

**THE ROLE OF THE SCHOOL MANAGER AS
AN AGENT OF CHANGE IN EDUCATION**

by

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This dissertation is dedicated to my late wife,
LESEGO PATRICIA SEBATE.
She was everything to me, a pillar of strength,
an inspiration, faithful and loving.
So long

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And finally, THE MOST HIGH. .

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DECLARATION OF ORIGINALITY

I, Maleke David Sebate, (student number 89010711) hereby declare that the research study: **The role of the school manager as an agent of change in education** is my own work, and that the sources used have been acknowledged with complete references.

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Signature

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Date

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SUMMARY

Transformation has brought a plethora of school management and leadership activities than were there before. Schools have become complex social organizations. The kind of consolidation by the Department of Education is intended to improve operational effectiveness and efficiency.

School managers and colleagues are responsible to take charge of change management and leadership. Roles, duties and responsibilities of school managers have been revised. School managers by themselves have to undergo a shift in their thinking with regard to their roles in the new millennium. This paradigm shift would enable school managers to avail themselves to undergo skills training in leadership and management. It would also expedite the capacity to implement policies and procedures in education. School managers have got to grapple with these challenges forthwith.

Thus, the problem of this study focuses on how can the school manager play a changing role in education? Hence, the aims of the research are:

1. To optimize effective leadership and management in schools.
2. To determine the role of the school manager in the new system of education.
3. To know and understand the effects of change on the role of the school manager.

To support these aims, provision has been made to describe and explain situations and influences throughout the entire research. Nevertheless, change is inevitable and can be unsettling and it can be invigorating. School managers have to work for the better than to continue with the *status quo*.

Underpinning the push for change and restructuring is the desire to provide quality education based on the principles of equity, effectiveness, participation,

responsiveness and public accountability. In this context therefore, school managers will have to be imaginative in formulating a vision and mission statement in their schools. The school manager is a strategic leader.

KEYWORDS

Accountability

Change

Implementation

Leadership

Management

Mission statement

Role

School manager

Staff development

Transformation

Vision

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TABLE OF CONTENTS

	Page
CHAPTER 1: INTRODUCTION AND ORIENTATION	
1.1 INTRODUCTION	1
1.2 ORIENTATION	1
1.3 PROBLEM STATEMENT	4
1.4 CONCEPTUALISATION	5
1.4.1 EDUCATION.....	5
1.4.2 SCHOOL.....	6
1.4.3 SCHOOL MANAGER.....	6
1.4.4 CHANGING (A CHANGING ROLE).....	8
1.4.5 ROLE(S).....	9
1.5 OBJECTIVE AND AIMS	10
1.5.1 OBJECTIVE OF THIS RESEARCH.....	10
1.5.2 AIMS OF THE RESEARCH.....	11
1.6 RESEARCH METHODOLOGY	11
1.7 OUTLAY OF CHAPTERS	13
1.8 SUMMARY	14

**CHAPTER 2:
EDUCATION AS A VEHICLE OF CHANGE**

2.1	INTRODUCTION	14
2.2	EDUCATION	14
2.3	TRENDS IN EDUCATION	18
2.3.1	TEACHING AND LEARNING TRENDS	18
2.3.2	SCHOOL TREND	19
2.3.3	TRENDS FOLLOWED BY THE SCHOOL MANAGER	23
2.3.4	SCHOOL MANAGER’S ROLE	25
2.3.4.1	Interpersonal role	27
2.3.4.2	Information role	28
2.3.4.3	Decision-making role	29
2.4	TRAINING AND CAREER DEVELOPMENT	30
2.5	SUMMARY	36

**CHAPTER 3:
CHANGE THROUGH SCHOOL MANAGERS**

3.1	INTRODUCTION	36
3.2	CHANGE	37
3.3	CHANGE AND PERSISTENCE	41
3.4	TWO TYPES OF CHANGE PERSISTENCE	42
3.5	FORMS OF CHANGE IN EDUCATION	44
3.6	FACTORS BRINGING CHANGE	46
3.7	FACTORS RESISTING CHANGE	48
3.7.1	THE PSYCHOLOGICAL FACTORS	50
3.7.2	POSSIBLE LOSS OF AUTHORITY	53
3.7.3	LACK OF SKILLS AND MOTIVATION	54
3.8	NOT UNDERSTANDING THE REASONS FOR CHANGE	56
3.9	UNDERSTANDING RESISTANCE TO CHANGE	58
3.10	PSYCHOLOGICAL RESISTANCE TO CHANGE	58
3.11	ORGANISATIONAL REASONS FOR RESISTANCE TO CHANGE	60
3.12	SCHOOL MANAGER IN THE ROLE OF CHANGE	61
3.13	CONCEPTUAL SKILLS	65
3.13.1	TECHNICAL SKILLS	66
3.13.2	HUMAN SKILLS	68

	Page
3.14 LEADERSHIP ANDMANAGEMENT	68
3.15 LEADERSHIP STRATEGIES	69
3.16 THE SCHOOL MANAGEMENT PROCESS	71
3.16.1 THE NEEDS FOR SCHOOL MANAGEMENT.....	72
3.16.2 RESOURCES.....	72
3.16.3 MANAGEMENT TASKS.....	73
3.17 SUMMARY	73

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**CHAPTER 4:
RESEARCH METHODOLOGY**

4.1	INTRODUCTION	75
4.2	THE PURPOSE OF THE RESEARCH	75
4.3	RESEARCH METHODOLOGY	75
4.4	TYPES OF RESEARCH METHODS	76
4.4.1	QUANTITATIVE RESEARCH METHOD.....	76
4.4.2	QUALITATIVE RESEARCH METHOD.....	76
4.5	VALIDITY AND RELIABILITY	77
4.5.1	POPULATION AND SAMPLING.....	77
	4.5.1.1 Population.....	77
	4.5.1.2 Sampling.....	77
	4.5.1.3 Sample size.....	78
4.6	QUESTIONNAIRES AS A DATA GATHERING STRATEGY	79
4.7	QUANTITATIVE AND QUALITATIVE APPROACHES	80
4.8	DATA	80
4.8.1	DATA ANALYSIS.....	80
4.8.2	INTERPRETATION OF THE DATA.....	81
4.8.3	TARGET GROUP.....	81
4.8.4	SAMPLE.....	81
4.8.5	THE ROLE OF THE RESEARCHER.....	81
4.9	SUMMARY	81

**CHAPTER 5:
DATA ANALYSIS AND INTERPRETATION**

5.1	BACKGROUND TO THE STUDY	83
5.2	DESCRIPTION OF THE FORMULATION OF THE QUESTIONNAIRE	83
5.3	PROBLEMS ENCOUNTERED DURING RESEARCH	84
5.4	DESCRIPTION OF THE FORMAT OF THE QUESTIONNAIRE	84
5.4.1	SECTION A	84
5.4.2	SECTION B	84
5.4.3	SECTION C	84
5.5	HISTOGRAMS: STATISTICAL ANALYSIS	96
5.5.1	SECTION A	96
5.5.2	SECTION B	97
5.5.3	SECTION C	97
5.6	CONCLUSION	99

**CHAPTER 6:
SUMMARY, FINDINGS AND RECOMMENDATIONS**

6.1	SUMMARY	101
6.2	FINDINGS	101
6.2.1	TO DETERMINE THE EFFECTS OF TRANSFORMATION ON THE ROLE PLAYED BY THE SCHOOL MANAGER.....	101
6.2.2	TO DETERMINE THE ROLE OF THE SCHOOL MANAGER IN EDUCATION.....	102
6.2.3	TO KNOW AND UNDERSTAND THE EFFECTS OF CHANGE ON THE ROLE OF THE SCHOOL MANAGER.....	103
6.2.4	TO INVESTIGATE AND PROVIDE VALID AND ACCURATE ANSWERS TO RESEARCH QUESTIONS.....	108
6.3	RECOMMENDATIONS	109
6.4	CONCLUSION	111
	REFERENCES	112
	ANNEXURES	119

LIST OF TABLES

	Page
Table 2.1 Management roles (Van der Westhuizen, 1997:93).....	28
Table 2.2 The difference between training and development.....	35
Table 2.3 Life cycles in human development (Law & Glover, 2001:253)	37
Table 3.1 Reasons for withstanding change.....	59
Table 3.2 Mintzberg's management role model (Van der Westhuizen, 1997:93).....	69
Table 3.3 Management and leadership task cycle.....	73
Table 5.1 Number of questionnaires returned.....	87
Table 5.2 Section A histogram.....	98
Table 5.3 Section B histogram.....	99
Table 5.4 Section C histogram.....	100

LIST OF ANNEXURES

	Page
Annexure A: Approval in respect of Request for permission to interview school managers at selected schools in Bojanala West Region Rustenburg) MKW.....	122
Annexure B: Instructions.....	133
Annexure C: Questionnaire:	
Section A: Biographical and demographic information.....	149
Section B: Exploring changes facing school managers.....	124
Section C: Assessing capabilities.....	125

CHAPTER 1

INTRODUCTION AND ORIENTATION

1.1 INTRODUCTION

Transformation has brought about a plethora of school management and leadership activities than were there before. Schools have become incredibly complex social organisations. Some schools are experiencing changes in the social-cultural make-up of their learner population, closures, and amalgamations or merging, restructuring, rationalisation, and redeployment of teachers. Roles, duties and responsibilities of school managers have been revised. This kind of consolidation by the Department of Education, in another form, is intended at improving schools operational effectiveness and efficiency (Telford, 1996:10).

Efforts to reform and democratise can become unyielding, unless school managers are inspired, committed, well-trained and empowered to take part in management and leadership. However, devolving power to the school level does not necessarily increase the possibility of teacher's empowerment if the locus of control and authority remains firmly in the hands of management. The effective functioning of any school is dependent upon those responsible for managing and leading it. It is his type of management and leadership by those in charge that determines the effectiveness of that school.

1.2 ORIENTATION

School managers have to make time for a paradigm shift in their thinking about their roles as we enter the new millennium. (Steyn, 2001:147-148). This is reminiscent to their tasks of managing and leading which have become more challenging than ever before (Van der Westhuizen, 1997:1). While the school manager has the delegated powers to organise and control teaching and learning, the governors are responsible to determine and ratify the school policies (DoE, 1997:11). The elected members of the governing body are likely to remain tasks-

friendly if they are made to feel that they have a role to play in making a difference (Creese & Early, 1999:40). The Head of Department wields the power to expect co-operation and compliance from the school manager in matters of school management and leadership (RSA, 1996:11).

Nevertheless, the drive to improve operational efficiency remains one of the highest priorities of the new dispensation. For example, the following factors auger well towards contributing to the internal efficiency of the public school system; ample resources, that is capital, physical and human; sound school and community relationship; appropriate relationship between the education department and the schools; and organisational solutions (Coulby, Cowen & Jones, 2000:170-171). Schools must deal with the task of restructuring, managing and giving direction to a complex mix of human and material resources. After all, the school's output is a human product that gives rise to unique challenges of management (Law & Glover, 2000:17).

The most challenging task in any public school today, is managing change. Changing education is taking place in much of the world, with a deregulated, decentralised system replacing central planning, control and supervision. Change is also associated with such notions as school-based budgeting and the community management of schools. It takes the form of a complex set of policies and process.

In addition, within the context of government, school system restructuring is characterised by firstly, a shift of power and responsibility in making certain kinds of decisions from a central authority to individual schools; secondly, each school continues to work within a framework of legislation, policies, priorities and procedures determined by the central authority, thirdly, the decision-making responsibility shifted to schools include, inter alia, the allocation of resources, particularly with respect to human, financial, material and curriculum resources, fourthly, restructuring is a process evolving over time rather than an event. This makes it difficult and misleading to claim at any given time that it has happened and that no further change would occur.

Restructuring policies may focus on empowering parents, school managers, teachers, local community and employers. At the heart of restructuring process is the act of shifting decision-making responsibility close to that level of the organisation charged with service implementation and delivery. The reasons for such shift may be multifarious; including managerial reasons, meaning, a better quality decision made by practitioners aware of client's needs, better quality incorporating greater responsiveness of commitment to, and accountability for decisions.

Economic reasons, meaning, people are inclined to be more thrifty when they are given responsibility for handling their own budgets, resources allocation can be more readily aligned with decisions. Political reasons; meaning, widening participation in decision-making to include formerly excluded or non-participating groups, thereby changing power and influencing relations.

Underpinning the push for restructuring is the desire for a quality education provision based on principles of equity, effectiveness, participation, responsiveness and public accountability. However, given the diversity of restructuring, the task of adopting sets of policies which, considered together, achieve coherent consistency and alignment, is a major difficulty for policy-makers and practitioners (Dimmock & O' Dorroghue, 1996:5-6).

Change is a complex process. It is, however, inevitable. Change is being initiated from a variety of sources; both from within and outside. Some people resist change because change can be unsettling. It can require a change of attitude, values and beliefs. Some people resonate well with change because change can be invigorating. It can be associated with ideas of innovation, development, progression, renewal and reform.

Managing change endears visionaries. Those planning for change should always have at the back their minds those who would have to implement it. They ought to be clear about the nature of the desired outcomes. The key to successful change lies in helping others to understand what change really means. They should consider what would have been learned by themselves and their colleagues as a result of successful innovation. There must be a full recognition of the

apprehension of those involved in the change and those concerns should be met as far as possible. People managing change have to work for the better than the result of doing nothing and continuing with status quo.

In spite of pressure groups, those who are responsible to initiating change have to maintain both their pressure for change and their support for those involved in the process until the new way of working has become implanted in the culture of the school. Therefore, change is likely to be acceptable to these concerned when; the nature of the proposed change is clearly understood; it does not threaten the security of those involved; those affected have helped to create it, it results from an application of agreed principles rather than individual diktat; it follows a series of successful changes; it starts after a previous change has been assimilated; it is properly planned; people would share in the benefit of change; and an organisation has been trained to accept change(Creese & Early ,1999:12-14).

1.3 PROBLEM STATEMENT

Schools, as organisations, are increasingly complex. School managers today are subjected to changing demands (Van der Westhuizen, 1997:2). School managers; as teachers by profession, play the role for which they have received little training in leadership and management. This takes the reform agenda out of the hands of the school manager, leaving him or her with an abiding sense of unease and disorientation (Telford, 1996:1). These render the school managers sceptical and not knowing their roles in the restructuring process in terms of leadership and management. Therefore the problem statement is; “How can the school manager play a changing role in education?”

The problem of this research will therefore, focus on the following questions:

1. *What is the significance of education in the process of change?*
2. *What is the role of the manager as 'a change agent'?*
3. *What changes in the management and leadership process are required to be carried out?*

1.4 CONCEPTUALIZATION

In order to acquire a broad point of view of the research, it is essential to elucidate these concepts related to the research topic.

1.4.1 EDUCATION

Education is a learning process in which the teacher, the learner, parents and professionals have to interpret and adapt the overall learning goals into the activities that are found in the school and classroom (Lofthouse, 1995:22). Education is the process whereby in the school, young people are given the means to acquire knowledge and understanding for themselves. Education is however, the organized part of the process through which successive generation learns the accumulated knowledge of a society. This cultural transmission is necessary so that people can fit in with the existing pattern of behaviour and associate with others in a predictable, effective and humane way. Educational processes are made up of a wide range of special, concrete and time-constrained activities: lesson plans, scheme of work, examination syllabuses, job description, and others (Bush & West-Burnham, 1994:22).

Education is not the same thing as acquisition of knowledge and skills, though it is regarded that mastery of knowledge and skills is an inherent feature of education. The empowerment of a person with knowledge and skills does not necessarily make for an educated person. What is important is the use that persons make of their knowledge and skills, their value to them personally in their thinking and living, it is what acquisition of knowledge and skills has done to their knowledge and skills has done to their minds, their attitudes, their ideas, their values, their motives and intentions that will allow them to be considered as educated persons (Higgs, 2002:144).

1.4.2 SCHOOL

The school is the institution within our communities which must recreate the culture of teaching and learning. It teaches the basic lessons of democracy. The school is the only institution outside the home with which most learners are in

contact over a long period. The school has the increasingly important role of education the learner to one day take his or her place in the complex modern society. The school educates the learner academically and culturally by stimulating his or her needs for achievement. It supplies instruction and experience in social relationships. It therefore, enables the learner to handle his or her ever -widening range of opportunities, challenges and problems satisfactorily. How well the school as an organization succeeds; depends on a number of factors, including the kind of teachers the learners have, the curriculum, the learning situation itself and the learner's own personal traits, social backgrounds and experiences (DoE, 2000:11).

In view of a school system, the South African Schools Act No 84 of 1996 is aimed at the creation and management of a new national school system. This system must, as far as is reasonably possible, give everyone an equal opportunity to develop his or her talents. In such a system there can obviously be no place for racism, sexism or intolerance.

A further basic aim of the Schools Act is that the quality of education of learners must be improved. For example, there must be better facilities, better trained teachers, and better methods of teaching and better school conditions. Learners must also be better motivated and disciplined to take their education seriously and to use the opportunities that are now open to them (DoE, 1997:6).

The defining of an effective school as "one which responds to individual learners and staff needs and to the changing face of the community in which it is placed" highlights the importance of the nature of the leadership of such a school (Bush and West Burnham 1994:68).

1.4.3 SCHOOL MANAGER

The word "manage" is the Latin English word which means "to control and steer a horse". Various connotations may be attached to the word "manage" for example control, direct and guide. The word "manager" is therefore derived from the word "manage" but have suffix "er" meaning one who manages, controls ,directs and guides. Hence, the school manager is one who manages, control, directs and guides the school.

Notwithstanding, the school manager manages, he or she is concerned with management of the school as organization. It would seem that management can have many meanings, but it is also difficult to combine all the different meanings in one definition. From an analysis of the various definitions and interpretation it seems that at least five meanings can be attached to the term management, namely as achieving objectives, a series of consecutive actions, as decision - making, as co-coordinating and as guiding or leading.

Management as achieving objectives emphasizes the utilization of necessary people, materials and means as effectively as possible in order to achieve aims.

Other definitions are:

Management is defined for conceptual, theoretical and analytical purposes as that process by which managers create, direct, maintain and operate purposive organizations through systematic, co-ordinated, co-operative human effort.

Management is getting things done through and with people. Management may be defined as the process of activating and integrating the capabilities of an enterprise to attain optimum results with a minimum expenditure of resources.

Management as a series of consecutive actions form a continuous cycle of planning, organizing, guiding, supervising and controlling in order to reach previously set goals. According to De Wet's definition, management is seen as the social process through which the manager co-ordinates the activities of a group of people by means of planning ,organizing, guiding, supervising and controlling in order to achieve specific goals.

Management as decision making concerns how people are led to do that which has to be done. It involves making the right decisions so that goals can be achieved effectively through certain actions. Robbins maintains that decision-making is involved in all the management tasks which in turn facilitate and support the implementation of a decision.

Creating decision-making mechanisms on all education levels can therefore, be regarded as one of the important tasks of a school manager.

Management as co-ordination is the core of management because there should be continual reconciliation between the conflicting interests in a school to facilitate the achievement of goals through the co-ordination of diverse tasks. Management is a complex concept which particularly describes the activities of people in organisation. Management is a balanced activity (Van der Westhuizen, 1997:38-41).

1.4.4 CHANGING (A CHANGING ROLE)

The word 'changing' is a term in the continuous tense. It is derived from the noun "change: Throughout this study the research would be at pains to stress that change is at the heart of management and leadership. This is because of the increase in the pace of legislative change in South Africa as the government seeks to harness education to a drive for economic growth. In some, but not all cases these changes are linked to the introduction of self-management for educational organisations.

Change may also arise from internally generated innovation, linked to strategic perspective. Developing vision and mission seems bound to lead to the introduction of new ideas. The switch to self-management locates more levers of control at school level and provides the potential for internally generated change. Whether it is extremely or internally stimulated, change arises from multiple sources, all in the context of the need to survive in an increasingly competitive environment.

Change may be externally imposed or derived from internal review but, in either case, it requires effective management. Leaders need to establish the climate, the structures and the processes to enable new ideas to be forged, tested and implemented for the benefit of the learners. They also need to be able to adjudicate between competing priorities and to determine whether and how to resource new initiatives.

Lumby raises many important issues that; change is unavoidable; an ever-present reality; the experience of change is often bleak; defining successful change in education takes time, no quick fix change is likely to be resisted by internal networks through what are essentially political processes; collegial process are desirable to promote 'ownership' but these may be supplanted by political mechanisms and given the difficulties of implementation, partial success is a matter of pride (Bush & Coleman, 1994:77-78).

1.4.5 Role(s)

The focus on school manager stems from the need to cope with the complexities embedded in discontinuous and accelerating change. However, knowledge of the role approach is important so that the school manager may understand, adapt to and fulfil his or her social role. The difference between the idealized role and the actual role of the school manager affect matters such as effectiveness, satisfaction, leadership and morale. Filling a role is a psychological concept which describes the interaction between people.

The role of a school manager is constantly redefined by his or her daily contact with people (Van der Westhuizen, 1997:90-91). Associated with every position in a school is a set of expectations concerning what is appropriate behaviour for a person occupying that position and those appropriate behaviours comprise the role associated with the office. In order to differentiate these two terms, positions and roles, one might say that a person occupies a position but, plays or performs a role. A role is a dynamic of position (Bush & Coleman, 1994:34).

When the interpersonal behaviour of people within the school is the focus, there are various factors which determine the nature of the role which a person should fill in a school situation. Actually, the concept "role" involves the behaviour of a person within a school as determined by interpersonal relationships and events. What a person does in a certain position is his/her role. The person who fills the role and his/her colleagues has an idea of the behaviour expected in a certain office or position in a school. The role is usually defined by these expectations or ideas, and the distinctive personal characteristics of a school principal are included (Van der Westhuizen, 1997:91).

