implemented change

Participants are not yet settled with the implemented change. Participant CM-D mentioned that they are not settled with the implemented change. She further mentioned that they were dissatisfied. For educators to adjust and settle to implemented change, authorities must support and monitor centre managers to encourage them to comply with transitional change (Day, 2008). Better communication and consultation strategies should be implemented, and management must encourage centre managers to be obedient and faithful to the goals of reform (Drake & Sherin, 2006). Thus, the study argues that policymakers and authorities should develop transition programmes, convince buy-ins of centre managers and review contracts of educators and centre managers in order to achieve the main goal of the adult education sector.

5.5 THE EFFICACY OF THE THEORETICAL FRAMEWORK TO THE RESEARCH FINDINGS

The theoretical framework of Kurt Lewin (1951) was used to gain insight and understanding of transition through management change, experiences of Community Learning Centres educators as they transit from DBE to DHET. Kurt Lewin's (1951) theory further characterised three step changes as the process of unfreezing, changing and refreezing which directly relate to how educators and centre managers feel about the environmental change in the education sector. Lewin's three-step change theory assisted in helping educators and centre managers to understand the implementation of the transition from Basic Education to Higher Education. The theory ushers in the change to all parts of the organisation and highlights the vision to all stakeholders in the organisation (Whelan-Berry & Somerville, 2010). These three critical steps proposed by Kurt Lewin's (1951) were used to guide the study which is concerned with transitioning through management change: experiences of Community Learning Centres educators.

Table 5.1: Kurt Lewin's three phases of change

Kurt Lewin's 3 phases of change	Educators and Centre Managers response
Unfreezing	<ul style="list-style-type: none"> • Old behaviour and attitudes must be changed but must be supported. • Change affecting emotions negatively, need to be balanced. • Change is good, but there must be consultation.
Changing	<ul style="list-style-type: none"> • Allow change to take place in a positive way. • Change the work conditions of employees. • Change is work in progress and brings stakeholders on-board. • Change needs improved communication and consultation strategies.
Refreezing	<ul style="list-style-type: none"> • Organisations do not change, but people do, and educators need to be flexible to accept change. • Change is eased by constant communication. • Change must occur gradually. • Subordinates do not understand reasons for change.

Kurt Lewin's 3 phases of change	Educators and Centre Managers response
	<ul style="list-style-type: none"> Participants indicated that they are not happy and settled about change.

The findings reveal that educators and centre managers experienced various stages of management change to necessitate understanding, clarification and adaptation to change. It is hoped that the research findings and recommendations could later assist the Community Education and Training College (CETC) and the Department of Higher Education and Training (DHET) in shaping and improving the working environment of the educators and centre managers in Community Learning Centres (CLCs). In view of the research findings, I suggested further research on the topic, outlined limitations and gave concluding remarks.

5.6 RECOMMENDATIONS

It is evident from the data collected from the participants that there are several factors that need to be addressed by the CETC and DHET as implementers of the transition through management change. In the light of the educators and centre managers' experiences, a number of recommendations can be made to the authorities in order to have healthy working environment and good relationship between the employer and the employee.

5.6.1 Consultation and communication between the CLCs and the CETC

There is a gap of consultation and communication between the CETC and the CLCs. Educators highlighted that they rely on the centre managers for information to reach the educators. CETC must develop a platform where educators will be able to access information with ease without relying too much on the centre managers. I therefore recommend that better consultation and communication strategies should be developed for educators to access information, as this will help the sector to operate with less conflict in the centres. Communication and consultation are not a once off assignment, as it should be repeatedly reinforced to educators for them to adjust and accept change (Gotsil & Meryl, 2007). Educators should not only rely on verbal communication from centre managers.

5.6.2 Policy advocacy and training

As outlined from above, educators and centre managers should be trained on policies, laws and new operating standards. Educators and centre managers were disillusioned, dissatisfied, confused and depressed by the migration from DBE to DHET. I therefore, recommend that workshops should be organised to train them on new laws, policies and operating procedures so as to lessen confusion that exists amongst educators and centre managers. Policy advocacy and training should be a priority in the sector to change the mind-set of the employees.