A role set comprises those people who have the ability to influence the ways in which roles are performed. The role set is likely to include the post-holder's immediate super ordinates and direct subordinate. It may also include others holding the same or similar positions and others with a legitimate right to influence a particular role (Bush & Coleman, 1994:35).

The concept 'role description' is normally used when referring to individual behaviour in a school, the concept 'role understanding' indicates a person's understanding of other people's expectations of his or her role (Van der Westhuizen).

The role set is therefore, always dynamic because there is a continual interplay between main groups and subgroups, figures of authority and subordinates. The role approach facilitates an understanding of both the personal relationships in an organization and the relationship between the personal and the formal structure of a school. It also illustrates the relationship between the school and the community. The role of a school as organizational unit and the various relationships which influence this role indicate that the school is cast in a complex role (Van der Westhuizen, 1997:91-93).

1.5. OBJECTIVE AND AIMS OF THE RESEARCH

1.5.1 OBJECTIVE OF THIS RESEARCH

Webster (1961 in Strydom, 1998:6) defines an objective as “the end towards which effort or ambition is directed. He argues that an objective denotes the more concrete, measurable and more speedily attainable conception of such “end towards which efforts or ambition is directed”.

In terms of transformation ; teachers, heads of departments and school managers must play a role in bringing about change in the way the schools are run and perform tasks effectively and efficiently. Van der Westhuizen (1991:410-411) supports this view by stating that to achieve the desired results, guidelines should be given, elucidated and reasons given for the behaviour and attitude of individuals and group involved in the management and leadership of the schools.

The objective of this research is that the role of the school managers can help bring change in education.

1.5.2 AIMS OF THE RESEARCH

Ostler (1998:14) defines aim as an intention, direction or purpose.

The researcher seeks to examine how the school manager can play a role in the new system of education in the following aims:

1. *To optimise effective management and leadership in schools*
2. *To determine the role of the school manager in the new system of education*
3. *To know and understand the effects of change on the role of the school manager*

1.6 RESEARCH METHODOLOGY

To carry out this research study, a number of methods were employed. A summary of these will be given here but chapter four particularly, is devoted to those methods and strategies. Barnyard and Hanekom (1997:28) state that research methodology reflects the planning, structuring and the execution of the research; so that the demand for truth, objectivity and validity are necessary tools the researcher will comply with.

Literature review has been used to support the aims of the study. McMillan and Schumacher (1992:112) wrote the following about literature study as research methodology: “an interpretative review of the literature is exactly that a summary and synthesis of relevant literature on a research problem. “A literature study is a critical review of the status of knowledge on a carefully defined topic. A reader is able to gain further insights from the purpose and the results of a study.

The quantitative research method would be employed in which school managers, heads of departments and teachers from Moses-Kotane West Area Project Office (Mabeskraal) in Bojanala West (Rustenburg) would be involved in answering the

prepared questionnaires which will be analysed in order to support the problem statement.

McMillan and Schumacher (1992:157) acknowledge that the purpose of the quantitative research method is to gather data that will enquire the research problem or question. The collected data should be accurate and relevant to the research problem.

The quantitative method is based on statistical data to present facts in percentages (%) pie charts or histograms in comparison to the real world. The concrete fact of the research data must underwrite the facts already existing.

The quantitative research would be designed in such a way that sampling would be done from school managers, heads of department and teachers from five secondary schools selected at Moses-Kotane West Area Project Office (Mabeskraal) in Bojanala West (Rustenburg).

A questionnaire would be constructed with which to gather data from school managers, heads of departments and teachers at selected secondary schools. These subjects would answer questions based on exposure and experience in their respective schools. The responses would go on to assessing and determining how the school manager(s) can play a changing role in the teaching and learning situation. However, McMillan and Schumacher (2001:400-401) refer to a sample as a group of subjects selected from a larger group of people called the population.

Five secondary schools with four individual members (20 respondents in all) at each would be engaged into the study. A questionnaire would be used to support the objective and aims of the research.

1.7 OUTLAY OF CHAPTERS

The researcher has followed the outlay of chapters in the following scheme:

CHAPTER ONE deals with the following aspects:

- Introduction and Orientation
- Introduction
- Background to research (orientation)
- Problem statement
- Objective and aims of the study
- Research methodology
- Outlay of chapters
- Summary

CHAPTER TWO describes education as a vehicle of change.

CHAPTER THREE addresses change through the school manager.

CHAPTER FOUR focuses on research methodology involving asking questions to selected school managers, heads of departments and teachers. Questions based on particular issues, or component of the role of school managers, heads of departments and teachers.

CHAPTER FIVE attempts to point out the necessity of skills and to determine the duties and responsibilities encompassed and encapsulated in the role that the school manager has to play as 'agent of change'.

CHAPTER SIX gives an overview of the research and addresses the research problem. It motivates recommendations with regard to the role of the school manager.

1.8 SUMMARY

Few school managers have been trained to enable them to cope well with the management responsibilities and tasks. In fact, this is not in education only, but it is also the case in many other careers. This means that as a school manager ascends the promotional ladder, the more daily tasks he or she has to perform for which he or she received no initial training. The school manager is faced with continual radical change in the school. Transformation dominates the workplace. Powerful interest groups aspire to gain more autonomy in schools. Therefore, the involved nature of the school manager's tasks is ascribed to the changing role of the stakeholders in education.

CHAPTER 2

EDUCATION AS A VEHICLE OF CHANGE

2.1 INTRODUCTION

The foregoing chapter one has provided an orientation and research methodology. Chapter two is devoted to education as a vehicle of change. Although schools have had to respond to a wide range of specific legislative changes, it is the school manager's role that probably represents the greatest challenges to the prevailing view as to what constitutes an appropriate model for school management (West-Burnham, 1997:1). The management of schools is increasingly seen as making a major contribution to the learning and personal development of learners. Successful schools do not simply happen, they are successful because people make them so and all such people have a stake in management.

Nevertheless, it is in the schools themselves where change takes place. School managers need to meet current and future demands placed upon them, and to recommend action for governors, heads and staff. It is they who must gain the confidence of parents, teachers', learners and local communities (DoE, 1996:12). With the extraordinary outburst of creative energy and vitality today, school managers in the learning organization have become learners themselves and are required to promote the learning of others (Gronn, 1999:VIII).

2.2 EDUCATION

The concept of education is derived from the Latin word *educare* which means to nourish, nurse, rear or lead upwards. It implies the leading or guiding of any person by any other person with the aim of improving his/her life. Education is a matter of personal engagement. Education is the outcome of human agency which is differentiated in those deliberations on daily life that take place around the possession and exercise of virtue. This notion of the nature of education is far removed from the crude idea that the mere acquisition of knowledge and skills is

education. Education is not the same thing as the acquisition of knowledge and skills, though it is recognized that the mastery of knowledge and skills is an inherent feature of education. The empowerment of a person with knowledge does not necessarily make for an educated person. What is important is the use that person make of their knowledge and skills, their value to them personally is their thinking and living; it is what acquisition of knowledge and skills has done.

The ethical nature of education means that education is fundamentally concerned not with the acquisition of knowledge, or with professional and vocational skills competence, but with assisting a person in learning how to think, to understand, to appreciate, to make use of knowledge and to discover its inherent values, its usefulness, its clarifying and revealing powers, its insights and its truth (Higgs, 2002:145-146). Education has a unique role in society (Bush & West-Burnham, 1994:66).

Education is also concerned with a person's self-empowerment as this is realized in relation to other people. In this inter-subjective experience of self-empowerment, it is argues that a person:

- ◆ Should not be treated as an object or thing which is evaluated in terms of its utility value and productive capacity, instead, a person's worth should be rested in his or her personal identity.
- ◆ Needs to become someone with his or her own unique and differentiated identity and should not merely be regarded as some useful or productive thing.
- ◆ Needs to have his or her dignity and uniqueness acknowledged and respected.
- ◆ Requires an interpersonal relationship of love in action in order to invest his or her existence with personal significance.
- ◆ Needs to be supported in the responsible expression of his or her freedom (Higgs, 2002:146-147).

Education is a provider of services. Those services include tuition, assessment, and guidance to learners, their parents and sponsors (Sallis, 1996:24).

Two decades ushering in the twenty-first century, has witnessed continuing and accelerating change in all spheres of human endeavour. In this climate of change, educators are compelled to seek new and more meaningful ways of understanding their place and tasks in society. In this search, it is suggested that educators remain true to a vision of education as a matter of personal engagement (Higgs, 2002:147).

It would seem, however, that at present much of our educational endeavour negates the primary human values. This is because this endeavour is moulded to the dictates of a scientific paradigm that is naturalistic, objective, analytical and directed at operational and functional ends. This estrangement needs to be addressed as a matter of utmost urgency. This will require creative thought and innovative action. In addressing this sense of estrangement and alienation, educators will need both courage and inspired determination.

They should not allow their vision of the primary of human values to stagnate within existing political and social structures. Instead, they should be prepared to participate in the transformation and renewal of educational form and substance so as to ensure that human concerns and aspirations are neither neglected nor altogether ignored. This will mean that, in their striving for transformation and renewal, educators will confront the future with a flexibility of vision that will seek to bring about innovation and change in the interests of people and ultimately of society as a whole. This, in turn, will require educational discourse to be rooted in a commitment to change so that educators may be free to enquire, explore and be creative.

Nevertheless, paradigm change in education has been explained by Fullan in terms of objective and subjective realities: Objective realities include changes in teaching style, resources and skills. Subjective realities include personal attitudes and the will to change. Educational change has to be considered from the teacher's perspective. Fullan, therefore, postulates that "educational change depends on what teachers do and think, it is as simple and complex as that. "Furthermore, real change, whether imposed or voluntary, always involves elements of loss, anxiety and struggle. All these need to be taken into account by

curriculum developers and teacher educators attempting to transform the system into an inclusive one, if they want to achieve any degree of success.

Numerous variables have been shown by research to influence teachers' attitudes towards inclusion of their teaching practice. Similarly, these variables are closely connected to the objective and subjective realities described by Fullan, and are essential considerations for paradigm change. The fact that teachers often feel that they have been forced to make changes when they have not had any substantive participations in policy decisions frequently gives rise to negative attitudes and resistance.

Objective realities have also been shown to play a significant role in influencing teachers' attitudes. Good in-service programmes and skills training in managing educational needs may lead to more positive attitudes. The provision of sufficient high-quality support services and resources, including education personnel and back-up from school administration, is a further important factor. All stakeholders should learn to co-operate and collaborate as equal partners who respect each other's knowledge.

The recognition of professional development as a lifelong process, a way of life, is essential. Both teachers and facilitators in education, training and development responsible for preparing and supporting teachers need to take cognisance of the contextual, complex and time-consuming nature of change. Education requires more than merely the implementation of a new policy. Teachers do not only require ongoing, supportive in-service training or access to information and new policies, they also need to be emotionally facilitated in order for the necessary paradigm shift to occur.

Change is difficult, but inevitable. It is guided first by vision, then by planning, then by action. No matter how much we want to hurry, change is methodical and slower than we might wish. But it does occur (Higgs, 2002:186-187).

2.3 TRENDS IN EDUCATION

From current use of education as a phenomenon among human beings, as well as from etymological analysis, it can be deduced that education, in essence, means to lead, to guide or to assist a person to improve his or her life character by gaining knowledge, acquiring skills and modifying his or her attitudes with regard to the world. Education implies the involvement of people, guiding and learning activities.

The concept of education describes the total formative and positive influence which the total environment of persons, objects, nature, culture, and so on, exercises on another person. The concept therefore, emphasises the guiding of a child by an adult towards those norms which exemplify an image of adulthood

Education is a lifelong process. Man needs assistance to cope with life. Throughout his or her adult life he or she can by his or her own efforts or with the assistance of others gain worthwhile knowledge and skills, modify his attitudes and improve and give dignity to his or her life (Mitchell, Du Toit & Van der Merwe, 1994:15-16).

2.3.1 TEACHING AND LEARNING TRENDS

Education in its ontic creation is comprehensive and many sided so that many perspectives of education reality may exist. One of these perspectives is the management perspective. In the educational reality both an educator and a learner are found. One of the modes of education is teaching. Teaching constitutes those actions by means of which certain knowledge is systematically conveyed and unlocked so that the learner may be equipped for his or her calling in life.

Teaching can be regarded as the intellectual development of the learner which implies the development of independent thinking. Nonetheless, teaching does not only include a teaching-learning component, but also a supporting component which lies in the performed field of teaching. For effective education, that is teaching and learning, to take place, there are a number of activities which must be carried out in teaching, that is in the school and which lie outside the field of the

teaching-learning situation, without which effective education would not be possible. The scenario above is known as the "interna" and "externa".

One of these "externa", however, is the management procedure, that means management actions and management areas. Educational management is vexed at investigating and studying the "externa" of teaching and in particular those management procedures which are necessary for the implementation of the "interna", meaning; effective teaching and learning. Educational management is thus a scientific study of those management procedures which are essential for teaching and learning to take place.

Otherwise, it is not a study of the teaching-learning situation itself. Notwithstanding, management always takes place in relation to the organisation, focus will be given to the school as an organisational unit within which the management always takes place in relation to the organisation, focus will be given to the school as an organisational unit within which the management procedures occur (Van der Westhuizen, 1997:53-54).

2.3.2 SCHOOL TREND

The school is the institution within our communities which must recreate of teaching and learning and teach the basic lessons of democracy (DoE, 2001). From the historical perspective, although the phenomenon of education is found among private societies, the school is the product of more developed cultural communities. As society became more organised its educational efforts cultivated in a school context. Culture in society had become objectives to such extent that the family, state and religion could not serve the acculturation process alone. For this purpose, schools were instituted (Van der Westhuizen, 1997:616).

Intentional education is essential if functional education is to be truly meaningful. Even communities in remote areas realise that no education is complete without organised, didactic situations. The imitation schools indicate that mere informal education in the home is not enough. It has to be supplemented by international formal teaching. In a simple society, this organised schooling could be limited, but

as communal life became more complex, schools become essential (Mitchell *et al*, 1994:17).

Because of the fact that schools came into being through the organising actions of society, they had a cultural historical basis for the existence and creation of the school is based on the fact that it came into being in a specific cultural environment by organising educative teaching which was undertaken by interested persons. Education has been institutionalised in primary, secondary and tertiary bodies (Van der Westhuizen, 1997:617).

With the advent of the history of Western civilisation the "school" became part of the educational tradition, although not necessarily for the common people. The school was the privilege of small groups of selected intellectuals. In some communities the training of labourers was the main task of organised education. In other communities organised schools were opened for religious instruction; to disseminate knowledge, teach all kinds of trades and methods of cultivating the land. During the renaissance there was a strong interest in spreading knowledge through schools, and statesmen encouraged the founding of schools and the training of officials and leaders (Mitchell *et al*, 1994:17).

Furthermore, during centuries following the reformation, the idea of a system of national educational for all children have come about, discoveries, inventions, and science and technology have changed human life. Schools have become an integral part of the daily life of many children. However, during the Industrial Revolution the world felt a dire need for trained and educated men and women. A variety of vocational schools were established.

The world today demands well-educated men and women. Education, be it at primary, secondary or tertiary level, opens up fields for learners and young people which were unknown to their elders. Although the school cannot replace the home as an educational institution, parents are no longer able to help their children adequately towards adulthood without the assistance of teachers.

The modern world in which the child grows up, can hardly qualify as an educational milieu. There are all kinds of restricting influences that hinder his or

her becoming a responsible and proficient adult. Parents lose their bearings in this ever-changing world, and are at a loss as far as the problems of youth are concerned. Most resonating, the school forms a part of the world of the child. It is the way which leads him or her to the world of the adult. This is why there is so much interest in improving national school systems all over the world. Personal and national interests must be considered in the planning of national school systems (Mitchell *et al*, 1994:17).

The school forms the systematic and ordered structure in which people are grouped together in the interests of educative teaching. The school can be classified as an organisation on the basis of the general characteristics of an organization. In contrast to business organisations, the school is qualified to teach and is not focused on certain input and output processes. But at a school, there can never be any question of production based on a profit motive. At a school, people are the main focus and relate to one another on the basis of education. In this light, the school as an organisation also shares the characteristics of university and individuality but must also comply with subjectivity, that is, the law, which has been set up for this purpose (Van der Westhuizen, 1997:617).

The school should be understood as having dual nature with regard to the open and closed aspects of organisations. The school carries out its task in two areas of organisation namely the bureaucratic area and the professional area. The first area, namely bureaucratic involves contact between the school and the community, the implementation of juridical aspects, the allocation of resources and the utilisation of financial means. In this context, the school is an open organisation which demonstrates continual interaction with other organisations or systems with which it demonstrates continual interaction with other organisations or systems with which it comes into contact. This contact may lead to changes in the structure of the organisation.

Thus the depopulation of rural areas may result in larger comprehensive schools in the cities. The second area, of the school is a professional area. The school functions in a unique, sovereign, community context, free in its own field of capability. Because the school provides a different type of education from that of the church and the family, the school is sovereign; the family is excluded from the

professional context. As a result, the school as an organisation has a closed character.

However, the school has a formal structure. The formal structure is of cardinal importance to the school because all management actions, among others, decision-making, delegation, communication, and the exercise of control, are affected. It determines the structure of authority and eventually the success of educative teaching. Schools depend not only on authority and eventually the success of educative teaching. Schools depend not only on teaching skills, but also on decisions about objectives, the provision of resources, the setting up of structural arrangements, and the control and evaluation of organisational activities.

In contrast, the informal organisation comprises of informal relationships within the formal organisational structure which arise from the various social and educational interactions within the school with unique and non-official norms. Informal organisation in a school context cannot be refused and the school manager should take this into account. However, informal relations may also be positively employed to create a favourable organizational climate. Should the formation of informal groups be denied or resisted, it may lead to pressure groups being formed which could have a negative effect on the school climate (Van der Westhuizen, 1997:617-618).

2.3.3 TRENDS FOLLOWED BY THE SCHOOL MANAGER

In many respects individuals are the key to effective management. It is largely through encouraging individual participation and developing the often very different personal talents and skills of members of a team, group or organisation involved in educating people that organisations become more effective and successful. In a professional context, it is increasingly emphasised that effective management is "all about people" and that individuals are the key "building blocks" in successful organisations. As a basic principle, teams, groups and, ultimately, the whole organisations need to value the individuals working within them if they are to be fully successful. Individuals make more effective team members as they come to appreciate their own skills, talents, and development needs, in other words, they become better "self-managers." As a result, it is only by individuals taking action to

alter their own environments that there is any chance for deep change (Law & Glover, 2001:39).

However, management should be seen as originating from the Latin or English word "manage" which means "to control and steer a horse." Various connotations may be attached to management, for example control, directing and guiding (Van der Westhuizen, 1997:38). Hence, "manager" (noun) is a person who controlled a business or similar organisation, for example, school (Crowther, 1995:715), a person who manages an organization (Haddock, 1999:199). A person who has controlling authority or is in a leading position, controls activities of staff or a group of people with the degree of efficiency, able to cope with something difficult (McDonald, 2002:378).

All managers are by definition that they can only do what they have to do with the support of their team, who must be inspired or persuaded to follow them. In his assessment of the prospects for educational change, Fullan argues that while "leadership" relates to mission, direction, inspiration "management" involves designing and carrying out plans, getting things done, working effectively with people. Leadership is frequently seen as an aspect of management, with "real leaders" often characterised as charismatic individuals with visionary flair and the ability to motivate and enthuse others, even if they lack the managerial skills to plan, organise effectively or control resources. On this basis, it is often argued that managers simply need to be good at everything that leaders are not! (Law & Glover, 2001:12).

Notwithstanding, from an analysis of various definitions and interpretations, it appears that at least five meanings can be attached to the term management "or school manager", namely as achieving objectives, as a series of consecutive actions, as decision-making, as co-ordinating and as guiding or leading.

Firstly, management as achieving objectives lays the emphasis on utilising the necessary people, and materials as effectively as possible in order to achieve certain aims. Again, management "... is defined as the process of planning, organising, actuating, and controlling an organisation's operations in order to

achieve a co-ordination of human and material resources essential in the effective and efficient attainment of objectives" (Van der Westhuizen, 1997:39).

School managers have to develop effective relationships between people (DoE, 1996:35). Secondly, in terms of management as a series of consecutive actions, De Wet defines management "as the social process through which the manager co-ordinates the activities of a group of people by means of planning, organising, guiding, supervising and controlling in order to achieve specific goals. Thirdly, in terms of management, decision-making is the means by which managers plan, organise, lead and control." Decision-making is thus regarded as the core of a manager's work, with all other management tasks being interwoven with it.

Thus, planning is deciding what to do and how to do it. Lipham and Hoeh, state that organising: "includes the process utilised by a manager in making a plan operational. Furthermore, Lipham and Hoeh, regard leading as "the process of stimulating, which involves the decisions that are directed towards increasing the identification of individuals with the objectives and activities of a plan." Controlling is also described as including "decisions concerning the extent to which plans are affected or have been achieved."

According to this management approach, decision-making is involved in all management tasks which, in turn facilitate and support the implementation of a decision. Management therefore, involves the making of decisions in various activities for example, Davis points out that when a teacher decides on teaching strategies, learning activities or the implementation of educational media, he or she is, in effect, managing. The HRSC reports describe educational management as the philosophy of decision-making, with an ultimate goal of effective teaching and learning. Creating decision-making mechanisms on all school levels can therefore, be regarded as one of the important tasks of a school manager.

Fourthly, co-ordination forms the core of management because it brings continual reconciliation between the conflicting interests in a school to facilitate the achievement of goals through the co-ordination of diverse tasks. According to Mahoney "Management is meaningful and purposeful group endeavour."