Educators are academically orientated in the teaching profession, yet the practical skill offering is introduced and emphasised by the DBE in the adult education sector. Educators need to be trained and reskilled on the offering of hard skill learning areas (subjects) in the sector. The introduction of hard skill learning areas to CLCs instilled fear among educators that they might lose their job. Centre managers, as most of them are new in the position, need vigorous management training on policies and management skills to be able to manage effectively.

5.6.3 Condition of service of educators

Educators' conditions of service need to be revisited and improved by DHET. Educators are concerned that they are being employed on contract hourly basis and are not permanently employed. Educators are concerned about working benefits in the department. When they go on pension, they will have nothing to show for their many years of service at the department of education as they will not have pension funds. Hourly contracts of educators divided them, and this causes unhappiness and animosity amongst them. I therefore recommend that educators should be permanently employed to enjoy benefits provided to all government employees as most of them worked many years for the department of education without interruption of service.

5.6.4 Physical and financial support

CETC and DHET should provide physical resources and financial resources to the centres. The study found that there is a gap between the time the resources are procured and when they are delivered. Non delivery or late deliveries of resources make the centres to fail to provide effective and efficient service to its clientele.

CLCs must be allowed to fundraise and utilise the funds independently at their own discretion as a centre to augment the amount of money released by CETC and the paper budget provided by DHET. The amount released by CETC to CLCs per month is not adequate to run the centre effectively as it becomes exhausted before the next tranche can be released to CLCs. Due to late delivery of resources and the lack of funds at centres, CLCs are unable to purchase essential resources when there is a shortage, thus it makes centres to collapse in operations. I recommend that CETC and DHET should look at the time of procurement of resources and the delivery period. Delivery of physical and human resources should be prompt.

5.7 RECOMMENDATION FOR FUTURE RESEARCH

Based on the findings, future research is recommended in regard to the following:

The research about management change of CLCs from DBE to DHET should be conducted in other districts to compare the findings of this study and to find out how educators and centre managers in other districts manage the transition. This study was conducted involving three CLCs within the ambit of Tshwane South District. There is still a scope of space to conduct management change in other areas or districts due to the findings of this study that educators and centre managers still battle to deal with the transition of CLCs from DBE to DHET. Future research can assist CET Colleges and DHET to understand the challenges experienced by educators and centre managers better and address them accordingly.

5.8 LIMITATIONS OF THE STUDY

The study was conducted in three CLCs around Tshwane South District and not in the CLC where I am working to avoid biasness and endeavour to create a balanced research report. The findings of this study cannot be transferred (generalised) to other CLCs, since it consists of a limited sample size of participants (Lam, 2015).

The plan was to conduct interviews in four CLCs, but due to financial and time constraints and non-availability of educator and centre managers in centre B, I could not conduct interviews at the centre. Educator EB and centre manager CM-B were not available when I was supposed to interview them and ultimately they withdrew from participation, as one of the ethical research principles that participants have the right to withdraw their participation at any time during the research process. I

therefore allowed them to withdraw their participation (Schaefer & Wertheimer, 2010).

The data I gathered from the participants of three CLCs was sufficient to continue with analyses of the data and obtain the findings. Thus three CLCs were accessed. Educator focus group interviews could not be conducted due to educators' busy schedules and was replaced by semi structured individual interviews. A qualitative study in an interpretive paradigm enabled me to understand and interpret the educators' and centre managers' experiences during the transition through management change in CLCs (Tuohy, Cooney, Dowling, Murphy & Sixsmith, 2013).

5.9 CONCLUSION

In this chapter (Chapter 5) I presented my arguments based on the findings from the empirical evidence using qualitative analysis. Recommendations and future recommendations based on the findings were outlined. Limitations of the study were discussed.