Fifthly, management as leading and guiding is usually described as the activity or task which influences people in such a way that they will willingly work and strive towards achieving the goals of the group. Reinders points out that management is synonymous with leading and guiding. He maintains that leading and guiding are universal human activities, and include the making of decisions and various steps to achieve certain goals.

Nonetheless, the school manager is a person responsible for the management of the school. "School manager" is but a new concept that replaces school principal. The concept is reminiscent in origin to management as a complex concept which particularly describes the activities of "people in-organisation." Management comprise of all these tasks mentioned above and for effective management to take place all these tasks or elements should be evenly applied (Van der Westhuizen, 1997:39-40).

2.3.4 SCHOOL MANAGER'S ROLES

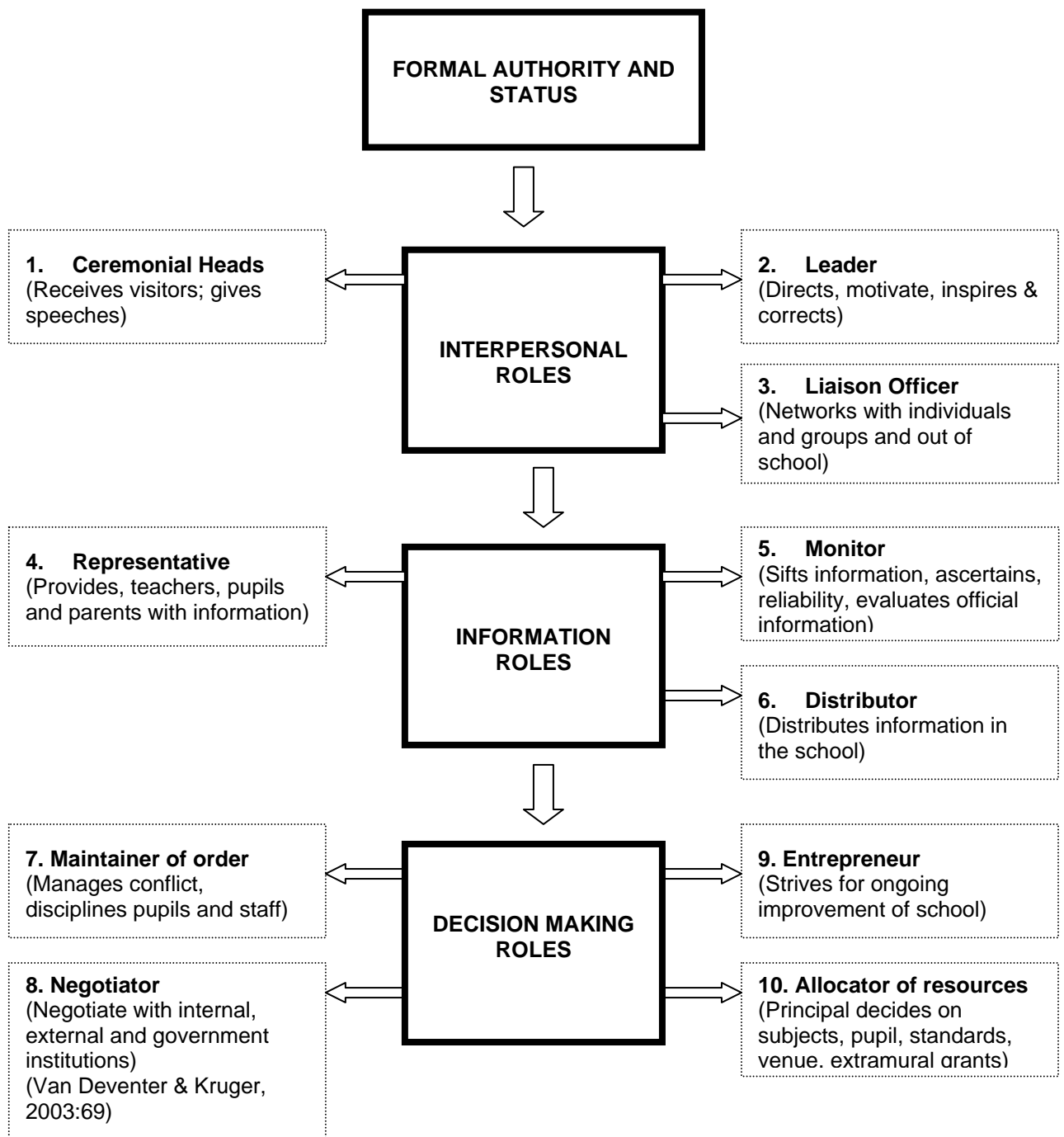
However, put simply, management is not simply a matter of systems, but it is first a matter of people and relationships focused around clear organisational aims. Hargreaves and Hopkins have emphasised this human dimension in developing the concept of an "empowered" school and at the same time have identified three key management dimensions: frameworks, (that is, institutional aims, policies and systems); roles and responsibilities, (needed to carry through frameworks); and working together. In this regard, it is the synergy between these aspects which is vital, even if balance of people-systems relationships differ between organisations. The value of synergy is however, reinforced in Mintzberg's identification of few management roles within four sets of behaviour (refer table 2.1), since it is noteworthy that a high proportion of the roles are people-centered (Law & Glover, 2001:19).

In spite of Boshoff's comments on the management role approach in terms of the traditional view that management comprises of planning, organising, co-ordinating, commanding, controlling and other similar functions, Mintzberg expanded on the same topic. In fact Mintzberg's role description is a representation of the manager's tasks as an integrated whole and the organised set of expectations.

Nonetheless, if it is accepted that the manager alone has authority, it may be accepted that he is responsible for the results, the education and the tuition at a school. This authority provides the manager with certain status which leads to interpersonal contact and relationships (Van der Westhuizen, 1997:93).

The following roles, as described in table 2.1, can be distinguished:

TABLE 2.1: MANAGEMENT ROLES (VAN DER WESTHUIZEN, 1997:93)



The ten management roles are described as follows:

2.3.4.1 Interpersonal role

(a) Figurehead or ceremonial head

The school manager is the figure-head of his or her school. By virtue of his formal authority and status, the manager is the ceremonial head of his or her school. In this capacity, he or she may be asked to sign certain documents, such as reports, application forms, to speak to visitors or to make a speech at a function or matric dance, sign continuous assessment forms and other documents. As a school manager or leader parents and teachers want to address him or her directly, because they believe that the only way to achieve something is to talk to the person at the top. However, this role is time-consuming and requires patience and charismatic response.

(b) Leader

The school manager is the educational leader. Teachers and learners look up to him or her for direction and motivation. The nature of the educational leader's role will determine the atmosphere in the school. According to Mintzberg, leadership entails the interpersonal relationships between the school leader and his staff and learners. Actually, Mintzberg regards the leadership role as the most important role of a manager, meaning educational leader. Each time he or she encourages or disciplines someone, he or she does it in his capacity as a leader.

One of his tasks as a leader is to integrate individual needs and organisational objectives. This integration, however, is what Getzels refer to as the ideographic and nomothetic relationships in a school. The leadership role of the school leader invests him or her with potential power and his or her action as a leader will determine how much of his potential power is realised.

(b) Liaison person

The school manager is a liaison person. The liaison role refers to the network of meaningful relationships which the school leader has with innumerable individuals and groups within and outside his or her school. He or she liaise between the environment and his or her school, timeously obtaining important information, and

establishing contracts with important people and institutions outside his or her school form a central aspect of his or her job and this is time consuming. This role links the school to its environment.

2.3.4.2 Information role

(a) Representative

The school manager represents the community. It is the responsibility of the school leader to transfer information to his staff, the School Management Team, the School Governing Body, the Learner Representative Council, Parents-Teachers Association, certain interest groups in the environment, and to the public at large. The outside world sees him or her as a leader in matters which affect the school and as someone who is knowledgeable about tasks of the school (Van der Westhuizen, 1997:94)

(b) Monitor or evaluator

The school manager is a monitor. Yet, much of the information which he or she receives is of hearsay type or is in the form of official papers. It is however, imperative that the school leader be informed at the earliest possible moment about events and therefore receives much of his or her information in an informal manner. This information is not only important for dissemination but also for change and enable that problems be identified as quickly as possible.

As a monitor, the school leader has to apply his or her mind to see through this information, determine its reliability and importance and establish which tendencies could emerge. The school leader must also evaluate information which reaches him through official channels. This information may be distributed by means of staff meetings or circular letters.

(c) Disseminator or distributor

The school leader distributes information internally or within his or her own school. This role implies that he or she often has to decide who should receive which information, and that he or she must ascertain that the information has been received. From this purpose, effective communication channels and resources are essential

2.3.4.3 Decision-making role

(a) Disturbance handler or maintainer of order

The school manager is faced with complex situations. This role focuses on the handling of unexpected changes which partially or totally beyond the school leaders' control. Nevertheless, Mintzberg distinguishes three types of disturbances: first, conflict between subordinates, that is; staff and learners; second, conflict with other organisations, meaning liaison; and third, the loss or threatening loss of resources. As a matter of fact, the school leader has to deal with conflict and resolve situations to everyone's satisfaction.

However, crisis management usually takes priority over most other activities, as crises have to be dealt with immediately. Crisis decisions need to be regarded as strategic decisions because they create precedents. The conduct of the school leader in crisis situations can have a decisive influence on his or her staff's assessment of him or her as leader.

(b) Negotiator

The school leader negotiates with internal, external and government institutions. He or she is sometimes requested to make certain of his school's facilities available to other organisations, or he or she may imitate a suggestion of this kind himself or herself. Such examples are the use of the school hall for meetings, the use of sporting facilities by outside institutions, and others.

(c) Allocator of resources

Through this role, the school leader has to decide which subjects or activities are to be extended or phased out, which new projects will begin, and others (Van der Westhuizen, 1997:95).

(d) Entrepreneur

The school manager has to strive for the ongoing improvement of the school. An important aspect of this role is how the school leader allocates his time, which is his most essential resource. This determines what will receive attention and what will not. In his or her capacity as the allocator of resources, the school leader has a responsibility; towards the staff who look to him for guidance.

In conclusion, however, Mintzberg's analysis and description of the management roles demonstrated the essence of interpersonal activities in management. It also provides an idea of management tasks of a school leader. Mintzberg's management roles approach gives vivid description of the manner in which a manager should carry out his or her tasks, and does not include all of the educational management tasks. Educational management should not solely concentrate on the principal's management roles, but also to the manner in which tasks are carried out. Although the role approach does not give a complete explanation of a school as an organisation, it does give useful framework for explaining both the variety of relationships in an organisation and interpersonal behaviour (Van der Westhuizen, 1997:96).

2.4 TRAINING AND CAREER DEVELOPMENT

The success in implementing roles depends on development because the success of the process depends fundamentally on attitudinal change. At the same time, making the role approach work requires the application of very specific skills and procedures. Training has to be seen as an integral component of managing roles. It is not a parallel or even a support process, but a fundamental component. Continuous improvement means continuous development and conformity to requirement are particularly appropriate (West-Burnham, 1997:182).

Probably nothing in a school has more impact on learners in terms of skills development, self-confidence, or classroom behaviour than the personal and professional growth of their teachers (Law & Glover, 2001:238). The in-service education and training of teachers has been defined as "professional development activities engaged in by teachers to enhance their knowledge, skills and attitudes in order to educate children more effectively." Professional development in education embraces two related concepts: in the first, professional development is seen as a process, spanning an individual's career, "whereby the teacher continues to develop the knowledge and skills required for effective professional practice as circumstances change and as new responsibilities are accepted."

In the second, is the idea that knowledge acquisition and skills development "should to a greater degree than in the past be more directly related to the

substantive problems faced by teachers." This perception of professional development stresses the changing nature of development activities is given a meaningful context in terms of actual teacher experience (Bush & West-Burnham, 1994:285-286).

Nevertheless, effective management implies ability to get things done by people, for that reason an idea that a school manager is aware that task of his or her school can only be carried out with continued, dedicated co-operation on the part of his or her entire staff corps. The better equipped each teacher and the rest of the support staff corps are for their tasks, the better the chance of success of a school. Continued professional growth in the education profession is of paramount importance for the outstanding fulfilment of tasks. It is therefore, incumbent of the school leader to have the right attitude to personnel development and training so that the teaching situation in each classroom could be maximally effective and learning could take place (Van Der Westhuizen, 1997:27).

The main purpose of training is to change our knowledge, attitudes and skills. The process involved means identifying training, and evaluation of the results. Training is required to help staff and the school to cope with a series of new developments and initiatives which include new working methods, new legislation, special audits and reviews. However, the first task for management is to identify the training need of staff in all aspects of their work, and the benefits to the organisation. In this respect, it is an essential part of the management of change, but also develops the internal labour market of the school in ways which should reduce other costs such as of recruiting new staff for special posts. Management must link any training with the organisation plans and targets, and the regular review of departmental effectiveness and goals (Seifert, 1996:115).

A professional practitioner who is aware of his or her calling cannot afford to sit and wait any longer for an outside body to activate him or her to keep abreast on subject and methodology. Knowledge gained, insight, and real professional growth, need not necessarily be linked to an instant course of a week, longer formal in-service training, getting a qualification which may lead to a merit award or a higher salary scale. Self-study which results in subject growth or professional growth, good advice from a seasoned colleague and continual critical introspection

about successes and failure in teaching may eventually make a valuable and fruitful contribution to a teacher's efficacy in the classroom (Van der Westhuizen, 1997:274).

It is worth noting that in-service is valuable to the teachers for knowledge, skills and development of the learners in his or her classroom. The teacher has to remain a student to avoid to loose his or her efficacy. In spite of his or her basic training the teacher should keep abreast with all related fields. The purpose of in-service training is to bring about the improvement and development of the entire teaching corps of a school system. In-service training does not only increase the individual professional's self-image, and effectiveness in the classroom, but does also heighten the status and esteem of the entire occupational group in the community (Van der Westhuizen, 1997:275).

Nevertheless, training tends to relate to activities aimed at improving performance in the current post, while development is aimed at stretching the individuals so that they can be prepared for tasks beyond their current job (Seifert, 1996:116). Training is task-oriented and is focused on improving the learner's job performance (Thomson, 1997:35). It is "a planned effort by a company to facilitate employees" learning of job related competencies. These competencies include knowledge, skills or behaviour that are critical for job performance" (Noe, Hollembeck, Gerhart & Wright, 2003:251).

The distinction between the concepts of training and development focuses on the orientation of the leaning intervention. It is argued that training "is focused on helping employees' performance in their current jobs", while development prepare "for other positions in the company and increase their job ability to move into jobs that may not yet exist" (DoE, *et al*, 2003:376).

Further distinctions between the concepts of training and development are highlighted in the following table 2.2

TABLE 2.2: THE DIFFERENCE BETWEEN TRAINING AND DEVELOPMENT

	Training	Development
Focus	Current	Future
Use of work experiences	Low	High
Goal: preparation	Existing job	Changes
Participation	Required	Voluntary

According to Sergiovanni “staff development in education has come off age. Its importance is undisputed.” A continued in-service training is prerequisite nowadays when striving for an effective goal-directed system of education. Regular opportunities should be created for all teaching staff to help them to adapt to new circumstances and demands, so that they can keep up with advances in both subject knowledge and educational methodology. School principals, heads of departments, subject teachers, and interested groups such as pre-primary staff and many others, should attend in-service opportunities provided in the form of refresher courses, work seminars symposia, or a series of block lectures which are presented for a week or two or over a few weekends on Fridays and Saturdays by trained academies or a team of professionals seconded by an educational department, university or another body (Van der Westhuizen, 1997:275-276).

The act of development itself helps to motivate staff. It allows promotion from within the organisation through a planned labour market assessment and therefore forms part of the overall Human Resource Management plan. It allows for the systematic upgrading and updating of professional qualifications which improves both the quality and range of tasks performed by the staff. Continuing training contributes to better performances, helps with the management of change, and facilitates new patterns of work. Retraining terms of changing subjects’ expertise or age-range or special needs is part of this process. Training provides an incentive for staff. In this way, the provision of training by the employer sends important messages to staff about the commitment of the governing body to the school and its future.

However, any staff development programme must provide some idea of costs, and therefore a budget allocation should be decided as part of the total school business plan. In addition, those staff eligible and suitable for staff development needs to be assessed as part of the Human Resources Management planning exercise. The programme must accord with the school's objectives and meet the demands of any external agencies to which the school has obligations and duties.

One other method of staff development is through the mentor system. There are two main aspects to the mentor system; namely, the career advancement function, and the psychological function which helps those in the scheme to clarify and compete in their work through counselling and role modelling. The career enhancing functions include coaching of certain skills, protection against some pitfalls, sponsorship for special training activities, and exposure and visibility. In these circumstances, mentoring is often supplemented with peer relationships which include information sharing, emotional support and job or personal feedback.

Training and development however, should be specific to the school. Trainers, consultants and training materials should work to the specific needs of the school. Training should not be restricted to attending courses or training days, all meetings and activities should be examined for their training potential. Training activities should be designed to include feedback and coaching to ensure genuine change (Seifert, 1996:116-117).

If a key objective of training and development is to sustain teachers as school managers, it is essential to recognise that individuals' personal and development needs differ, depending on age, career stage and aspirations. Undoubtedly, professional growth and development is influenced by the various life stages through which people pass. Erikson has argued that each phase offers both challenges and opportunities for development (see table 2.3), thus facilitating greater psychological resilience, often leaving people with difficult issues to resolve as people move into new stages.

TABLE 2.3: LIFE CYCLES IN HUMAN DEVELOPMENT (LAW & GLOVER, 2001:253)

Age	Stage	Characteristics
0-2	Infancy	Trust vs mistrust
2-4	Early childhood	Autonomy vs shame and doubt
5-7	Play age	Initiative vs guilt
6-12	School age	Industry vs inferiority
13-19	Adolescence	Identify vs role confusion
20-30	Young adulthood	Intimacy vs isolation
30-60	Maturity	Generativity vs stagnation
over 60	Old age	Integrity vs despair

However, to be fully managing professional development may be helpful to take into account colleagues' individual perceptions and stages of development: then embittered or resigned members of staff who feel they have not achieved their true potential can be cases in point. Bolam has identified five stages relevant to teachers both in individual posts and across their professional careers, namely:

- ◆ Preparatory (applying for a new post).
- ◆ Appointment (selection or rejection).
- ◆ Induction (the first two years in posts).
- ◆ In-service (3-5, 6-10 or 11 years in post).
- ◆ Transitional (promotion, redeployment, moving towards refinement).

Within the school, staff are likely to be a variety of career stages, and this will create the demand for considerable diversity of focus and response to changing professional needs and demands based on individual career perceptions. Griffin has argued that there is a need to recognise that professional development begins when the appointment is made, since an individual's capacity to interact with others is, for example, a ready identifier of development needs, even at interview. Moreover, Leithwood articulates the need for development needs for professional and career-planning development from the earliest moment, arguing that the planning process needs to take into account key career stages:

- ◆ Teachers as trainees: Developing the ability to teach and manage classrooms.
- ◆ Teachers initial career stages: developing classroom confidence and flexibility.
- ◆ Teachers as administrators: developing greater subject leadership and responsibility.
- ◆ Teachers as policy makers: developing management skills across the institution.

Although those endeavouring to climb promotional ladders may have readily identifiable and clearly defined development needs, those without clearly defined "ambition profiles" or a promotional focus often have at least as great professional needs. According to Day personal development profiles are valuable because they "foster the development of teachers as whole persons throughout their career, recognising that teachers are not technicians, but that teaching is bound up with their lives, their histories, the kind of persons they have been and have become."

Whitaker notes that "those managing professional development need to take individual life and career cycles into account because they are essential cultural issues that need to be acknowledged and responded to." The links between the personal and the professional will be blurred and they are not easily separated. Only by making our needs and aspirations clear and explicit can we create the pool of information from which sensible and appropriate decision can be made and in order for managers and leaders to build a sensitive awareness of development needs and differences (Law & Glover, 2001:253-254).

2.5 SUMMARY

This chapter explained in detail the essence of education to change. School managers are at the driving seat to see to it that change takes place. Specific trends within education have been identified to help convey change to the level and place it is needed most. The school manager plays a catalyst role in this respect. As an educated person the school manager should not only be knowledgeable with professional and vocational skills competence, but should essentially and most appropriately learn how to think, to understand, to appreciate,

to make use of knowledge and discover its inherent values, its usefulness, its clarifying and revealing powers, its insights and its truth. In this light school managers would be able to play a changing role in education.

Chapter three would focus on strategies that the school manager could employ to enhance the facilitation of change and managing change in school. The forms of change, factors bringing change and factors resisting change, tasks in educational management and leadership would be identified and possible solutions for resistance and hindrances would be proposed.

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CHAPTER 3

CHANGE THROUGH SCHOOL MANAGERS

3.1 INTRODUCTION

This chapter focuses on change through the school manager. Change is at the heart of management and leadership. Like in any other country, South Africa experiences the increase in the pace of legislative change as her government seeks to harness education to a drive for economic growth (Bush & Coleman, 1994:77). In South Africa, however, change is linked to the growth in building a culture of life-long learning and teaching. School managers are charged with the task of enabling teachers to perform effective education management tasks, instilling the values of diverse cultures and emphasising the need to a complex mix of skills in the Twenty First century (Van Deventer & Kruger, 2003:62). The contention is that without effective management, the mammoth 'education task' will be compromised. It is therefore, appropriate that management concepts, techniques, skills and processes can be employed to education without detriment to educational 'value' or that which is educationally important (Bush & West-Burnham, 1994:9).

In the past, however, the school system was characterised by inequality: racially, regionally and in terms of gender. It was structured so that control came from the top. The school principal had to manage the school on his or her own, although the Department of Education made the managerial decisions (DoE, 2000:1). School principals, deputy principals, heads of departments were not prepared for the positions they were appointed into. They had to learn as they go along in the process. They lacked management and leadership acumen. This state of affairs was neither productive nor conducive to a culture of teaching and learning. In 1996, however, a need arose for the introduction of management and leadership to prepare school principals in the South African system of education (Van Deventer & Kruger, 2003:62-63).

By the 1990's some education practices did not work and the culture of opposition had undermined the legitimate role of the school principals. School principals on the other hand, were at the receiving end of top-down management from the Department, on the other hand, they had to face community criticism. There was lack of information systems, no opportunities for growth, incentives and assessment. School principals worked in schools which were closely regulated and were used to receiving and giving instruction (DoE, 2000:1).

3.2 CHANGE

School management is inextricably linked with change. It may be said that effective management equates with productive change. In a context increasingly driven by political concerns to meet the needs for learning 'society' and 'learning age' and to deal with global economic challenges, changed management skills are crucial. Problems often arise, however, when change is resisted because it seems revolutionary and threatening rather than evolutionary and natural. Educational change is often made more difficult because the school system is exceedingly strong in its ability to generate and sustain its own policies. The continuities are far stronger than the changes. Hence, leading organisational innovation is a complex enterprise and managing planned change becomes a challenge to both leaders and followers.

However, while acknowledging that in the process of change, it is equally important to be clear about those things that one wishes to hold on to, as well as those which one wishes to see changing. So, what does the term 'change' mean? And how does 'change' differ from innovation? Hoyle considers that change is a generic term covering a broad range of concepts, for example, innovation, development and renewal, which incorporates a sense of unintended or accidental movement, whereas the term 'innovation' indicates intentional and deliberate processes.

The rhetoric and public imagery of 'change' is that of 'benefit for all: an assumption that change is 'good in itself' and equates with progress. Otherwise, why would people engage with it? The reality may be very different, however. Change can frustrate, confuse, and destroy as well as challenge, stimulate and enhance. It is

often forgotten that it can also require significant levels of long-term commitment if it is to be successful.

The idea that change is essentially a rationale, technocratic activity which can be mandated is clearly thought through and leads to measurable outcomes, is one that has been increasingly challenged and found to be misleading. Pascal argued, 'not surprisingly, ideas acquired with the ease are discarded with ease', a view reinforced by Fullan, who notes that 'mandates are not sufficient and the more they are specified, the more narrow the goals and means become' (Law & Glover, 2001:128). The important thrust is not to manage change but to change the way we manage (Bush & West-Burnham, 1994:152).

However, in order to think about change, the first thing we have to consider is the dialectic of "what something is" and "what something is not." The movement to change roles of the school managers is fundamentally a demand that we change roles from what they are into something that they are "not." As Bateson pointed out, there is really only one way for something to be organised, for if it were organised differently, it would be something else (Pounder, 1998:31). Not is at the centre of all change. The concept of 'not' is complex and presents us with many interesting dilemmas and logical "nots". At the most basic level, 'not' is a boundary that summarises a relationship. This boundary is not a thing: it is a metaphor we use to describe the relationship between entities. In this case we are describing the point of contact between what something is and what it is not. In Bateson's language, it is a metastatement. It is a rule about how the two entities relate to each other (Pounder, 1998:31-32).

As stated previously, what something is and what it is 'not' are in a dialectic relationship. That is, they arise together and define each other. Therefore, what something is and what it is 'not' must be considered together. In the case of planned change in schools, we must focus on both how schools are currently organised as well as how we think they should change. When we do this we come face to face with another dialectical relationship which exists between the 'persistence' of what is and the movement to 'change' something into what it is not (Pounder, 1998:38).

3.3 CHANGE AND PERSISTENCE

It is to the dialectical relationship between change and persistence that we turn attention. According to Watzlawick *et al.* (1974:1) “persistence and change need to be explored together in spite of their apparently opposite nature.” Whenever we observe a persistently repetitive chain of events, two questions arise equally:

- ◆ How does this situation persist? and
- ◆ What is required to change it?

This is so because persistence and change are two sides of the same coin, and they arise together. To examine change without consideration of persistence becomes meaningless, as change has no meaning without its opposite, persistence. This is because they are in a dialectical relationship. In Kurt Lewin’s dictum, however, “you cannot understand a system, how it persists, until you try to change it” (Pounder, 1998:32).

The argument is that we must think about both change and persistence at the same time in our planned changed attempts. It is believed that the reason many organisational change attempts in schools fail after brief periods of success is because they attend to only half the picture. That is, when we make either half or this dialectic the single focal point or figure, we tend to ignore its opposite. It is this inattention to the total field which dooms most change efforts. It is imperative that we attend both to the forces which act to maintain the system as it currently is and to those forces which are acting to change it into what it is ‘not (Pounder, 1998:32-32).

Considering both halves of this dialectic provides a more comprehensive map of the total field. Attending to only half of the dialectic leads to either or thinking. That is either change or persistence. This type of thinking sets up a false dichotomy and is counter-productive in our attempt to change schools into more collaborative systems. Another danger in either or thinking is that it sets up an adversarial relationship which often leads to an impasse in the change process. For example, those who want to change the relationship patterns may define those who want the patterns to persist as resistant. Those who want the patterns to persist may

define agents of change as disrespectful, outside agitators, fools, or whatever (Pounder, 1998:33).

There are a number of legitimate reasons for both persistence and change in any social system. One argument in favour of persistence is that the current relationships have proven their utility over a period of time: to change them now could threaten the survival of the system. On the other hand, one of the strongest arguments in favour of change is that current relationship patterns are no longer satisfactory and that unless we change them our survival is endangered. In each case the opposite side of the dialectic becomes something to be defeated or overcome. Those under attack, on both sides, will naturally become more persistent, and a vicious circle is created. That is, more force will lead to more resistance, which leads to more force, which leads to more resistance and so on. In effect, both sides are caught in a battle over survival. Clearly, this is a self-defeating conflict, for to destroy one half of the dialectic is to destroy the system. Hence, there are two distinct types of change. Each type of change has its own dynamics and calls for its own strategy (Pounder, 1998:33).

3.4 TWO TYPES OF CHANGE/PERSISTENCE

As mentioned earlier on, there are two distinct types or levels of change. These two types of change are found in different intellectual traditions and are given different names in the different tradition. In a nutshell, these two types of change differentiate between:

- ◆ Change within a system of organising that allows the basic nature of the system to persist and,
- ◆ Qualitative change in the basic nature of the system of organising itself (Pounder, 1998:33-34).

In order to avoid confusion for the first type of change we will use the concept of first-order change and for the second type of change we will use the concept, second order. The first order change is change within a system of organising which allows the basic nature of the system to persist. This level of change is

“adjustive, quantitative, and a change of variables” within the system of organising. Here follows some examples of adjustive change in schools:

- ◆ Once class of learners graduate in the spring and a new enters in the fall.
- ◆ Three teachers retired; one-teacher returns to graduate school to obtain an administrative credential, one teacher is fired, and two teachers move to new schools. Seven appropriately credentialed teachers are hired to replace those that departed.
- ◆ The chairperson of the School Governing Body steps down after her term of office expires and is replaced by a new chairperson the next year (Pounder, 1998:34).
- ◆ In each of the above examples, the changes are clearly adjustives. Parts of the system are replaced while the basis nature of the system or organising persists.

As mentioned above, first-order change can also be quantitative that is, the number of components within the system of organising may be increased or decreased without altering how these components interrelate. For example, the school-age population of a district may increase. In order to accommodate this change, new teachers will be hired. In this way, the basic nature of the school persists. Particularly, the patterns of relationships within the school as well as between the school and its enrolment area remains the same. In first order change, however, the more things change the more they stay the same (Pounder, 1998:34-35).

The second order change is qualitatively different from first order change, that is, the social system’s relationship patterns changes. Second-order change is a change in the rules about how components of a system relate with one another. By extension, second-order change is also a change in the underlying assumptions about how the components of a system should relate to one another. Here follows some examples of second-order change in schools.

- ◆ A teacher changes from a lecture format to co-operative learning in her classroom.
- ◆ A group of teachers change from individual instruction to team teaching.

- ◆ The decision-making system of the school changes from autocratic to democratic.
- ◆ The governance system of the school changes from bureaucratic to school/parent governing bodies.

In each of the examples cited above, the relationship patterns, rules and underlying assumptions have changed. In the first examples, learners are no longer required to spend the entire class period in their seats, but are required to spend some time working in teams with other learners. This is a fundamental shift in the nature of the relationships among learners. This also illustrates a change in the nature of the relationships between the teacher and class. Accompanying this change is a shift in underlying assumptions. The change is thus, open to challenge on both grounds. The second example illustrates a change in the rules of relating among teachers. The third example illustrates a change in the rules of decision-making between teachers and administrators. And finally, the fourth example illustrates a change in the rules of governing between parents and the school (Pounder, 1998:35).

Fullan points out that to understand educational change, there is a need to develop an overview of the sources and purposes of change, along with a clear picture of who actually benefits. In particular, he asserts that we need to learn two lessons; namely:

- ◆ That educational innovations should not be taken for granted: they are not ends in themselves.
- ◆ That education change has often been of “first order” rather than “second order” change, that is, it has focused on improving what already exists rather than altering the fundamentals (Law & Glover, 2001:129).

3.5 FORMS OF CHANGE IN EDUCATION

However, we can distinguish between two kinds of change planned and unplanned change. Planned change implies a deliberate alteration of the *status quo*. In some cases change is unplanned. Planned change occurs according to specific goals

and objectives. Change whether planned or unplanned, tends to take various forms. We can identify the following seven forms of change in education:

- ◆ *Technocratic change*: educational adaptations have to be made to accommodate changes and improvements in technology.
- ◆ *Social change*: this type of change is generated by a variety of factors, namely changes in the relationship between parents and children and between teachers and children, a change in philosophy such as a new perception or belief which informs a programme or policy.
- ◆ *Interactive change*: this occurs when a group of people or a school community decides on change to improve matters. It also occurs when there are changes in the classroom, the programmes and the structures of a school, and in the education system.
- ◆ *Competitive change*: this kind of change is brought about by competition and desire to be better than other schools. A common example is the introduction of improved training and coaching techniques in sports team.
- ◆ *Optional change*: this is when key groups of employees initiate change rather than having the change mandated by education department or the school principal.
- ◆ *Incremental change*: this is the preferred type of change when the school is operating well but the stakeholders agree that minor changes will make it run even better.
- ◆ *Transformational change*: this is the only rational change to be made when a school is not running well, or when external or internal forces insist on radical changes in instruction or support services. This type of change is dramatic in form and rapid in impact, and ultimately changes the entire culture of the organisation radically.

From the above, it does seem that educational change occurs across a broad spectrum ranging from, for example, curriculum renewal to a system of equal opportunities for all. Since various factors necessitate change and there are varying degrees of acceptance of change by the affected school community, each type of change is likely to be unique, with its own form and intensity (Van der Westhuizen, 2002:187-188).

Nevertheless, here are the most important points about change:

- ◆ Change is unavoidable, “an ever-present reality”.
- ◆ The experience of change is “often bleak”.
- ◆ Defining success criteria for change is “elusive”.
- ◆ Successful change in education takes time, “no quick fix”.
- ◆ Change is likely to be resisted by internal and external networks through what are essentially political processes.
- ◆ Collegial processes are desirable to promote ‘ownership’ but these may be supplanted by political mechanisms.
- ◆ Given the difficulties of implementation “political success is a matter of pride” (Bush & Coleman, 1994:77-79).

It is therefore, essential that when we plan for change in school organisations we are clear about whether it is first-order or second-order change we wish to achieve, as well as about the organisation level on which we wish to achieve it. The level defines the target of change, while each kind of change calls for its own particular strategy. However, many failures in organisational change occur because people attempt first-order change when second-order change is called for or vice-versa. Another common cause of failure is that those who attempt change fail to specify the organisations level on which they want change. We can also conclude that there are certain factors that can bring change in education (Pounder, 1998:38).

3.6 FACTORS BRINGING CHANGE

Changes are a process that requires thorough planning in order to attain prescribed goals. It is a process pursued for ‘by the people’. The goal of change is to make the school more effective. The aim of change is always improvement. On the same vein, improvement is a systematic effort to alter the process in a school with the sole purpose of attaining the goals of the school. Put simply, change is a planned and systematic process, it takes time, it is initiated by changes in the environment, it is done by individuals, and it is a highly personal experience (Bush & Coleman, 1994:77).

Education is always a political issued because of its social nature. For example, the most common conflict school managers cope with mostly arises from the friction between different stakeholders interest: ‘politics’ as the managed reduction of conflict.’ School managers are overwhelmingly preoccupied with the characteristics, histories, and needs of their local communities: ‘politics’ as the realisation of the general will and common good.

The dominant political ethos have an influence on education, which in turn informs the overall socio-economic policy of the nation (Leithwood, 1995:1-2). The school as an organisation has an interactive relationship with the environment and is subject to the laws of change. The events of change are, however, mutual. Under pressure from environmental factors, the school must adapt to changing circumstances but at the same time influencing the environment of which is a part. To meet the needs of the community, the school has to adapt to changing circumstances (Van der Westhuizen, 1995:646).

The school interacts with both the internal and external environment (Van der Westhuizen, 1995:646). Schools are in a dynamic interaction with the society and the communities they serve. Schools need therefore, to respond to change issues. Everyone and all stakeholders in particular, are to get involved in school activities. In fact, if people feel they are important to the change process and understand why the change process is important, they are likely to co-operate with it (West-Burnham, 1997:7). Changes inside a school generally occur in response to changes that will be taking place in the external environment. The goal of school change must be to improve the quality of working life of all people involved in a school (Van der Westhuizen, 1996:136).

The dramatic change is South Africa, brings with itself a major paradigm shift to schools. Paradigm shift however, means a new attitude to education, where the emphasis is on learning and not teaching, on demonstrating competence, not cramming for examinations, where competence is valued not partial knowledge, where the emphasis is on “what learners are able to do”, rather than what they cannot do. The system becomes outcome-based or results-oriented rather than input-driven (White Paper, 1995:11).

School managers have an active role in initiating change and in reducing resistance. The manager of a school who desires change has to assess the potential for change within the school. He or she has to bring about a realignment of the forces of change so that progress is made in the direction of the desired change. Any situation of change contains driving forces of resistance or factors that tend to oppose or undermine that change. These forces can exist in the internal or external environment of the school, or in the action of the agents of change (Van der Westhuizen, 1996:143-144).

With the rapid changes that have been taking place, school managers have been forced to:

- ◆ Carry out unfamiliar tasks.
- ◆ Master new skills.
- ◆ Spend many additional hours on top of their normal schedules.
- ◆ Grapple with a movement towards standard driven accountability systems in which the bottom line is learner performance.
- ◆ Understand the restructuring efforts are shifting towards 'the whole school reform' in which the goal is institutional transformation rather than piecemeal tinkering.
- ◆ Confront issues for which they have not been trained such as sexual harassment, guns in schools, demographic shifts, more rigorous academic standard.
- ◆ Learn to scan the environment for new ideas, tools and solutions.
- ◆ A greater vulnerability to changes from outside the organisation, which are often unpredictable.
- ◆ Greater use of information technology.
- ◆ Accept the emergence of new standards for administrators.

The key administrative responsibilities which accompany these changes are:

- ◆ Facilitating shared vision, provide direction, co-ordinate groups and balance the various forces impacting schools.
- ◆ Sustaining a school culture conducive to learner and staff learning.
- ◆ Assuming greater financial responsibility.

- ◆ Collaborating with families and community members.
- ◆ Acting with integrity, fairness and in ethical manner.

In the light of such changes, school managers are under pressure to cope with these challenges while simultaneously maintaining effective schools (South African Schools' Act No 27 of 1996).

Educational changes are acceptable to the community if:

- ◆ They are in harmony with their value system.
- ◆ The community is homogeneous rather than heterogeneous.
- ◆ The community is positively orientated towards education.
- ◆ The community interacts with other community structures.
- ◆ The educational programme is known to the community.

Change at school level includes:

- ◆ Effective communication.
- ◆ Healthy group relations.
- ◆ An open organisational climate (Van der Westhuizen, 1995:646-648).

3.7 FACTORS RESISTING CHANGE

Since 1996, the Republic of South Africa; had a democratic constitution. In effect, the 1996 constitution requires that school education must be transformed or changed for the better. The democratisation of education includes the idea that stakeholders such as parents, teachers, learners and other people, such as members of the community must participate in the activities of the school. One of the basic aims of the schools act is that the quality of education of all learners must be improved. For example, there must be better facilities, better-trained teachers, better methods of teaching and better school conditions. Learners must also be better motivated and disciplined to take their education seriously and to use the opportunities that are now open to them (DoE, 1997:5-6).

However, the intensity of people's resistance to change depends on what is being changed and whether the stability of the school is being threatened. The more fundamental and emotional the impact of change, the greater the resistance to it would be. Regardless of how intense the resistance is, no change takes place without sacrifice and adjustment. School managers initiating change thereof, take account of the various factors that give rise to resistance to change (Van Deventer & Kruger, 2003:41).

3.7.1 THE PSYCHOLOGICAL FACTORS

Change will inevitably encounter considerable barriers, both internal and external to the school. Some of these problems are anticipated in advance and ways of overcoming them are planned, others become apparent in the course of time and changes have to be made to deal with them. The biggest barrier to change is the conservatism of managers and staff within the school itself. Many have invested considerable time and effort in developing administration and in accumulating teaching and learning methods to deliver their courses. Any change to the *status quo* promises only more work for them. More radical programmes of change have implicit threats for their professional life and practice (Crawford, Kydd & Parker, 1994:33-34).

Many of the school managers and staff have been in their posts for a considerable period of time. Training has been traditionally focused on didactic classroom teaching new methods of learning, experiential learning or workshop delivery is viewed with suspicion and sometimes hostility. Attitudes are aggravated by two factors: firstly, the difficult industrial relations climate engendered by the government attempts to reform long-standing contractual relations and practices, and secondly, a widespread scepticism, from central government agencies. School managers and teachers have come to feel their own administration and professionalism is being questioned and their work and role undervalued (Crawford *et al*, 1994:34).

Actually, as soon as any deviation from a familiar situation occurs or existing practices are discontinued, a feeling of insecurity is experienced that gives rise to resistance to change (Van Deventer & Kruger, 2003:41). The historian Gustavson

points out that people are afraid of drastic innovations, partly because they prefer the familiar, and partly because the vested interests of most people are normally bound up with existing setup (Stoll & Fink, 1999:1).

School change is difficult work, and sustaining that change often times, is more difficult than creating the change itself. The structure of schooling itself is also a factor that inhibits innovation and reform. Both the roles and responsibilities of the teachers and managers have been constituted by, within and for a school system based on a bureaucratic model of schooling, designed by specified policies and practices. Change efforts have been consistently based on a continued reliance on rationalistic organisational behaviour, a trust in the power of institutional rules and roles to redirect human behaviour, and a dependency on experts (Jenlink, 2000:320).

School reform efforts have remained at the skin level, since they have been based on traditional assumption regarding change. The predominant view suggests that educational change is made by changing the way work is done in schools. Thus, instead of redesigning the purposes, structures, and functions of school, and education in general, what has simply occurred is a continuous stream of top-down management and productive directives to be implemented by school functionaries. As a hierarchical procedure, managers manage and oversee the implementation of these mandates (Jenlink, 2000:320-321).

The underlying premise of this procedure perpetuates the limitation of reform efforts by presuming that teachers and managers cannot be trusted to make sound decisions about school design, curriculum, pedagogy, assessment, educational goals and purposes on their accord. Though much has been suggested about how teachers and managers must assume leadership in redesign of schools, mentor their colleagues, redefine the profession, engage in problem solving at the school level, and provide professional growth opportunities for themselves, and their colleagues, little has been done to create the working conditions and contexts in which this has been done to create the working conditions and contexts in which this can be achieved. Schools continue to be organised as fundamental bureaucracies with hierarchical decision-making

structures in place and continue to focus on striving efficiency and productivity (Jenlink, 2000:320-321).

Educational institutions have failed to capitalise on the strength that both teachers and managers can provide if they worked more collaboratively and forged an 'interactional relationship' within and across schools. As Fullan and Hargreaves explain, "The challenge for schools, teachers and their leaders is the challenge of developing what we call interactive professionalism in our schools. The challenge of interactive professionalism is the challenge of continuous school improvement. It is a process that leads in turn to gains in learner achievement" (Jenlink, 2000:321).

Reforming schools will remain at a surface unless vision, purposes, and goals of education are forged through the actualisation of interactive professionalism and authentic democracy, whereby the transformation of roles and responsibilities of those within the school system occurs, and teachers are engaged in what Anderson calls "authentic participation." He describes authentic participation as shared control, participatory, inclusive of issues of equity, and an analysis of how power is exercised in educational systems. Education contexts built upon the notion of authentic participation are sites which produce informed citizens and institutions with greater moral authority. Ultimately, Anderson emphasised that authentic participation is "important for the development of the individual, important for the creation of democratic institutions, and important as a means to increase learning outcomes" (Jenlink, 2000:321).

As Fullan and Hargreaves claim, it is difficult for managers and teachers to engage in interactive professionalism and shared leadership, since they lack the tradition of working together in open, proactive, and collaborative ways within the system. Interactive professionalism relies on the development of collaborative cultures and the engagement and equal control of those who participate in them. Basically, this turns the predominant view of reform on its head, instead of teachers and managers responding to mandates, they respond to reform through building their own localised goals and action derived from contexts based on concepts of interactive professionalism and authentic participation. Ultimately, teachers and managers work together to make their schools. This approach, however, requires

that teachers and managers define their roles, their work, and their relationship differently. Unfortunately, they rarely have had the opportunity to learn how to do this (Jenlink, 2000:321-322).