5.10 CONCLUDING REMARKS

This study explored the *Transition through management change: The experiences of Community Learning Centre Educators*. The study was conducted to learn more about the experiences of educators and centre managers on the transition of CLCs from DBE to DHET in adult education sector. However, I admit that I cannot transfer (generalise) the findings of the study to a wider population of CLCs due to limited sample of the participants. The participants are of the opinion that there is lack of support that hampers service delivery in the CLCs and needs attention from the authorities.

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7. APPENDICES

7.1 Appendix A: Clearance certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: EM 17/03/04
DEGREE AND PROJECT	MEd Transitioning through management change: the experience of community Learning Centre Educators
INVESTIGATOR	Mr Lucas Chauke
DEPARTMENT	Early Childhood
APPROVAL TO COMMENCE STUDY	07 June 2017
DATE OF CLEARANCE CERTIFICATE	11 June 2019

CHAIRPERSON OF ETHICS COMMITTEE: Prof Liesel Ebersöhn

A handwritten signature in black ink, appearing to read 'Bronwynne Swarts'.

CC Ms Bronwynne Swarts
Dr Roy Venketsamy

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
- No significant changes,
- Informed consent/assent,
- Adverse experience or undue risk,
- Registered title, and
- Data storage requirements.

7.2 Appendix B: Letter of application to conduct research in the Department of Higher Education and Training



Department of Higher Education and Training
123 Francis Baard Street
Pretoria
0002

Dear Sir/Madam

RE: REQUEST TO CONDUCT EDUCATIONAL RESEARCH

I am Lucas Chauke, MEd student at the University of Pretoria, Faculty of Education, Department of Early Childhood Education. I am engaged in a research study entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". The study is supervised by Doctor R. Venketsamy.

I request your permission to conduct the above-mentioned research at four Community Learning Centres in the Tshwane South District of the Tshwane region.

The purpose of this study is to explore educators' experiences, understanding of and responses to the transition of Community Learning Centres from the Department of Basic Education to the Department of Higher Education and Training. The significance of the study is that it will gather information for guidelines for the Department of Higher Education and Training during policy reforms of Community Learning Centres in South Africa. Furthermore, the study will assist educators, principals, centre managers and the Department of Higher Education and Training to understand educators' views, needs and expectations as well as how to deal with the transition in the education sector in the future.

In order to do this study, I need to conduct individual interviews with four centre managers and four educators in the district. Interviews will be audiotaped and transcribed for verification by an independent coder and my supervisor. Interviews will take more or less forty-five minutes per person.

I undertake to observe the following ethical principles throughout the research process:

- I will assure participants (educators) that their participation is voluntary and that they are free to withdraw from the study without any penalty.
- Participants will be asked to sign a form of informed consent.
- In order to protect the names of participants and institutions, the names of participants and institutions will not be mentioned when discussing information or results pertaining to this research study.
- Raw data and field notes will be kept confidential.
- A summary of the research results will be available to participants on request.
- Information related to the interviews will not be accessible to anyone besides the participants, if they so wish.
- I will leave my contact address and telephone numbers in case contact needs to be established about matters related to this research study.

- Participants can terminate their participation at any time

I trust that my request will be considered favourably by the Department and that I will be formally informed about the decision as soon as possible.

My contact numbers are: 083 414 2830 or 066 218 5104

Work: 082 553 2286 or 012 320 5228

Email Address: caukel461@gmail.com

Yours faithfully

Lucas Chauke (Mr) STD, B. Comm, B.Ed.Honours.

Kind regards

Doctor Venketsamy
Supervisor

7.3 Appendix C: Request for permission to conduct research from the Community Education and Training College Principal



The Principal
CET College
100 Northern Parkway
Ormonde
Block B
Second Floor
Crownwood Office Park
2091

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

I am Lucas Chauke, MEd student at University of Pretoria, Faculty of Education, Department of Early Childhood Education. As a requirement of my studies, I am engaged in a research study entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". The study is supervised by Doctor R. Venketsamy.