However, study groups can serve as a vehicle for school managers and teachers to learn how to work together, to create a learning and collaborative culture, provide a context where they can redefine their roles and relationships, and collectively strive for interactive professionalism and shared or parallel leadership for the purpose of restructuring or constituting their own schools (Jenlink, 2000:322). Familiar environments, habits or practices provide trust and security, whereas change contributes to a lack of self-confidence (Van Deventer & Kruger, 2003:41).

3.7.2 POSSIBLE LOSS OF AUTHORITY

Change can affect individual's existing position of authority. An unwillingness to surrender the *status quo* is then the manifestation of fear of losing existing status and prestige (Van Deventer & Kruger, 2003:41).

School managers should be the right people to make decision in the right way in schools. Nevertheless, school staffs may not respond positively to the language of, authority and power and influence, but in the decision-making process it is important to distinguish these, and to understand them in the context of the culture of school leadership. In the process of policy formulation and decision-making in schools, however, power is resource, authority is legitimate and recognised power, and influence is a personal skill and part of the leadership process. These may be mutually supportive.

Since school leaders exercise power, it is important to distinguish between four forms of power:

- ◆ Resource power (the power to insist that things happen, coercive).
- ◆ Position power (power from the role).
- ◆ Expert power (power from knowledge, expertise and wisdom).
- ◆ Personal power (power from personality or charisma).

The complexity and interdependence of today's world renders it unlikely that followers will blindly accede to leaders. It is incumbent of leaders to invite widespread participation in decision-making. Leaders need to understand how they are using power or authority when influencing teams. Leaders need to be aware of new resources of power legitimately emerging in schools, most obviously through the use of information and communication technology, both in planning work and taking decisions about its purpose (Tomlinson, 2004:112-113).

3.7.3 LACK OF SKILLS AND MOTIVATION

Rather than admitting their lack of the necessary skills to deal with the proposed change as their real reason for resisting such change, teachers often contribute their resistance to the nature of the proposed change itself (Van Deventer & Kruger, 2003:41). Change offers 'indeterminacy rather than determinism, diversity rather than unity, difference rather than synthesis, complicity rather than simplification'. Drucker contends that "the means of production is no longer capital, nor natural resources nor labour" it is and will be knowledge. Value is now created by "productivity and innovation, both application of knowledge to work."

If one considers the industries which many consider will drive our economies into the new millennium: microelectronics, biotechnology, the new material industries, civilian aviation, telecommunications, robots plus machine tools and computers plus software, all knowledge industries, one can understand the basis for Drucker's argument. Simply stated, we are living in a postmodern world. Hargreaves describes postmodernity as a 'social condition in which economic, political, organisational and even personal life come to be organised around very different principles than those of modernity. The post modern world is fast, complex, compressed and uncertain'.

Reich makes the link between postmodernity and education, he says: "Each nation's prime assets will be its citizens' skills and insights." He contends that the real challenge for a nation is to increase the potential value of what its citizens can add to the global economy, by enhancing their skills and capacities to the world market (Stoll & Fink, 1999:3). Meanwhile Ivan Illich points out that schools have been the knowledge capitalist monopolising, packaging and trading on knowledge

as an exclusive cartel, Peter Drucker argues that schooling will increasingly be a joint venture in which schools are partners rather than monopolists. In many areas the schools will be one of the available teaching and learning institutions in competition with other purveyors of learning.

The relationship between the schools and the market place has for many years been an uneasy one. The age-old assumptions about the educated person are however, becoming less and less relevant to the needs of today's labour market. Teachers represent an increasingly untypical occupational group in enjoying, at least to the end of this century, a job for life and a job in a single place and even a single institution. For the large majority, life is becoming a series of job changes, learning new skills and re-orientating lifestyles. This is what Handy describes as the 'portfolio' society in which people are defined not by their vocation but by the changing and developing portfolio of skills which they acquire over a lifetime (Macbeath, 1998:24-26).

Patterns of work and living have to and will change. Layers of bureaucracy have to be eliminated in both the private and public sectors because they are no longer needed to ensure compliance and to control knowledge. A highly educated elite core of knowledge workers have to be surrounded by others, the contractors who come and go as their services are needed and the part-time workers who are also hired on a needs basis. However, rather than lifetime employment with an organisation we will have to develop portfolio of skills and competencies to enable us to fit a flexible and dynamic system. Family structures, parenting patterns and, of course, education will change (Stoll & Fink, 1999:3).

Furthermore, teachers whose motivation for achievement and work is low are unlikely to be receptive to any form of change (Van Deventer & Kruger, 2003:41). Hargreaves in his review of paradoxes affecting education, "includes stronger orientation to the future creates greater nostalgia for the past." This is a fundamental paradox of change and continuity for schools. Discontinuity has however, made the educational scene quite unstable. Very sane people resist ill-conceived, mindless changes to the continuity factors of education which they feel enabled school to succeed. In doing so, changes to the 'deep structures' which are overdue and necessary to equip learners are also resisted.

School managers and teachers have learned to treat innovations like kidney stones: they may cause considerable pain but, in the last analysis, 'this too shall pass'. Principled people resist change perceived to be harmful to learners. To resist, however, is to be considered irrational. In education, ill-designed and poorly implemented change projects have made teachers with any kind of memory sceptical of mandated changes and, in some cases, outright hostile. Since these are the people who have to implement educational change and who have been largely left out of policy debates, schools have become fundamentally conservative institutions, which have historically resisted change and sought to preserve continuity with their past experiences (Stoll & Fink, 1999:5).

The changing nature and the disappearance of the family has a profound impact on standard of achievement. Politicians may urge more rigorous and structural attention to reading, writing and arithmetic in the early years of school but predispositions to learn come from the family, siblings as well as parents. The family provides a mediating social and educational context for children to acquire skills to be at school. Nonetheless, there is a growing body of evidence that it is not so much poverty or material circumstances that inhibit school learning but rather the role of the parent or other members of the extended family, in mediating and developing an understanding of the world (Macbeath, 1998:26).

3.8 NOT UNDERSTANDING THE REASONS FOR CHANGE

Misunderstanding or insufficient information are often the cause of not being able to see or hear explanations for change, or the importance of change. If the reasons for change are not conveyed timeously and are not clarified, teachers will tend to maintain the *status quo*. Individuals should be psychologically prepared for change (Van der Westhuizen, 1996:178). In general, teachers need proof that their existing practices do not work before they will consider change (Van Deventer & Kruger, 2003:41).

TABLE 3.1: REASONS FOR WITHSTANDING CHANGE

Meaningless change	If changes are not meaningful, they are not considered necessary.
Fear of change	Teachers have a limited ability to change, often because they feel threatened. They may feel that they have developed a stake in the <i>status quo</i> and then view change as a motion of no confidence in their work.
Competition	Teachers are usually reluctant to accept another individual's ideas in place of their own.
low tolerance for change	Teachers often do understand the necessity for change, and are emotionally unequipped to assimilate or implement it.
Various (mistaken) perceptions in respect of change	Teachers may argue that their work is not good enough and that their promotion or posts could be in jeopardy.
Non-involvement	Individuals may be involved in change but not in the planning of the change. Because the school is a composite structure, all the interested parties should be involved in the planning and implementation of change.
Pressure	Too much pressure at work is usually associated with change because new documents and regulations must be compiled.
Habit and dependence	The <i>status quo</i> is often good only because teachers have become accustomed to it and feel dependent on the family. That is why an individual tends to act the way he or she has always acted instead of changing or generally accepting change.
Inadequate feedback	Lack of effective evaluation methods sometimes makes it difficult to determine the relationship between the real and the set objectives of change.
Infrastructural support and communication	As soon as the teacher lacks formal support for the implementation of change, resistance can be expected. Resistance will also be the normal reaction to change if the necessary communication channels and means are blocked, insufficient, or one-way (Van der Westhuizen, 1996:178-179).

3.9 UNDERSTANDING RESISTANCE TO CHANGE

Resistance to change is a natural phenomenon. Change needs to be recognised, understood and managed. This is true of organisations and systems as well as of individuals. Here follows Plant's list of the most frequent sources or resistance to change:

- ◆ Fear of the unknown.
- ◆ Lack of information.
- ◆ Misinformation.
- ◆ Historical factors.
- ◆ Threat to core skills and competence.
- ◆ Threat to status.
- ◆ Threat to power base.
- ◆ No perceived benefits.
- ◆ Low trust organisational climate.
- ◆ Poor relationships.
- ◆ Fear of failure.
- ◆ Fear of looking stupid.
- ◆ Reluctance to experiment.
- ◆ Custom bound.
- ◆ Reluctance to let go.
- ◆ Strong peer group norms (Dunhams, 1995:117).

3.10 PSYCHOLOGICAL RESISTANCE TO CHANGE

Psychological resistance to change has its roots in the personality of the teacher. The following are physical reasons for resistance to change:

- ◆ Teacher's perception of the *status quo*.
- ◆ Homeostasis – according to De Villiers, homeostasis is the tendency on the part of teachers to want to maintain a balance at all times. Lippitt contends that the unwillingness to recognise one's own shortcomings, fear of failure, unpleasant past experience, and concern about the possible

loss of existing work satisfaction, are factors contributing to the homeostatic reaction to change manifested by some teachers.

- ◆ Teacher's natural need to be acceptable to others. Owing to poor in-service training or re-training, existing practices are maintained for years, and any change presents a threat to the teacher. Ritchie describes this threat as: 'if it ain't broke, don't fix it'.
- ◆ Personality factors are also important with regard to resistance to change. These are teachers whose motivation for achievement and work is low and are not receptive to change. They are dogmatic in thought, lack curiosity or motivation for further studies or professional development, and are limited in their critical evaluation of existing practices. Corbett et al refer to this as the "typical teacher conservatism." Ornstein and Hunkins also believe that "people who go into teaching tend to be conformists, not innovative." Russel and Evans points out that this is attributable to teachers' lack of creativity.
- ◆ Teachers also prefer a familiar environment with little interference and change. Familiar environment, habits or practices usually provide trust and security, whereas, change may contribute to a lack of self-confidence.
- ◆ Traditional and established customs and practices obstruct the process of change.
- ◆ Change is usually rejected because it implies something new and different, and it may even be seen as a threat. The familiar is in danger of changing or even disappearing completely. De Villiers states: "The superego is thus influential in the acceptance of renewal."
- ◆ Morrish remarks that teachers usually lack the self-confidence to attempt to master innovations and mistrust new practices.

Nevertheless, change in education can be successful and resistance to it diminish if an opportunity is created for teachers to play the role of interpreter by experimenting and introducing innovations into their own teaching situations (Van der Westhuizen, 2002:223-224).

Furthermore, De Villiers surveyed that the following factors given in rank order, are the most important with regard to resistance to change:

- ◆ Fear that change will cause the loss of job security.
- ◆ Fear of breaking habits that provide security.
- ◆ Fear of intensification of job stress.
- ◆ Change is not regarded as an improvement.
- ◆ Disruption of the *status quo*.
- ◆ Belief that changes will not succeed.
- ◆ Belief that there is no need to change.
- ◆ Reluctance to take risks.
- ◆ Inability to manage uncertainty during the process of change (Van der Westhuizen, 2002:225).

3.11 ORGANISATIONAL REASONS FOR RESISTANCE TO CHANGE

Schools that are not able to respond to necessary change effectively probably display one or more of the following characteristics:

- ◆ A lack of leadership skills which results in an absence of explicit aims and effective delegation.
- ◆ A lack of effective management skills which results in insufficient infrastructure to translate principle into action or to use resources optimally.
- ◆ A failure to recognise the social side of work, and failure to provide staff with an appropriate working environment.
- ◆ Inappropriate working procedures which are based on power relationships and political processes and often on humiliating administrative procedures.
- ◆ Immature social networks based on competition, secrecy and a fear of criticism.
- ◆ Restricted and poor quality communication, which is usually one-way rather than two-way.
- ◆ A preference for tradition rather than experience combined with knowledge, skills and creativity (Van Deventer & Kruger, 2003:41-42).

Even though change is undeniably inevitable, the school manager must always expect to encounter resistance to change and therefore, improvement. Actually, the culture of a school is more permanent and built into the organisation than

climate. It is more difficult to change. How school managers understand the culture of their school is of crucial importance to develop strategy. Culture is about capability, integrating the cluster of resources and binding the school together through its network of relationship. It incorporates the basic values, ideologies, beliefs and assumptions that guide and fashion individual and school behaviour.

School managers may have problems in growing and changing the existing culture when they are trying to be more responsive to the demands of the state, parents and the community. There are subcultures around different functions, roles, skills or levels in a school. These create a broader sense of identity but can be counter productive if they limit co-operation, exacerbate conflict or reinforce entrenched view and positions (Tomlinson, 2004:150). Psychological factors, however, play a bigger role in resistance to change than organisational or managerial factors. It is therefore, imperative that the school employ these factors in the management of resistance to change in education (Van der Westhuizen, 2002:225).

3.12 SCHOOL MANAGER IN THE ROLE OF CHANGE

The school manager is the leader of teaching activities. He therefore, fills a key role in the management of change which takes place at the school, whether as initiator or supporter (Van der Westhuizen, 1995:646). The school manager is a 'change agent'. As the change agent, the school manager is expected to help initiate, facilitate and implement change (Van der Westhuizen, 1995:646).

In his or her quest for change, the school manager could find common grounds on a set of working assumptions which have evolved over time to include amongst others:

- ◆ Organisational change; that is schools need to be self-renewing.
- ◆ Leadership and management skills constitute an important component, but also need to articulate, justify and protect core values that constitute the purpose and functions of schools.
- ◆ Collaborations means leaders must facilitate widespread involvement in the renewal of schools.

- ◆ Equity and excellence means high quality education for all learners is a viable and morally correct goal.
- ◆ Inquiry and reflective practices means leaders must value and have the ability to reflect critically about their schools dynamics and promote this value and skill in others (Milstein & Associates, 1993:147-148).

It should also be borne in mind that politicians, parents and business sectors, all expect that schools will accept responsibility of changing existing practices in the interest of progress. These expectations place pressure on the school manager to manage change and assume the following responsibilities, among others:

- ◆ Determining the objectives of the proposed change.
- ◆ Determining the procedures and methods for implementing change.
- ◆ Scrutinising literature relevant to the proposed change.
- ◆ Containing other heads who have already had experience of the proposed change (Van der Westhuizen, 1996:152).

While school managers may seem to hold fairly idiosyncratic perspective towards their school work, and while these view points appear to condition their manner and style of behaviour as school managers, they should:

- ◆ desire eagerly to make their schools over in “their “image,
- ◆ be proactive and quick to assume the initiative; and
- ◆ be resourceful in being able to structure their roles and pursue their objectives (Jenlink, 2000:321).

Planning for change requires that the school manager have vision. Vision is therefore, a critical component of planning change. The school manager needs to be able to visualize the ultimate objective of change and has to convey that vision to the staff. The mission of the school should be clearly defined. It is then that the aims and objectives can be determined. The vision of the school manager has to be of such a nature that he or she is able to anticipate the reactions and behaviour of those members of the school community who will be affected by changes (Van der Westhuizen, 2002:193).

For the school manager to handle the process of change successfully, he or she could acknowledge the following aspects as guidelines:

- ◆ That change is a process that occurs over time. It consists of various steps involving and affecting individuals, organizations and many subsystems. That individuals, organizations and interests groups are closely linked in the change process by formal and informal ties which are influenced by external forces.
- ◆ That a variety of strategies and methods have to be used to bring about change, but coercion rarely gives rise to sustainable solutions to problems.
- ◆ That change must be structured and pursued through well thought out strategies to prevent oversight or neglect of relevant issues.
- ◆ That change is a gradual process, has to do mainly with people and needs. It requires the relative management of the agents of change until the change has been fully internalized in the school.
- ◆ That existing structures in a school rather be organic (flexible than bureaucratic or rigid). Instead of insisting on firm rules and direct supervision, a flexible plan that allows for spontaneous modification of the stated programme in the face of unforeseen factors is desirable.
- ◆ It is not desirable for planning and implementation of change to take place at the same time. It is essential to consider all implementation options in advance (Van der Westhuizen, 1996:148:149).

However, according to Herman and Herman the following are prerequisites for successful management and implementation of transformational change:

- ◆ There should be a commitment to the change by leaders and by a critical mass among the stakeholders.
- ◆ There should be clear and desirable vision of what the school will like once the change is complete.
- ◆ There should be clear cut strategic goals to be reached as the school undergoes the change process, and milestones should be established to guide the path of the change.

University of Pretoria etd – Sebate, M D (2006)

- ◆ Detailed tactical plans should be decided upon and made available in understandable language to all who are to participate in the changing process.
- ◆ Training should be provided for those individuals who are to initiate and manage the change, if they do not possess the required knowledge or skills.
- ◆ Adequate time, finances, material and human resources must be provided to enhance the probability of successful change.
- ◆ High-quality, comprehensive and frequent two-way communication should take place throughout the entire change process.
- ◆ The leader should give recognition to all who do good work, and he or she should attend group celebration every time an important milestone is reached (Van der Westhuizen, 2002:194-1955).

The school manager needs certain skills in order to be able to initiate and manage change successfully. The following skills, personal qualities and characteristics are necessary for the school manager to initiate and implement change successfully:

- ◆ Good interpersonal relationships and ease of manner.
- ◆ A grounding in the ethics and a philosophy of change.
- ◆ An understanding of how groups function.
- ◆ Familiarity with adult education and running workshops.
- ◆ Wide teaching experience, a sound knowledge of educational management, and a good general knowledge of other disciplines.
- ◆ Initiative and innovative ideas.
- ◆ Skills in enhancing communication, trust and self-confidence.
- ◆ The ability to generate effective positive relationship, to give support, to show empathy and sensitivity.
- ◆ A willingness to confront people where necessary without generating hostility.
- ◆ A sound understanding of how to handle conflict and stress.
- ◆ A flexible and adaptable management style.
- ◆ The ability to identify his or her own and other's strengths and weakness.
- ◆ Skills in planning for action and implementation (Van der Westhuizen, 1996:153).

Furthermore, managers who are good at managing change possess a distinct mix of knowledge, skills, personal attitudes and values. According to Everard and Morris (1996:242) and Reitzburg and Burrello (1995:49); this mix however, demands that school managers –

- ◆ know clearly what they want to achieve.
- ◆ interpret proposed changes not only from their own view point but also from that of others.
- ◆ show irrelevance for tradition but respect for experience and insight.
- ◆ plan flexibly, matching constancy of ends against a repertoire of available means.
- ◆ are not discouraged by setbacks.
- ◆ harness circumstances to enable change to be implemented.
- ◆ explain chain by means of two way communication and maximum information about possible outcomes.
- ◆ involve their staff in the management of change and protect their security.
- ◆ do not pile one change on top of another, but await assimilation.
- ◆ present change as a rational decision.
- ◆ make change personally rewarding for people, wherever possible.
- ◆ show that change is related to survival and development excellence.
- ◆ set and demand high standards of excellence.
- ◆ have a history of successful change behind them (Van Deventer & Kruger, 2003:45)

However, it is generally believed that three skills are needed to be an effective manager: conceptual, human and technical. These management skills are essential for managers to fulfil their roles as managers who are responsible for the planning, organising, leading and control of organizational resources. Skills required by management are therefore reviewed as follows.

3.13 CONCEPTUAL SKILLS

Conceptual skills refer to the ability to understand abstract ideas in order to make decisions whereby alternatives are selected to solve problems, i.e. decision-making and problem-solving. This emphasizes a person's ability to understand an

organization or department or product range as a whole and to grasp the interrelationship of its parts. The reason managers need to develop this skill is because education or business competes in a continually diversifying global environment.

3.13.1 TECHNICAL SKILLS

Technical skills refer to the ability to use methods, processes and techniques to perform a task. For managers to be successful they have to use specific knowledge techniques, and resources in performing work. School managers, supervisors and teachers must also possess the technical skills of the people they manage to enable them to perform their management jobs efficiently.

3.13.2 HUMAN SKILLS

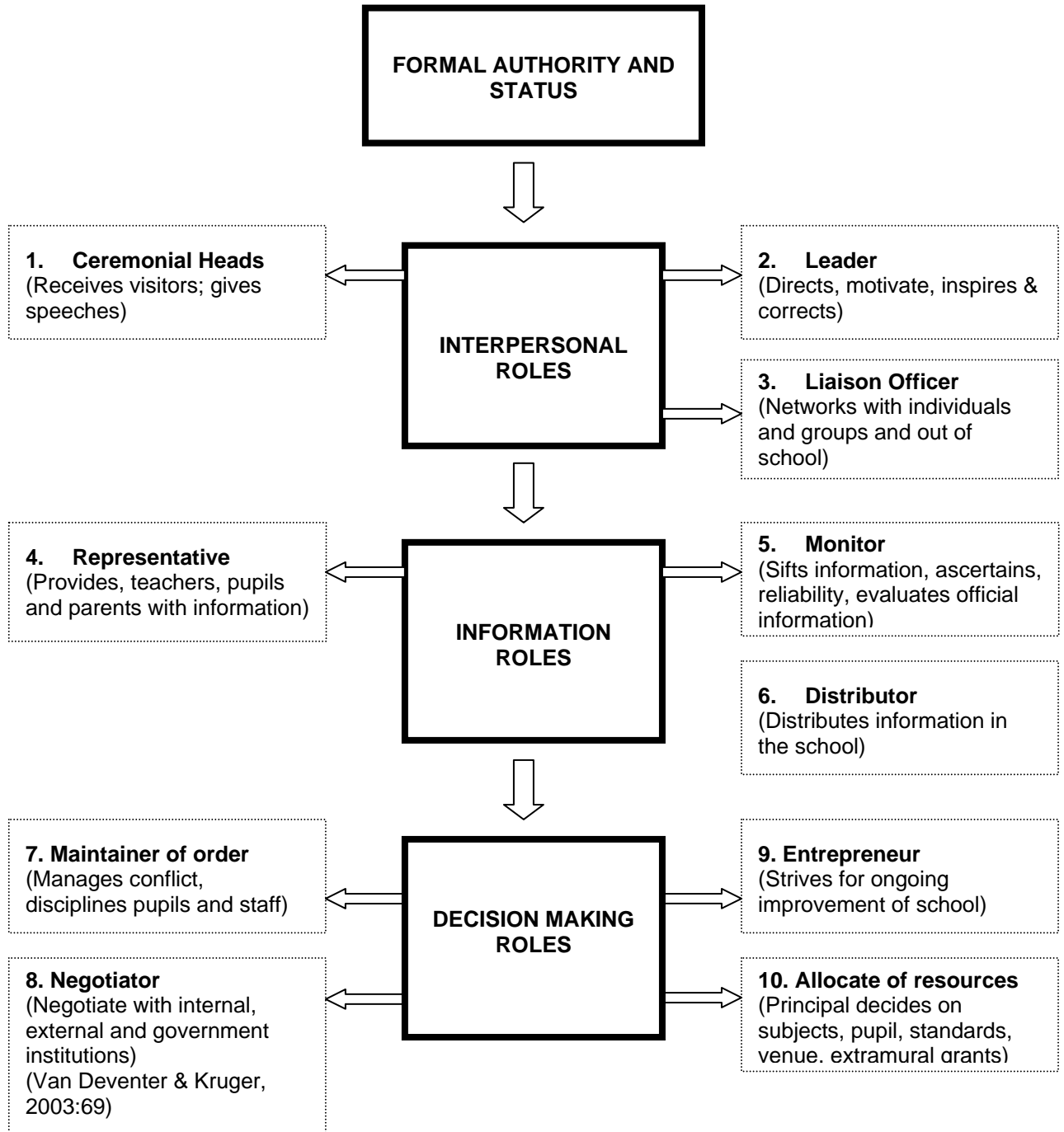
Human skills indicate a person's ability to work with people in teams, (i.e. communication). Communication skills are essential supportive human skills without which an individual cannot be an effective team member or manager. Current trends in organizational restructuring and participative management practices reflect today's employee participation in managing resources. Consequently, there has been an increase in the use of teams in the work place.

Managers must further their human skills in order to manage workforce diversity, change and conflict among employees. Effective human skills allow managers at all levels to motivate and evaluate performance of their employees. All three of the managerial skills are essential for effective performance.

In addition to the skills managers require, they are also expected to perform a range of roles. Mintzberg grouped the ten management roles into three categories. Actually, managers often perform several of these roles at the same time, and have to assume each of these roles in order to influence the behaviour of individuals and teams or groups, both inside and outside the organization. Management skills must therefore, be continuously developed in order for managers to conduct these various roles, table 3.2 indicates the grouped management roles (Nieman & Bennet, 2002:99-100).

Mintzberg reinforces the value of synergy in the ten management roles he identifies.

TABLE 3.2: MINTZBERG’S MANAGEMENT ROLE MODEL (Van der Westhuizen, 1997:93)



3.14 LEADERSHIP AND MANAGEMENT

The terms “leadership” and “management” are distinguishable, but more often than not they are used interchangeably. Leadership is an aspect of management, with “born leaders” characterized as charismatic individuals with visionary flair and the ability to motivate and inspire others; even if they lack the managerial skills to plan organize effectively or control resources (Law & Glover, 2000:13). However, the difference between leadership and management is that leadership relates to vision, mission, direction and inspiration, whilst management involves designing and carrying out plans, getting things done and working effectively with people. A school manager, therefore, has to be both leader and manager.

Leadership may be described as the integrated and dynamic application of the leader’s abilities in an authoritative manner, which will convince, inspire, bind and direct the followers to realize common ideals (Van der Westhuizen, 1997:187). Generally, leadership involves influencing others to go into a particular direction. Included in this, is one central tenet: that when thinking of leading, the corollary is following (Crawford, Kydd & Riches, 1997:2). Cowley points out that: “the leader is the one who succeeds in getting others to follow him or her” (Gorton & Snowden, 1993:67).

Bester describes leadership as follows:

- ◆ Leadership is the ability to be creative and to stimulate responsible action on the part of the followers.
- ◆ Leadership is a way of interacting, and more special of communicating between a leader and followers.
- ◆ A leader is a person who can stimulate the group into activity to achieve goals within the group’s interest and ideals (Van Der Westhuizen, 1997:188). Sergiovanni believes that “leadership is the process of persuasion by which a leader or leadership group induces followers to act in a manner that enhances the leader’s purpose or shared purpose (Telford, 1996:15).

Put in proper perspective, leadership in a management context may be seen as that human quality or factor which guides a school towards quality or factor which guides a school towards achieving its goals by means of the voluntary collaboration of members of that organization. In other words, with the co-operation of the people of that school (Van der Westhuizen, 1997:188).

3.15 LEADERSHIP STRATEGIES

Since educational leadership occupies an increasing high profile in government policy making, we need to ask and understand what constitutes leadership strategies.

- ◆ A leader finds a way forward, generating clear sense for movement or direction, identifying new goals, services and structures.
- ◆ A leader have ideas and articulates thoughts that are strong motivators for others.
- ◆ A leader sees teams as the natural, most effective form of management spending their time building encouraging collaborative efforts.
- ◆ A leader shows that leadership is example, it is not only what leaders do that affects others in the organisation, but how they do it.
- ◆ While managers may be designated by title, leaders are not de facto leaders until their appointment is ratified by their followers' consent.
- ◆ Real leadership is that which is acknowledge and effectively granted by others. In this context, leadership should give direction, offer inspiration, build teamwork, set an example, and gain acceptance with consent.

Bennis observes that “managers are people who do things right, leaders are people who do right things.” Conger and Kamango contend that “motivation is the very essence of true leadership coupled with the ability of leaders to build an emotional attachment with their followers.” This is true of a school manager (Gorton & Snowden, 1993:68). Real leadership is that which is acknowledged and effectively ‘granted’ by others.

Three types of school leadership may be identified:

◆ **Perceptive professional developers**

These are leaders who empower staff to carry the school and themselves forward through joint planning and involvement.

◆ **System maintainers**

These are leaders who follow more rigid and mechanistic approach offering a framework for all, but with little flexibility.

◆ **Inadequate, security-conscious others**

These are leaders who follow inconsistent approaches and act according to prevailing pressures.

Management, however, is not simply a matter of systems, but matter of people and relationships focused on clear organizational aims and tasks that should be performed to realize the stated aims (Van Deventer & Kruger, 2003:68-70). According to Hargreaves and Hopkins, three key management dimensions are identified as:

- ◆ Framework, i.e. institutional or school aims, policies and systems.
- ◆ Roles and responsibilities: of the people who will actually be doing the work to achieve the aim and to implement the policies within the education system.
- ◆ Working together.

The synergy between these three aspects is vital. Nevertheless, management and leadership tasks are interrelated; the one depends on the other, and therefore, the one should not be interpreted being superior to the other. Hence, the major tasks of management and leadership are in table 3.3:

TABLE 3.3: MANAGEMENT AND LEADERSHIP TASK CYCLE

	Management task cycle		Leadership task cycle
1	Setting goals and objectives	1	Creating a vision of how things could be done better
2	Developing clear work programmes	2	Turning visions into workable agendas or projects.
3	Facilitating the execution of work programmes	3	Communicating agendas so as to generate excitement and commitment in others
4	Making and monitoring adjustments	4	Creating a climate of problem-solving and learning around agendas
5	Rewarding performance	5	Persisting until the agendas are accomplished.

Management and leadership should be seen as opposite sides of the same coin. Leadership without management will not automatically bring about a culture of life-long learning and teaching, and vice versa. According to Marx “leadership is simply the ability of a person to motivate others to do the work that he wants them to do” (Van Deventer & Kruger, 2003:68-71).

3.16 THE SCHOOL MANAGEMENT PROCESS

Nevertheless, management tasks are the most important elements in the management process. They give direction to people, set outcomes, set needs, and allocate resources. This is done under the leadership and management of a school manager so that functional work of teaching can be performed effectively. Here follows tasks of management:

3.16.1 THE NEEDS FOR SCHOOL MANAGEMENT

Firstly, the centre of the education management process is also the focus of education management. It contains the word COLTS, meaning Culture of Learning and Teaching Services.

In fact, COLTS is a particular need that exists in South Africa today. School managers by themselves should perform their tasks focusing on this need that is known as Culture of Learning and Teaching Services (COLTS).

The culture of learning and teaching services is therefore, the need, the focus and the vision of the education management process. Schools in South Africa should draw and realize their outcomes bearing in mind the national as well as provincial department of education's vision in South Africa. This vision is the driving force behind the setting and achievement of each individual school's vision mission and outcomes.

3.16.2 RESOURCES

Secondly, management can only take place if there are people or human resources whom the school manager must manage. These people within a specific world of work, that is, a school, should have common outcomes or needs that they want to realize or meet on behalf of the school. They can reach their common outcomes through resources: that is financial and physical resources.

It is worth noting that in every management situation the people, outcomes and resources will differ, even within the same school itself. Resources are the dynamics of management process, because management work is interactive, interrelated, never a static process, and continuous. In order to give direction to people, the school manager and his staff must establish outcomes and needs for a specific school.

3.16.3 MANAGEMENT TASKS

Thirdly, the more specific management tasks are planning, organizing, leading and control. The work a manager does is that of planning, organizing, leading and control in relation to the people, outcomes and resources available at a specific school, in order to fulfil the primary need of education in South Africa: COLTS. These tasks form part of the interrelated and interactive management process.

The more specific management tasks include the following:

- ◆ Planning: this includes the setting of a vision, mission, aims and outcomes, as well as problem solving, decision-making and policy making.
- ◆ Organizing: this includes establishing an organizational structure, delegating and co-ordinating.
- ◆ Leading/directing: this includes communication, motivation conflict management and negotiation.
- ◆ Controlling/evaluating: this includes assessment, the taking of corrective action, supervision and disciplinary measures.

Fourthly, other tasks of management include the setting of a vision, mission, aims and outcomes, as well as problem solving, decision-making and policy making, establishing organisational structure, delegating and co-ordination, communication, motivation, conflict management and negotiation; assessment, the taking of corrective action, supervision and disciplinary measure.

Fifthly, this includes the actual work areas in a school.

Sixthly, areas in education management are: learner affairs, meaning curricular and extra-curricular affairs, financial affairs, physical facilities and school community affairs.

These management tasks that take place in one or more of the management areas are undertaken under the leadership, direction and guidance of a school manager (Van Deventer & Kruger, 2003:72-75).

3.17 SUMMARY

School managers should come to understand that the only constant may be change. Only those school managers who anticipate change and possess sufficiently broad intellectual categories to make sense of it can reasonably expect to guide their organisations successfully through the almost inevitable torrent of communication and whirlpool of political and economic forces, which will characterize the twenty first century.

School managers are charged with the task of enabling teachers, learners, parents, and the community to perform effective educational tasks, instilling the values of diverse cultures, and emphasizing the need to a complex mix of skills. Change is inextricably linked to school management. Each one cannot do without the other. Managing planned change is a challenge to both school managers and stakeholders. It is also imperative to think about change and persistence in planned changed attempts. These two dialectics are inseparable. Equal attention should be given to both the dialectics to avoid failure.

For a successful process of change, it is essential for a school manager to be clear about those things that one wishes to hold on to, as well as those which one wishes to see changing. It is true; all stakeholders can collectively solve problems. As a matter of fact, the school manager is accountable for managing change.

In chapter four, method will be outlined with which problems will be solved. Attention will be given to methods through which change through the school manager can be achieved.

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CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In order to attain convincing result about the research study, the researcher will have to employ appropriate research methods that will support the end-product. Correct and authentic tools must be utilized to bring about genuine evidence.

The role of the school manager as an agent of change is a management and leadership challenge. This research study, therefore, will help and support that relevant information that will be essential in the management and leadership of schools. The role of the school manager(s) will improve for the quality performance of the schools.

4.2 THE PURPOSE OF THE RESEARCH

White (2003:2-3) defines research as a systematic process of collecting and logically analyzing information or data for a specific purpose. Because it systematically describes or measures reality, research is a better source of information than one's own experience, beliefs or intuition alone.

According to McMillan and Schumacher (2001:180), exploratory research can almost always yield new insights into a research topic, while descriptive research describes that which exists as accurately and clearly as possible.

4.3 RESEARCH METHODOLOGY

White (2003:3) refers to research methodology as the term that implies all those methods and procedures that are systematic and purposeful and are carefully planned to obtain data on a particular research problem. On a broader context, it refers to a design whereby the researcher selects a method or methods for data

collection as well as analysis procedures to investigate a specific research problem.

According to McMillan and Schumacher, (2001:9) method refers to the ways in which one collects and analyzes data. He acknowledges that these methods have been developed for acquiring knowledge by reliable and valid procedures. He maintains that research method also helps with planning, structuring and organizing of the research. He stresses that the researcher must keep objectivity and validity in mind when gathering data to ensure reliable data in comparison to reality for future research problems.

4.4 TYPES OF RESEARCH METHODS

The research methodology to be followed will be dictated by the nature of the data and the research problem. There are two main types of research methods; namely quantitative and qualitative

4.4.1 QUALITATIVE RESEARCH METHOD

According to White (2003:12) the quantitative research method is usually based on what is called a positivist philosophy, which assumes that there are social facts with a single objective, reality, which is separated from the feelings and beliefs of individuals. This objective reality can be explained, controlled, and predicated by natural (cause effect) laws. Human behaviour can thus be explained in casual ways.

Quantitative research seeks to establish relationships and to explain causes of changes in measured social facts.

4.4.2 QUALITATIVE RESEARCH METHOD

According to White (2003:12) qualitative research is based more on what is called a post-positivistic philosophy, which assumes that multiple realities are socially constructed through individual and collective definitions of the situation. Human behaviour is intentional and creative, and it can be explained but not predicted.

Qualitative research is more concerned with understanding social phenomena from the perspectives of the participants.

4.5 VALIDITY AND RELIABILITY

McMillan and Schumacher (2001:239) define validity as a judgment of appropriateness of a measure for specific inferences or decisions that result from the score generated. They acknowledge that validity is a situation-specific concept, that is; validity is assessed depending on the purpose, population, and environmental characteristics in which measurement takes place.

According to McMillan and Schumacher (2001:244) reliability refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. They acknowledge that another way to conceptualize reliability is to determine the extent to which measures are free from error.

The following strategies have been employed as an attempt to enhance the validity and reliability of the data.

4.5.1 POPULATION AND SAMPLING

4.5.1.1 Population

White (2003 in Mouton, 1998:134) defines a population as a collective of objects, events or individuals having some common characteristics that the researcher is interested in studying. A population is the sum totals of all the cases that meet our definition of the unit of analysis.

4.5.1.2 Sampling

According to Babbie and Mouton (2001:2002) a sample is a special sub-set of a population observed in order to make inferences about the nature of the total population itself.

McMillan and Schumacher (2001:401) acknowledge that the researcher searches for information rich-key informants, groups, places, or events to study. In other words, these samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating.

White (2003:80) stresses that the key concept in sampling is representativeness. According to Babbie and Mouton (2001:287) Anselm Strauss and Barney Glaser; theoretical sampling is “the process of data collection for generating theory whereby the analyst jointly collects codes and analyses data and decides what data to collect next and where to find them, in order to develop theory as it emerges”.

4.5.1.3 Sample size

McMillan and Schumacher (1997:401) maintain that the logic of the sample size is related to the purpose of the study, the research problem, the major data collection technique, and the availability of information rich cases.

As a group, subjects are usually referred to as the sample. They are individuals who participate in the study and it is from them that data is collected (McMillan & Schumacher 1993:159).

In order to be able to collect data and analyze information, the researcher had selected five (5) secondary schools in one cluster out of the three (3) clusters at Moses-Kotane West Area Project Office (Mabeskraal) in the Bojanala West Region (Rustenburg). Respondents have been drawn from each of these selected secondary schools as follows: one (1) school manager, one (1) head of department and two (2) teachers. The total size of the sample involved twenty (20) persons. Nevertheless permission was obtained from the Department of Education in order to conduct research.

The five (5) secondary schools have been selected because the school managers thereof have gone through in-service workshops where they have been exposed to policy implementation, transformation and skill development. This has allowed the researcher to make a comparison from one school to the other as well as

make inferences whether the in- service workshops have made any impact on schools.

4.6 QUESTIONNAIRES AS A DATA GATHERING STRATEGY

White (2003:90) defines a questionnaire as the most widely used technique for obtaining information from the subjects. It is an instrument with open or closed questions or statements to which respondents must react. A questionnaire is relatively economical, has the same questions for all subjects, can ensure anonymity, and contains questions written for specific purposes.

According to Tuckman (1994:216) a questionnaire is an approach which is used to measure the participant's knowledge, value attitudes and beliefs. Each one is asked to respond to the same set of questions in a pre-determined order. It has structured interviews in which the questions are answered without the interviewer being present.

The questionnaire is a quantitative data collection tool (White 2003:90). The researcher has chosen the questionnaire as the appropriate data collection tool. The questionnaire has been employed to collect information from the subjects, that is, school managers, heads of departments and teachers.

◆ Questionnaire delivered by hand

In spite of the types of the questionnaires available for use, for example, mailed or posted, telephonic, personal, and group-administered, the researcher has used questionnaires delivered by hand.

Sometimes fieldworkers deliver questionnaire by hand. This is done in this way to have respondents who complete them in their own time, and then the researcher would come again later to collect them. It is essential that an appointment be made for collecting the questionnaire again, and this should be done within not more than 48 hours after the date of delivery.

The hand delivered questionnaire has limitations. A smaller geographical area could be travelled per occasion, because the fieldworker had to return to collect

the completed questionnaires from the respondents at the selected schools five (5) of them

4.7 QUANTITATIVE AND QUALITATIVE APPROACHES

In order to understand, employ and apply the quantitative research method, the researcher compared it with the other method to know the difference between the two.

According to White (2003:12-16) the quantitative research is usually based on what is called a positivist philosophy. It is nomothetic; based on the universal laws. It aims to objectively measure the social world, to test hypotheses and to predict and control human behaviour. In contrast, the qualitative research is based more on what is called a post-positive philosophy. It is idiographic. It aims to understand the meaning that people attach to everyday life.

Quantitative research uses a deductive form of reasoning, that is, it collects data to assess pre-conceived models, hypotheses and theories. Qualitative research uses an inductive form of reasoning, that is, it develops concepts, insights and understanding from patterns in the data.

Quantitative research analyses data by means of standardized statistical procedures. Qualitative research analyses data by extracting themes.

4.8 DATA

Ostler (1998:157) defines data as known facts used for inference or reckoning.

4.8.1 DATA ANALYSIS

Quantitative data analysis entails that the analyst breaks down data into constituent parts to obtain answers to research questions and to test research hypotheses (White, 2003:125).

4.8.2 INTERPRETATION OF THE DATA

According to Ostler (1998:335) to interpret is to explain, to find meaning. Interpretation of data is necessary. It is difficult or impossible to explain raw data; one must first analyze the data and then interpret the results of the analysis (White 2003:125).

4.8.3 TARGET GROUP

A quantitative research method was employed where school managers, heads of departments and teachers in public schools at Moses-Kotane Area Project Office (Mabeskraal) had to respond to closed-ended questionnaires that were analyzed with the view of supporting the problem statement.

4.8.4 SAMPLE

The sample comprised of the school managers, heads of departments and teachers who were selected from a larger group of persons called population. Five (5) secondary schools were randomly selected for participation in the questionnaire.

4.8.4 THE ROLE OF THE RESEARCHER

In this study, the researcher plays an important role in collecting, assessing and analyzing information supplied to him. The researcher sent out closed-ended questionnaires to randomly selected people. Respondents' questionnaires were collected and information that was supplied was analyzed. The findings of the research study were thoroughly and objectively assessed. The challenge however, was to describe this process as honest as possible (Van Heerden, 2002:110).

4.9 SUMMARY

This chapter has focused on research methodology. It describes research strategies that the researcher has used to gather data, analyze data and keeping in mind the control of variables and the accurate use of the tool in the research. In

this respect, the researcher used the quantitative method following a questionnaire as a measuring instrument.

Chapter five would focus on data analysis and interpretation. The purpose for this chapter would be to describe the findings of the research questions

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CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 BACKGROUND TO THE STUDY

This chapter focuses on analysing the data collected and interpret: to find and give meaning to the data collected. The following list of tasks and functions have been used to formulate the sub-questions emanating from the main question; on: How the school manager plays a changing role in education?

- ◆ Changes facing the role of the school manager.
- ◆ Work divided according to capabilities and abilities.
- ◆ School management team (SMT).
- ◆ Financial management.
- ◆ Continuous Assessment (CASS).
- ◆ Planning, organizing, leading or directing and control.
- ◆ Consultation.
- ◆ School governing body.
- ◆ Delegating.
- ◆ Key management responsibilities.

5.2 DESCRIPTION OF THE FORMULATION OF THE QUESTIONNAIRE

The questionnaire was formulated and divided into three (3) sections, namely Biographical and demographic information, changes facing school managers and assessing capabilities in terms of change. All selected school managers, heads of departments and teachers had to respond to these three sections.