I kindly request your permission to conduct the above-mentioned research at four Community Learning Centres in the Tshwane South District of the Tshwane region.

The purpose of this study is to investigate how educators experience, understand and respond to the transition of Community Learning Centres from the Department of Basic Education to the Department of Higher Education and Training. The study aims to gather information for guidelines for educators, principals, centre managers and the Department of Higher Education and Training about educators' views, understanding, expectations and needs and how to effectively implement the transition in the education sector. The study will also inform and guide the Department of Higher Education and Training in terms of policy reforms of Community Learning Centres in South Africa.

In order to do this study I need to conduct individual interviews with four centre managers and four educators in the district. Interviews will be audiotaped and transcribed for verification with an independent coder and my supervisor. Interviews will take more or less 45 minutes per person.

I undertake to observe the following ethical principles throughout the research process:

- I will assure participants (Educators) that their participation is voluntary and that they may withdraw from the study at any time.
- Participants will be asked to sign a form of informed consent.
- The names of participants and institutions will not be mentioned when discussing information or results pertaining to this research study.
- The raw data and field notes on the centre will remain confidential and anonymous.
- A summary of the research results will be available to participants on request.
- Information related to the interviews will not be accessible to anyone besides the participants.

- I will leave my contact address and telephone numbers in case contact needs to be established in matters related to this research study.

Participation in this study has direct benefits for educators and centre managers as they are given an opportunity to highlight their experiences, views, understanding, practices, involvement, opinions and awareness of the transition from the Department of Basic Education to the Department of Higher Education and Training.

I trust that my request will be considered favourably and that I will be formally informed about the decision as soon as possible.

My contact numbers are: 083 414 2830 or 066 218 5104.

Work: 082 553 2286 or 012 320 5228

Email Address: caukel461@gmail.com

Yours faithfully

Lucas Chauke (Mr) STD, B. Comm, B.Ed. Honours.

Doctor Venketsamy
Supervisor

7.4 Appendix D: Approval letter from CETC Principal



higher education
& training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



GAUTENG
Community Education and Training
CET COLLEGE

To: Mr L. Chauke Student: University of Pretoria
Cc: Professor Cycil Hartell University of Pretoria
From: Mr C.K. Wee Principal: Gauteng CET College
Subject: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

Dear Mr Lucas Chauke

The above matter and your letter dated the 14 November 2017 refers.

The request to conduct research in our institutions of learning is hereby granted. We hope and trust that your efforts would contribute towards the development of our sector.

Kindly indicate the centres you wish to visit as well as the date and times, so that the Centre Managers can be notified of your intention to visit their institutions as well as the purpose thereof.

We trust that you will find the above in order.

However, should you wish to discuss anything further to do with this matter please feel free to contact us.

Yours faithfully,



Mr. CK Wee
Date: 28/11/2017

Gauteng Community Education and Training College

Head Office: Block B, 2nd Floor Crown wood Office Park, 100 Northern Parkway Ormonde 2091

Tel: 011 494 9040/1

Email: Wee.C@dhet.gov.za

7.5 Appendix E: Request for permission to conduct research from the CLC Centre Manager



32 Wynand Smith Street
Phillip Nel Park
Pretoria West
0183

Re: Permission from the centre manager to conduct research

Dear sir/madam

I am Lucas Chauke, MEd student at the University of Pretoria, Faculty of Education, Department of Early Childhood Education. I am engaged in a research study entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". The study is supervised by Doctor R. Venketsamy.

The purpose of this study is to explore educators' experiences, understanding of and responses to the transition of Community Learning Centres from the Department of Basic Education to the Department of Higher Education and Training. To this end I would like to conduct an interview with you (the centre manager) and one educator. The interviews will create an opportunity for educators to share their experiences and concerns regarding the topic under study.

The study will attempt to formulate guidelines for the Department of Higher Education and Training during policy reforms concerning Community Learning Centres in South Africa. Furthermore, the study will assist educators, principals, centre managers and the Department of Higher Education and Training to understand educators' needs and expectations and how to deal with transition in the education sector in the future.

I undertake to observe and ensure the following ethical principles throughout the research process:

- Your and your staff's participation is voluntary, and you are free to participate and withdraw at any time.
- Your informed consent to participate is important.
- The confidentiality of all raw data obtained, field notes made and the anonymity of the centre (school) and participants in the study will be ensured.
- A summary of the research results will be available to you on request.
- Information related to interview will not be accessible to anyone besides you as the participant, my supervisor and the independent external coder.
- I will provide my contact address and telephone numbers in case contact needs to be established about matters related to the research study.

Participation in this study has direct benefits for the participants (educators and centre managers) as you are given an opportunity to highlight your experiences, views, understanding, practices, involvement, opinions and awareness of the transition from the Department of Basic Education to the Department of Higher Education and Training.

Your participation in this research project will be highly appreciated. Please complete the attached consent form if you choose to participate in this study.

My contact numbers are: 083 414 2830 or 066 218 5104

Work: 082 553 2286 or 012 320 5228
Email Address: cauke461@gmail.com

Kind regards

Lucas Chauke (Mr) STD, B.Comm, B.Ed. Honours

Doctor Venketsamy
Supervisor

7.6 Appendix F: Educator request to conduct educational research



32 Wynand Smith Street
Phillip Nel Park
Pretoria West
0183

Re: Permission from educators to conduct research

Dear Educator

I am Lucas Chauke, MEd student at the University of Pretoria, Faculty of Education, Department of Early Childhood Education. I am engaged in a research study entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". The study is supervised by Doctor R. Venketsamy.

The purpose of this study is to explore educators' experiences, understanding of and responses to the transition of community learning centres from the Department of Basic Education to the Department of Higher Education and Training. I would like to conduct a semi structured interview with you, to give you an opportunity to share your experiences regarding this topic.

The study will attempt to gather information for guidelines for the Department of Higher Education and Training during policy reforms concerning Community Learning Centres in South Africa. Furthermore, the study will assist educators, principals, centre managers and the Department of Higher Education and Training to understand educator's views, opinions and expectations as well as how to deal with transition matters in the education sector in the future.

I undertake to observe and ensure the following ethical principles throughout the research process:

- Your participation is voluntary and you are free to participate and withdraw at any time.
- Your informed consent to participate is important.
- The confidentiality of all raw data obtained, field notes made and the anonymity of the centre (school) and participants in the study will be ensured.
- A summary of the research results will be available to you on request.
- Information related to interview will not be accessible to anyone besides you as the participants, my supervisor and the independent external coder.
- I will provide my contact address and telephone numbers in case contact needs to be established about matters related to the research study.

Participation in this study has direct benefits for the participants (educators and centre managers), as you will be given an opportunity to highlight your experiences, views, understanding, practices, involvement, opinions and awareness of the transition from the Department of Basic Education to the Department of Higher Education and Training.

Your participation in this research project will be highly appreciated. Please complete the attached consent form if you choose to participate in this study.

My contact numbers are: 083 414 2830 or 066 218 5104

Work: 082 553 2286 or 012 320 5228
Email Address: cauke1461@gmail.com

Yours Faithfully

Lucas Chauke (Mr) STD, B.Comm, B.Ed. Honours.

Doctor Venketsamy
Supervisor

7.7 Appendix G: Extract from Continuing Education and Training Act (16/2006): Policy Standard on approval to conduct research in Public Colleges No. 18 of 08 January 2016 (See 5.3)

DHET (2015) Higher Education and Training Information Standard: Approval to conduct research in public Colleges. Pretoria.

4.2 The TVET and CET colleges are established by the Minister of Higher Education and Training in terms of sections 3(1a) and 3(1b) of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006) through Proclamation No. 44 of 2009 which was published in Government Gazette No. 32367 of 1 July 2009.