5.3 PROBLEMS ENCOUNTERED DURING RESEARCH

Employing the questionnaire, the researcher attempted to cover wide range of aspects related to changing role of the school managers in education.

Despite problems, of the five secondary schools that have received questioners, 100% of them responded positively. The following could be some of the problems:

- ◆ Lack of network.
- ◆ Late submissions.
- ◆ Teachers attending workshops.

The teachers should participate in empirical research to help improve the quality of life.

5.4 DESCRIPTION OF THE FORMAT OF THE QUESTIONNAIRE

5.4.1 SECTION A

In this section, the questionnaire was designed to accumulate information about the respondent's particulars, location of the school, personal details, learner enrolment and attendance, and discipline at school.

5.4.2 SECTION B

The purpose of this section was to investigate whether school manager know what changes they are faced with in their day-to-day responsibilities.

5.4.3 SECTION C

The aim of this section was to enquire from the school managers, heads of department and teachers about their capabilities in terms of change in Education System.

TABLE 5.1: NUMBER OF QUESTIONNAIRES SENT OUT AND RETURNED

No. of questionnaires	No returned completed	Feedback
20	20	100%

The findings that the school managers can play a changing roles in school management and learners are essential and appropriate and must be in the context of the willingness of the school managers whose human quality and professional preparation must be used to develop a high degree of teaching competency, School managers attitudes, behaviours and beliefs have helped improve the ability to play a pivotal role in education. The following present the analysis of the data collected, using the questionnaires:

◆ **The school governing body**

Analysis: From the questionnaire, 100% of the respondents have rated the teachers employed by the school governing body as at minimum (1 to 5). This is appropriate for a public school because of limited funds.

Interpretation: it is responsible for employing teachers. In this instance parents are also empowered to play a role in the education of their children at school. Nevertheless, the school governing body is an elected body with all stakeholders represented.

◆ **Learner enrolment**

Analysis: Fifty percent (50%) of the respondents rated their current school learner enrolment as good, 30% as low and 20% as lower. These percentages are acceptable because parents have a choice to make where their children should attend school.

Interpretation: Respondents have indicated that there is a dwindling of admissions of learners at schools. This is in the research's opinion because of lack of marketing skills on the part of the school managers. School managers are also ignorant of the fact that parents have right to take their children for admission to a school of their own choice.

◆ **Learner attendance**

Analysis: From the questionnaire, 50% of the respondents rated the learner's attendance at school as good, 30% as average and 20% as excellent. These percentages are acceptable, because learners are positive towards school at selected schools.

Interpretation: Respondents have shown great improvement in learner attendances. Good discipline and effective teaching and strategies might have been the contributory factors. In this regard, learner's performance could be of high quality.

◆ **Present level of discipline**

Analysis: With regard to discipline 50% of the respondents assessed the discipline as good, 30% as excellent and 20% as average. These percentages are satisfactory because it appears as if learners are well disciplined.

Interpretation: Respondents have shown an improved maintenance of discipline. Sound discipline helps keep order. This is why it also be appreciated that learners attend school regularly and punctually.

◆ **Future from a straight line projection**

Analysis: Schools envision a future from a straight line projection of the present: respondents feel a special responsibility for envisioning a future from a straight line projection of the present. Fifty percent (50%) of the respondents agreed for envisioning a future from a straight line projection of the present, 25% strongly agreed, 20% was uncertain and only 5% disagreed. No one strongly disagreed. These percentages are good because it seemed managers are visionary.

Interpretation: School managers and their counterparts are a responsible lot despite of exceptions here and there. It was noted that a very good number of respondents knew and understood vision and mission statements.

◆ **Lively intellectual curiosity**

Analysis: Fifty-five percent (55%) respondents were curious to upgrade themselves intellectually, 10% strongly agreed whereas 30% were uncertain and 5% disagreed. The percentages are satisfactory because it appeared as if the managers were enthusiasm to enabling themselves to work for a better performance.

Interpretation: Although the respondents might have been carrying out their duties and responsibilities well, it has found that some of them did not engage in the

improvement of their skills and knowledge. This did not auger well for mastery of their teaching and learning classroom management.

◆ **Personal responsibly**

Analysis: Fifty percentage (50%) of the respondents agreed that a sense of personal responsibility was essential in the context of the school leadership as a profession with attitudes indispensable to the management of complexity, 40% strongly agreed, 5% was uncertain and only 5% disagreed. These percentages are very good because respondents seemed to acknowledge the need to be responsible for exciting their tasks.

Interpretation: Respondents have shown that they are very responsible. School leadership therefore, encapsulated positive attitude to managing change.

◆ **Attitude**

Analysis: A quality and unwarranted optimism, some more upbeat outcome than from adding up expert advice 35% of the respondents agreed and 50% were uncertain whereas 15% strongly disagreed.

Interpretation: The analysis indicates a dire need to beef-up manager's focus for commitment and confidence as criteria for quality, management. However attitudes towards transformation seemed to test positive without expert advice.

◆ **Restructuring**

Analysis: Seventy-five percent (75%) have evaluated their capabilities towards understanding the restructuring efforts as sifting towards the school perform in which the goal is institutional transformation as being good, 20% as excellent and only 5% as weak. These percentages are very good for transformation in education, because it appeared as if respondents are positive towards changes at these selected schools.

Interpretation: It was found that respondents understood the restructuring efforts shifting towards the whole school reform in which the goal is institutional transformation.

◆ **Knowledge and skills**

Analysis: Sixty-five percent (65%) of the respondents assessed their capabilities as good, 25% as excellent and 15% as average. The percentages are good because it seemed as if respondents were working hard to develop themselves by furthering their studies in particular management courses. It therefore remains to be seen how these respondents would be capable in applying their acquired knowledge into practice for skilful performance and productivity.

Interpretation: Respondents have indicated mastering new knowledge and skills. These auger well to fulfilling tasks for service delivery.

◆ **Scan the environment**

Analysis: Seventy percent (70%) of the respondents evaluated their capability to scan the environment for new ideas, tools and solutions as being good, while 20% of them have been excellent and 10% average.

Interpretation: Respondents have found capable of scanning the environment for new ideas, tool and solution.

◆ **Unfamiliar task**

Analysis: Sixty five percent (65%) of the respondents evaluated themselves as being good and 25% of them as being excellent in carrying out unfamiliar tasks and learning from mistakes. These percentages are satisfactory because it seemed as if respondents are aware of the need for themselves to take challenges.

Interpretation: Respondents attitudes toward unfamiliar task remained positive. This is indicative of commitment and dedication. Leaders do however, take risks bearing in mind that they would be held accountable.

◆ **Working additional hours**

Analysis: Fifty percent (50%) of the respondents evaluated themselves as being good working additional hours on top of their normal schedule while 35% evaluated themselves as being excellent and 15% average. These responses

illustrate the need for motivation, commitment and confidence among the respondents.

Interpretation: A very few number of respondents have been initially indignant about additional hours. Nevertheless, there was a speedy recovery of time consciousness as they gained and experienced the need for improved working habits to accomplish their tasks within reasonable time frames. Time management is an area for development.

◆ **New standards for school managers**

Analysis: Seventy percent (70%) of the respondents evaluated themselves as being good while 25% have evaluated themselves as being excellent and 5% as being average at accepting the emergence to accepting new standards because it appeared as if respondents are well in-serviced and understood new standards.

Interpretation: Respondents have been found being at ease with the emergence of new standards.

◆ **Facilitating a shared vision**

Analysis: In this regards, 60% of the respondents have evaluated their capabilities as being good, 20% of the respondents have evaluated their abilities as being excellent whereas 20% as being average. These responses to illustrate a very satisfactory practice towards changed management and leadership with stakeholders.

Interpretation: It has been found that respondents are conscientious of facilitating a shares vision. It would seem that those respondents were in a positive frame of mind to acknowledge that vision is a key to management responsibilities of change. This auger well for consistency among participants. Vision is a prerequisite for change and prerogative for effective and efficient school. Vision must be communicated in ways which secure committed among stakeholders.

◆ **A school culture conducive to the learners and the staff**

Analysis: Fifty five percent (55%) of the respondents have assessed their ability to sustaining a school culture conducive to the learners and staff as being excellent,

35% as being good and 15% average. These percentages are very satisfactory because it seemed as if there is a positive climate.

Interpretation: Respondents have indicated to be capable of sustaining a school culture conducive to the learners and staff.

◆ **Financial responsibility**

Analysis: Forty five percent (45%) of the respondents have evaluated their ability towards assuming greater financial responsibility as being excellent. 45% have evaluated themselves as being good and 15% as average. This percentage illustrated a satisfactory financial responsibility of school managers because it seemed as if they have been exposed to financial management in-service to equip them with the basic skills. However, financial management is a sensitive task.

Interpretation: Respondents have indicated the ability to assume sound financial responsibility. It would seem that respondents realize how sensitive it would be to work on money. There appears to be an improved sense of accountability.

◆ **Parents and community**

Analysis: In this regard 60% of the respondents have evaluated their ability to collaborate with parents and community members are being excellent, 30% have assessed themselves as being good whereas 10% as weak. The percentages are satisfactory because it seemed as if there is a growing mutual understanding and mutual respect. Home-school partnership is an important factor for effective schooling.

Interpretation: Respondents have shown sound relationship between parents and community. This is indicative of collaborating with parents and community members.

◆ **Continuous Assessment (CASS) and learner performance**

Analysis: Fifty-five percent (55%) of the respondents have evaluated their ability to grabbing with a movement towards standard driven accountability system in which the bottom line is continuous assessment and learner performance as being excellent, 35% as being good whereas 10% as average. These percentages are

very satisfactory, because it appeared as if the respondents have been well in serviced and are now well acquainted with CASS.

Interpretation: It has been found that respondents were capable of grappling with a movement towards standards driven accountability system in which the bottom line continuous assessment and learner performance. Continuous assessment is a system integrated into ongoing planning and monitoring.

♦ **The major operational levers to control or change the school's course**

Analysis: Seventy percentage (70%) of the respondents evaluated their ability towards understanding the major operational levers which can be employed to control or change the school's course as being good, 25% as being average and 5% as being unaware. These percentages are satisfactory because it seemed most respondents have no glimpse no access to this operational lever to help change the school's course. The responses illustrate a need for development on operational levers in school.

Interpretation: Although respondents have had positive mind set on changes, it has been seen that there was a slight decrease in understanding the major operational levers which could be employed to control or change school's course.

♦ **Colleagues accomplishments**

Analysis: Sixty percent (60%) of the respondents have assessed their capability towards valuing and acknowledging colleagues' accomplishment as being good, 30% have evaluated their s as being excellent and 10% as being average. The percentages are very satisfactory because it seemed as if respondents understood their profession, means; rewards; training; responsibility and client-centeredness, with high prestige and high levels of remuneration.

Interpretation: Respondents have indicated the need for a sense of appreciation by valuing and acknowledging colleagues' accomplishments. This would serve as incentive and rewards. It would also yield improved results

◆ **Challenges during periods of change**

Analysis: In this regard, 45% of the respondents have evaluated their ability towards looking for challenges during the period of change as being good, 40% have evaluated themselves as being excellent and 15% as average. The percentages are acceptable because in the field of school change everyone feels misunderstood and the role of the school manager becomes dramatically more complex.

Interpretation: Notwithstanding the turbulence during periods of change, it was found that respondents were looking for positive challenges during periods of change. This renders improved familiarization with new conditions and situations and discarding the *status quo*.

◆ **A school management team (SMT)**

Analysis: In this context, 100% of the respondents have evaluated themselves as having established a school management team. This percentage is outstanding for change in management and education, because it seemed the respondents have cultivated a transformational management and leadership style.

Interpretation: It has been found that all the schools have established school management teams respectively. This is an indication of the desire for a changed management style: most probably an area for collegiality or participatory management. A school management team has to uphold the principles of working together as a unit.

◆ **Goals and objectives**

Analysis: Ninety-five percent (95%) of the respondents accepted the need to be able to set goals and objectives for school management and education, while only 5% of the respondents were opposed towards setting goals and objectives. These percentages are very good because it seemed as if there is purposeful leadership and high expectations.

Interpretation: It was found that only a very few respondents were not capable of setting goals and objectives. Nonetheless, the majority have indicated improvement in planning in setting goals and objectives.

♦ **Policy, programming, scheduling, budgeting and procedures**

Analysis: In this regards 5% of the responds evaluate themselves capable making Policies, Programs, schedules, budget and following procedures, while 5% evaluated themselves as being incapable. The percentage is very satisfactory because it seemed as if the respondents have been trained and developed through workshops. School managers therefore, have ability to plan.

Interpretation: Respondents have shown the ability to make policy, programming, scheduling budgeting and following procedures. This is an important milestone. It is the most appropriate package for institutional planning.

♦ **Consult when planning**

Analysis: Eighty-five percent (85%) of the respondents maintained that they always consult others when planning, while only 15% of the respondents do not always consult others when planning, while only 15% of the respondents do not always consult when planning. The percentages are satisfactory because it seemed as if the respondents have been work shopped on values in education.

Interpretation: There was a sharp to moderate decrease of respondent's capabilities on whether the managers always consult others when planning. It would seem that the degrees of consulting when planning were not well regulated. However, as improved degree of consultation with staff and stakeholders in the changing role of school managers.

♦ **Budgeting for the following academic year**

Analysis: Seventy percent (70%) of the respondents affirmed that management and the school governing bodies invite submissions of needs from the staff when budgeting the following academic year while 30% of the respondents negated that managers and school governing bodies invite submissions of needs from the staff when budgeting for the following academic year. These percentages are acceptable because it seemed as if the respondents needed to be well trained and work shopped on financial planning, for an example; review, forecasting and others.

Interpretation: In spite of the assertion that, the managers and the school governing bodies invited submissions of the needs from staff when budgeting for the following academic year, it was noted that there was a dire need for capability in planning, forecasting, review and procurement

◆ **Division of work**

Analysis: Seventy five percent (75%) of the respondents evaluated themselves positively towards the division of work according to staff's capabilities, interest and training, while 255 of the respondents have evaluated themselves negatively towards the division of work. The percentages are satisfactory because it seemed as if the respondents feel there is a need for specialization and consideration for stability than re-deployment of teachers.

Interpretation: Although respondents have agreed that work is divided according to staff's capabilities, interest and training, it was noted that there was a decline in the improvement of the division of work.

◆ **Delegating**

Analysis: Ninety percent (90%) of the respondents see delegating as an essential aspect of staff development. The percentage is very satisfactory because it seemed as if school managers have been well trained. There seemed also to be a drift away, though slow, from bureaucratic leadership and management.

Interpretation: It was found that whereas some respondents saw delegating as an essential aspect of staff development, it was noted there was a small extent a dire need for the improvement of the staff development.

◆ **Goals, services and structure**

Analysis; Ninety percent (90%) of the respondents have evaluated themselves towards identifying new goals, services and structure as true, while only 10% of the respondents evaluate themselves as being false. The percentage is very satisfactory because it seemed as if the respondents are committed and confident as employees.

Interpretation: Some respondents indicated that, they did identify new goals, services and structures, whilst it was noted that there was to a minute extent, oomph to be able to identify new goals, services and structure.

◆ **Relationships with colleagues and staff**

Analysis: Ninety five percent (95%) of the respondents have evaluated themselves as having positive relationships with colleagues and staff as a whole, while 5% of the respondents have evaluated themselves as having negative relationships with colleagues and staff as a whole. The percentage is satisfactory because it seemed as if the respondents as are well aware and sensitive to pastoral care.

Interpretation: It was found that to a satisfactory degree, respondents have a positive relationship with colleagues as a whole. Notwithstanding, it was noted that an effective interpersonal relationship ought to be cultivated.

◆ **Control**

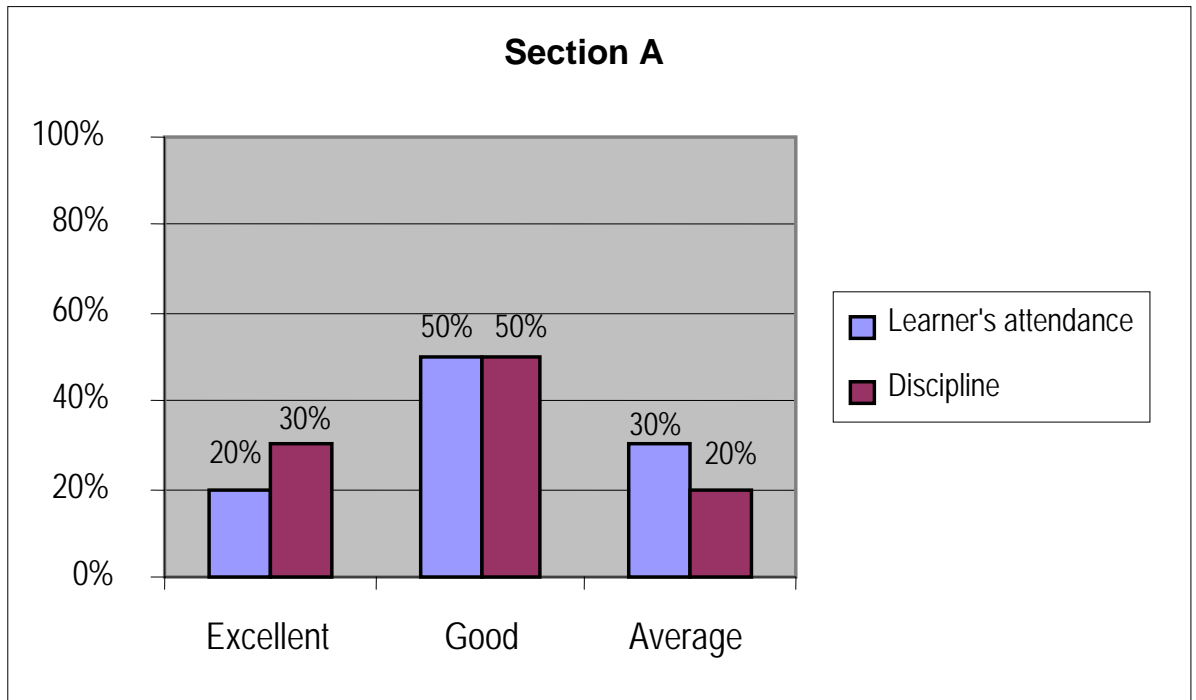
Analysis: Ninety percent (90%) of the respondents saw that control encourages effective delegation of staff, while 10% felt that control does not encourage effective delegation of staff. The percentage is very satisfactory because it seemed as if respondents worked not only as a collection but also as accountable for their actions, which augers well for collaboration.

Interpretation: Although some respondents have maintained that control leads to corrective action and enables top management to observe and evaluate planning and performance as a whole, it was noted that some respondents were inundated. Their inattention to control was a matter of concern that warranted development towards effectiveness and efficiency. There seemed to be a spirit of hard work towards good results.

5.5 HISTOGRAMS: STATISTICAL ANALYSIS

5.5.1 SECTION A

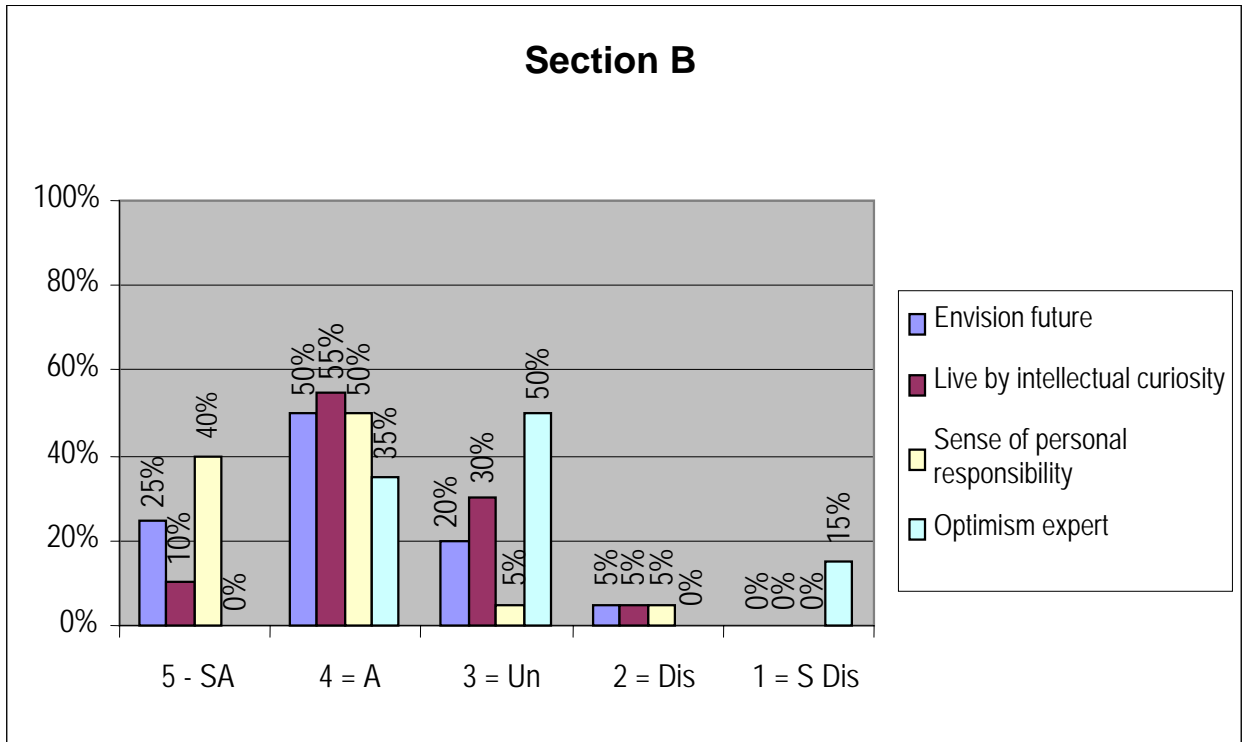
TABLE 5.2: RESPONSES



This section consisted of four questions and two have been described and three and four been inserted into the histogram respectively. From the histogram, the key to graphic is represented in two tiny graphic boxes. The two graphic boxes, one light shaded and the other bold shaded, are representative of the associated topics or questions. The questions are given in a multiple choice format with options being excellent, good, average and weak. The plotting of the histogram is done by looking at number of people who chose the same answer and assigning percentage (the number of people is 20).