5. APPLICATION PROCEDURE

5.1 Applicants are expected to complete an official application form titled "*Application to conduct research in public colleges*", which is attached as an Appendix to this Standard.

5.2 Registered Master's and Doctoral students are expected to complete the application form attached as Appendix 1. Research organisations (including individual researchers who are not registered students), are expected to complete the application form attached as Appendix 2.

5.3 Applicants who wish to undertake research in less than ten public Colleges for a specific study, must submit their application to the Head of the college/s concerned.

5.4 Applicants who wish to undertake research in ten or more public colleges must submit their application forms (either Appendix 1 or Appendix 2), to the DHET. The Department will provide a letter of support, which the applicant could use to gain access to the colleges concerned.

5.5 The applicant must submit the application form to the Head of the college/Department at least two months before field research begins. However, urgent applications may be considered by the Head of the college/Department, where applicable.

5.6 Students registered at a recognised Higher Education Institution who wish to undertake research in public college/s must include an Ethics Clearance Certificate as part of their application. The Ethics Clearance Certificate is expected to be provided by the Research Ethics Committee of the institution where the student is registered.

6. PROCESSING OF RESEARCH REQUESTS BY COLLEGES

6.1 Upon receipt of the research application, the Head of the college must check if the application form (Appendix 1 or Appendix 2) is complete. If the application is incomplete, the college must contact the applicant and request for the outstanding information.

6.2 The Head of the college (or his/her nominee) must appraise the application form in line with the following criteria:

- a) Inclusion of all information in the application form (*all applicants*).

7.8 Appendix H: Agreement to participate in educational research



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Agreement to participate in research

I hereby agree that educators at my centre (school) may take part in the research project "Transitioning through management change: the experiences of Community Learning Centres Educators".

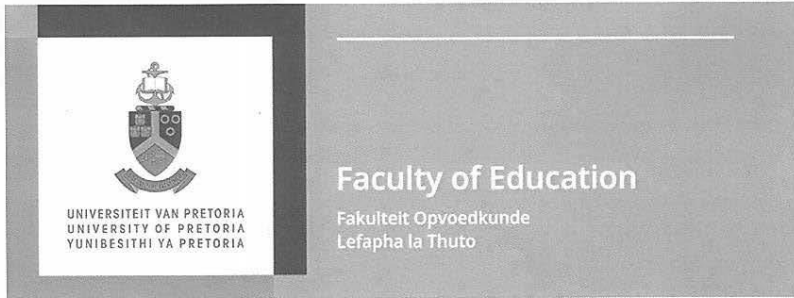
I understand that participation of the educators is voluntary and that they may withdraw at any time. I understand the purpose and the significance of the study.



Centre Manager

18/03/2019

Date



Agreement to participate in research

I hereby agree that educators at my centre (school) may take part in the research project "Transitioning through management change: the experiences of Community Learning Centres Educators".

I understand that participation of the educators is voluntary and that they may withdraw at any time. I understand the purpose and the significance of the study.

F. Kekany

Centre Manager

28/03/2019

Date



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA


Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Agreement to participate in research

I hereby agree that educators at my centre (school) may take part in the research project "Transitioning through management change: the experiences of Community Learning Centres Educators".

I understand that participation of the educators is voluntary and that they may withdraw at any time. I understand the purpose and the significance of the study.




Centre Manager

6/4/2019

Date

7.9 Appendix I: Educators informed consent forms

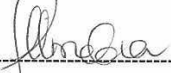


UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Educator's informed consent form

I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.



Educator's signature

18/03/2019
Date



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Educator's informed consent form

I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.

A. M. M. M. M.
Educator's signature

19/03/2019
Date



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Educator's informed consent form

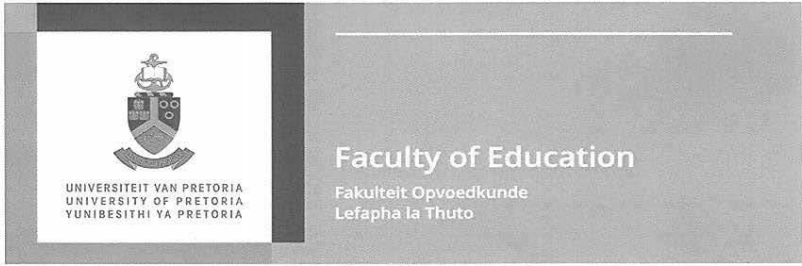
I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.

F. Nekara

Educator's signature

28/03/2019

Date



Educator's informed consent form

I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.



Educator's signature

Date



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Educator's informed consent form

I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.

Educator's signature

Date



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto

Educator's informed consent form

I hereby agree to participate in the research project entitled "Transitioning through management change: the experiences of Community Learning Centres Educators". I understand that my participation is voluntary and that I may withdraw at any time. I understand the purpose and significance of the study.

ML Sed - 7a
Educator's signature

9/4/2019
Date

7.10 Appendix J: Interview schedule

Centre Managers	Educators
<p>Theme 1: Change management</p> <ul style="list-style-type: none"> • What do you understand by change management? • What is meant by transitioning? • What do you understand by transition through management change from DBE to DHET? • What strategies do you adopt to cope with the change? • What are benefits for the change? • How did change affect your position? • Have you tried to resist the change? 	<p>Theme 1: Change management</p> <ul style="list-style-type: none"> • What do you understand by the term change management? • What is your view of transitioning from DBE to DHET? • What positive impact did change management bring to educators? • How were you informed when change was implemented?
<p>Theme 2: Effects of transition on roles and responsibilities</p> <ul style="list-style-type: none"> • How did change affect your roles and responsibilities as a manager of the centre? • How did this transitioning from DBE to DHET affect you emotionally? • How did change affect your relationship with the educators? • Do you receive support from authorities to fulfill your roles and responsibilities? 	<p>Theme 2: Effects of transition on roles and responsibilities</p> <ul style="list-style-type: none"> • Did your role and responsibilities change due to transitioning through management change? • How did change affect your relationship with the centre manager? • What kind of support did you receive from DHET? • Was implementation of change management gradual or haphazard? Explain
<p>Theme 3: Consultation and communication</p> <ul style="list-style-type: none"> • Were you consulted on change from Department of Basic Education to Department of Higher Education and Training? • What communication strategies did they use to inform you about management change? • Did consultation and communication about change give you confidence to manage the centre better? • How consultation and communication on management change did changed your behaviour? 	<p>Theme 3: Consultation and communication</p> <ul style="list-style-type: none"> • Were you consulted about the implementation of change? • What communication processes was followed? • Did consultation and communication about change management assisted educators to work as a team? • Did educators make contribution about transition through management change?
<p>Theme 4: Job satisfaction</p> <ul style="list-style-type: none"> • How do you as a manager feel regarding this transitioning from DBE to DHET? 	<p>Theme 4: Job satisfaction</p> <ul style="list-style-type: none"> • What are effects of merger of centres under one college? • What are benefits of merger of centres on educators?

<ul style="list-style-type: none"> • How did this change affect your performance in the work as a manager? [you can lead questions to funding, resources, staff development] • What are some of the challenges you have experienced since this transition? • What strategies did you use to cope during the transitioning? • Are you satisfied with the change? 	<ul style="list-style-type: none"> • Do you feel the difference between Public Adult Learning Centres and Community Learning Centres? • How did the transitioning from DBE to DHET affect your work? • Are you satisfied with the change?
<p>Theme 5: Resistance and acceptance of change Management</p>	<p>Theme 5: Resistance and acceptance of change Management</p>
<ul style="list-style-type: none"> • How did you handle change management when implemented? • Was there any resistance to management change? • How your authority affected by management change? • What strategies do you adopt to embrace change? • Do you think you are now settled with the implemented change? 	<ul style="list-style-type: none"> • Was there any resistance to management change? • What strategies do you adopt to embrace change? • Do you think you are now settled with the implemented change?