5.5.2 SECTION B

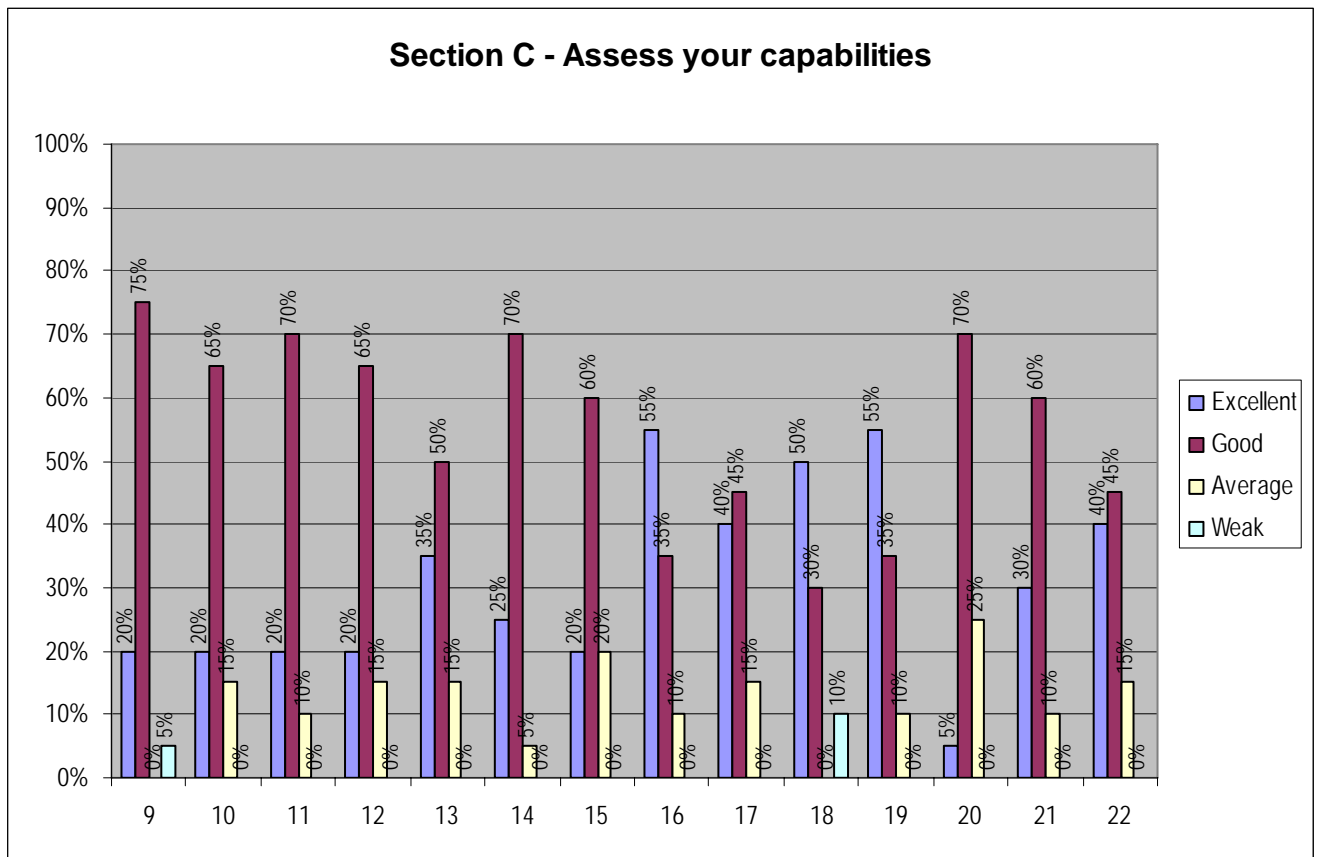
TABLE 5.3: RESPONSES



These sections consisted of four questions, but continued from five to eight, and have been inserted into the histogram. From the histogram, the key to the graphical represented in four 12 tiny graphic boxes in different shades, these are representative of the associated topics or questions. The questions are also given in a multiple choice format with options being strongly agreed, agree, uncertain, disagree. And strongly disagree. The plotting of the histogram is done by looking at the number of people who chose the same answer and assigning a percentage (the number of people is 20).

5.5.3 SECTION C

TABLE 5.4: RESPONSES



This section consists of twenty-seven questions, but continued from question nine to the 35th question. From the histogram, the bottom horizontal numbers (x-axis) represents the question number the vertical numbers (y-axis) represents the percentage mark of overall answers given (the number of people is 20)

5.6 CONCLUSION

In conclusion, the opposite response scores towards the role of the school manager in education had been less (16% in average), than the affirmative response scores (83.8% in average). Therefore, it could be concluded that there was a satisfactory improvement towards the role of the school manager as an agent of change, yet; effective efforts to familiarize those lacking the know-how should increase to equip them altogether.

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 SUMMARY

The purpose of this study is to determine how the school manager can play a changing role in education. The primary aim of this study was to enquire the effects of transformation on the role of the school manager in education at Moses-Kotane West Area Project Office's secondary schools; Bojanala West Region, North West Department of Education.

In a nutshell, this chapter sums up the summaries of the four chapters, findings, conclusions and then recommendations.

In chapter one, the research topic was introduced for a better understanding of transformation in education management and leadership. The following matters were addressed: introduction, orientation, problem statement, conceptualization, aims and objectives, research methodology, outlay of chapters.

In chapter two, the phenomenon of education as a vehicle of change was described. Different concepts have been illuminated to provide a detailed frame of reference within which educational management change could be defined and explained. It distinguished management roles. School managers know and understand their roles.

Chapter three dealt with the matters that facilitate the practical guidelines on how the school manager could manage change in the school. The emphasis was placed on the need to a changed management skills.

Chapter four explained the methods that could be applied to enhance the school manager's role in education. The research used literature review. Textbooks,

journals, reports and dissertations helped define, describe and explain how the school manager can play a changing role in education.

The study has also employed qualitative research methodology to examine the effects of transformation on the role of the school manager. Qualitative research method provides a way to understand complex phenomenon such as the preparations of future school managers, heads of departments and teachers with skills and knowledge. School managers, heads of departments and teachers were observed and their responses in the questionnaires, as well as their performance in the interviews, were analysed to determine the effects on transformation on the role of the school manager. The nature of the study is descriptive and exploratory.

6.2 FINDINGS

The research instrument used in this research is the questionnaire whereby respondents are observed and at the same time interviewed. The primary purpose of the questionnaire was to determine the effects of transformation on the role played by the school manager. The secondary purpose was to determine their skills and knowledge towards management and leadership in education. The research aims of chapters one, two, three and four are reviewed in the following section with a summary of findings and are:

6.2.1 TO DETERMINE THE EFFECTS OF TRANSFORMATION ON THE ROLE PLAYED BY THE SCHOOL MANAGER

The findings of this study highlight the impact and significance of the contributions that could be made through the education management workshops to train skill and support the school managers to play a changing role in the system of education in view of changes in the social-cultural make-up of learner population, amalgamations or merging, restructuring, rationalisation and redeployment of teachers. This kind of consolidation by the government and the Department of Education is intended at improving operational effectiveness and efficiency.

Reform and democratisation could become unyielding, unless school managers take charge of the school situation. School managers are required to managing

change and in doing so; apply peculiar insights and capabilities to the workplace on day-to-day basis.

Planning for change should consider those who would have to implement it. Nevertheless, the key to successful change lies in helping others to understand what change really means. Change is likely to be acceptable to those concerned when it is clearly understood; it does not threaten the security of those involved; those affected have helped to create it; it results from an application of agreed principles rather than individual diktat; it is properly planned; people would share in the benefit of change and that an organization has been trained to accept change (Dimmock & O'Dorroughue, 1996:9).

6.2.2 TO DETERMINE THE ROLE OF THE SCHOOL MANAGER IN EDUCATION

The research has found that the role of the school manager in education be put in the specific functions that would enable him or her to contribute towards the improvement, effectiveness and efficiency of the performance of the school personnel.

It was found that school managers should become learners and are required to promote the learning of others. Education is a matter of personal engagement. It is fundamentally concerned not with the acquisition of knowledge, or with professional and vocational skills and competence, but with assisting a person in learning how to think, to understanding, to appreciate, to make use of knowledge and discover its inherent values, its usefulness, its clarifying and revealing powers, its insights and its truth. Education is concerned with a person's self-empowerment.

School managers have got to have a vision of education as a personal engagement. They should secure living up to their vision, promoting and upholding human values. School managers with vision would bring about innovations and change in the interest of people and ultimately of community as a whole.

School managers should be prepared to participate in the transformation and renewal of educational form and substance to ensure that concerns and

aspirations are not neglected. Paradigm change in education is objectively realistic and includes change in teaching style, resources and skills, and subjective realities include personal attitudes and the will to change.

School managers and teachers find it threatening to have to change their proven teaching methods. Good in-service programmes and skills training may lead to more positive attitudes. Provision should be made of sufficient high quality support services and resources. Stakeholders should co-operate and collaborate as partners who respect each other.

The recognition of professional development as a life-long process, a way of life, is essential. School managers, heads of departments, teachers and facilitators in education, training and development need to take cognizance of the contextual, complex and time-consuming nature of change.

Practitioners in education require more than merely the implementation of a new policy. They do not only require ongoing, supportive in-service training or access to information and new policies, they also need to be emotionally facilitated in order for the necessary paradigm shift to occur.

Mintzberg distinguishes management roles providing authority to the manager leading to interpersonal relationship which comprise of first, ceremonial head, second, leader, third, liaison officer, then informational comprising of; fourth, representative, fifth; monitor, sixth, distributor and then decision-making which also comprises of seventh, maintainer of order, eighth, negotiator, ninth, entrepreneur, and tenth, allocator of resources. Mintzberg's role description is a representation of the manager's tasks as an integrated whole.

6.2.3 TO KNOW AND UNDERSTAND THE EFFECTS OF CHANGE ON THE ROLE OF THE SCHOOL MANAGER

The researcher found that without effective management and leadership, education tasks would be compromised. School managers should change the way they manage and lead. School managers should have organizational innovations and be able to manage planned change. Planned change focuses on how schools

are organized and how we think they should change. However, change should be examined in consideration with persistence, because they are in a dialectical relationship. They are two sides of the same coin and they arise together.

Two types of change exist, namely; first order and second order. First order change is change within a system of organising which allows the basic nature of the system to persist. It is adjustive, quantitative, with variables within the system of organising. The second order change is a change in the rules about how components of a system relate with one another. However, educational change has often been of first order rather than second order change. First order change has focused on improving what already exists rather than altering the fundamentals.

There are two forms of change; planned and unplanned. Planned change occurs according to specified goals and objectives. It implies a deliberate alteration of the *status quo*. Change whether planned or unplanned takes various forms, seven of them in education are: technocratic, social, interactive, competitive, optional, incremental and transformational change. It does seem that educational change occurs across a broad spectrum ranging from curriculum renewal to a system of equal opportunities for all.

Important findings about change are that, it is an ever present reality, its experience often bleak, elusive, no quick fix, likely to be resisted by internal and external networks, collegial processes to promote ownership and implementation. Certain factors can bring change in education: planning, systematic process, it takes time and its goal is to attain effectiveness and improvement, adapting to changing circumstances to meet the needs of the community, the people feeling important to change, co-operation, and all stakeholders involved in activities. The goal of change must be to improve the quality of working life of all people involved.

The key management and leadership responsibilities accompanying these changes are: facilitating shared vision and mission statement, planning, organising, directing, leading, co-ordinating, decision-making, control and monitoring.

Resistance to change is a natural phenomenon, but change needs to be recognized, understood, and managed in organizations systems as well as in individuals. Most frequent sources of resistance to change are: fear of the unknown, lack of information, threat to skills and competence, threat to status, power base, no perceived benefits, low trust organizational climate, poor relationships, fear of failure, fear of reluctance to experiment.

Schools that are not able to respond to the necessary change effectively, probably lack leadership skills which results in an absence of explicit aims and delegation, a lack of management skills which results in inadequate infrastructure to use resources optimally, inappropriate working procedures based on power relationship; immature social networks based on competition, secrecy and a fear of criticism, restricted and poor quality communication, which is usually one-way rather than two-way, and a preference for tradition rather than experience combined with knowledge, skills and creativity.

Psychological factors, however, play a bigger role in resistance to change than organizational or managerial factors. It is therefore, imperative that schools employ these factors in the management of resistance to change in education.

The school managers play a key role in the management of change at school. He or she is expected to help initiate, facilitate and implement change. In his or her quest for change, the school manager should find common grounds on a set of working assumptions such as organizational change; leadership and management skills, collaboration; equity, access and excellence, inquiry and reflective practices in education.

The school manager should manage change and be responsible in determining the objectives of the proposed change, procedures, methods and strategies for implementing change. Should be pro-active, resourceful in being able to structure their roles and pursue their objective.

The school manager has to acknowledge that change is a gradual process. That it has to do mainly with people and needs. It requires the relative management of the agents of change until the change has been fully internalized in the school.

That existing structures rather be organic, that is, flexible than bureaucratic or rigid.

Planning for change requires that the school manager have vision. The school manager has to be able to visualize the ultimate objective of change and has to convey that vision to the staff. The mission of the school should be clearly defined. It is then that the aims and objectives can be determined. The vision of the school manager has to be of such a nature that he or she is able to anticipate the reactions and behaviours of those members of the school community who will be affected by changes.

In order for successful management and implementation of transformational change to take place; there should be a commitment to the change by the leader and by a critical mass among the stakeholders. There should be a clear and desirable vision of what the school would like once the change is complete. There should be clear-cut strategic goals to be reached and milestones should be established to guide the path of change. Detailed tactical plans should be decided upon and made available in an understandable language to all. Training should be provided for those individuals who are to initiate and manage the change.

Successful management and implementation of transformational change requires the provisioning of adequate time, finance, material and human resources. There should be a two-way communication. The leader should also give recognition to all who do good work and attend group celebrations every time an important milestone is reached.

In order to be able to initiate, manage and implement change successfully, the school manager needs skills such as; good interpersonal relationships and philosophy of change; a grounding in the ethics; an understanding of how groups function; familiarity with adult education and running workshops; extensive teaching experience; a sound knowledge of educational management and general knowledge of other disciplines; initiative and innovative ideas; trust and self-confidence; skills enhancing communication; the ability to generate positive relationships; to give support, to show empathy and sensitivity; a sound understanding of how to handle conflict and stress; a flexible and adaptable

management style; the ability to identify his or her own and others' strength and weaknesses; and skills in planning for action and implementation.

In order for managers to fulfil their roles responsibly, management skills are needed, namely, conceptual, technical and human. Of utmost specificity, school managers are expected to perform a range of roles. According to Mintzberg there are ten management roles divided into three categories: First, interpersonal roles consist of ceremonial head, leader and liaison officer. Second, informational roles consist of representative, monitor and distributor; third, decision-making roles consist of maintainer of order, negotiator, entrepreneur, and allocator of resources. In this context, Mintzberg reinforces the value of synergy.

The terms leadership and management are distinguishable, but more often than not they are used interchangeably. However, the difference between leadership and management is that leadership relates to vision, mission, direction and inspiration, whilst management involves designing and carrying out plans, organising, directing, and control. Management is about getting things done and working effectively with people. Therefore, a school manager has to be both manager and leader.

In respect to leadership strategies, leadership should give direction, set goals, set structures for services, offer inspiration, build teamwork, encourage collaborative efforts, set an example and earn acceptance with consent. Leaders are people who do right things.

Nevertheless, management and leadership tasks are interrelated; the one depends on the other. Therefore, the one should not be interpreted being superior to the other. Hence, while management task cycle goes around setting goals, objectives; developing clear work programmes; facilitating the execution of work programmes; making and monitoring adjustments; and then rewarding performance, leadership task cycle revolves creating a vision of how things could be done better; turning visions into workable agendas or projects; communicating agendas to generate excitement and commitment in others; creating a climate of problem-solving, and then persisting until the agendas are accomplished. Management and leadership should be seen as opposite sides of the same coin.

Leadership without management will not automatically bring about a culture of life-long learning and teaching, and vice versa.

The more specific management tasks include; planning; i.e. setting a vision, mission, aim and outcomes, problem solving, decision-making and policy making; organising; i.e. structures, delegating and co-ordinating; directly or leading; i.e. communication, motivation, conflict management and negotiating; controlling or evaluating or monitoring; i.e. assessment, supervision and disciplinary measures. These management tasks are undertaken under the leadership, direction and guidance of a school manager.

6.2.4 TO INVESTIGATE AND PROVIDE VALID AND ACCURATE ANSWERS TO RESEARCH QUESTIONS

This chapter focused on empirical research. Empirical research would complement the literature review. Empirical research methods did not duplicate nor do away with theories and knowledge established in previous chapters, but built upon them.

Social science research offers a way of examining and understanding the operation of human affairs. It provides points of view and technical procedures that uncover things that would otherwise escape our awareness. It helps put our environment in proper perspective, in this instance, “How can the school manager play a changing role in education?”

The researcher has employed qualitative approach. Its goal has been to describe and understand rather than explanation and prediction of human behaviour. Qualitative research has been concerned with understanding the social phenomenon from the participants’ perspective. Many contexts of participants have been analysed in order to acquire understanding and participants’ meaning for these situations and events has been narrated. Participants’ meaning included their feelings, beliefs, ideas, thoughts and actions.

Qualitative research method provides a way to understand complex social phenomenon such as the preparation of future school managers with greater clarity and detail than offered by other methods. The research has been conducted

in the natural settings of social factors. The primary aim has been also in-depth description and understanding of actions and events. The researcher has been the main instrument in the research process.

The researcher has looked at people, settings or group not reduced to variable, but as a whole, that is, holistically. The researcher has collected and analysed data maintaining validity, that is, firsthand knowledge through concepts, definitions and rating scales. The researcher has been quite flexible and reflexive.

The researcher has used purposive sampling to increase the utility of information. The researcher has also searched for information rich key informants, groups, places and events to study in Moses-Kotane West Area Project Office in Bojanala West (Rustenburg). Five schools have been identified and selected respondents from each secondary as follows: one school manager; one head of department and two teachers.

Schools have been selected owing to reasons such as leaderships and management workshops that were conducted before; challenges surrounding duties and responsibilities of school managers, planning and implementing policies and a dire need for learners' performance.

The researcher has employed qualitative method and administered structured questionnaires in all five selected schools, to collect data from schools. Twenty respondents received questionnaires and returned them after completion.

6.3 RECOMMENDATIONS

The objective of this research was of change in school management and leadership to highlight the school manager's role as an agent, therefore, the following recommendations:

- ◆ To promote management and leadership expertise of school managers.
- ◆ An in-service training for school managers in management and leadership.
- ◆ Develop a plan for school managers to get practical skills in management and leadership. This should be done by convening teacher's forums and

cluster forums where school managers would interact in sharing skills and knowledge.

- ◆ Self-empowerment.
- ◆ Good in-service programmes and skills training. This may lead to positive attitudes.
- ◆ Provision should be made of sufficient high quality support services and resources, including special education personnel and back-up from management.
- ◆ The recognition of professional development as a life-long process, a way of life, is essential.
- ◆ Teachers do not only require ongoing, supportive in-service training or access to information and new policies, they also need to be emotionally facilitated in order for the necessary paradigm shift to occur.
- ◆ There should be a quarterly evaluation of skills and feedback.

Specific recommendations for the effective role of the school manager:

- ◆ The key administrative responsibilities accompanying these changes are facilitating shared vision and mission statement.
- ◆ Other administrative tasks, are planning, organising, directing, leading, co-ordinating, decision-making, control, monitoring or evaluation.
- ◆ Teachers should engage in interactive professionalism and shared leadership. This would help them develop their lack of tradition of working together in open, pro-active and collaborative ways within the system.
- ◆ Forums or corporative learning can serve as vehicle for school managers to learn how to work together, to create a learning and collaborative culture, provide a context where they can redefine their roles and relationship and collectively strive for interactive professionalism and shared leadership for the purpose of restructuring their own school.
- ◆ Eliminate layers of bureaucracy because they are no longer needed to ensure compliance and control knowledge. Instead a highly educated elite core of knowledge workers have to be surrounded by others.
- ◆ Management and leadership skills help to improve the performance of learners in a school.

- ◆ School managers should enlist themselves to a union or association of their own choice.

6.4 CONCLUSION

It is worth acknowledging that transforming the system of education had adversely affected the role of the school managers in the schools. It can be concluded that the role of the school manager as agent of change in education is of immense experience. School managers' roles mean how clear they are about their tasks, duties, responsibilities and functions within the schools. Their experience with transformation enables them to understand the major operational levers which can be utilized to control the school's course. Their creative thinking and flexibility of approach can help them lead and manage people in changing contexts, promoting capacity, capability, personal responsibility and empowerment rather than incompetence. The school managers should recognize the nature of the context within which they work and understand appropriate ways to handle any given situation in order to play a changing role in the schools.

From the discussion in this study, the role that the school managers should be playing in the system of education require of the school managers a willingness to learn and know by way of self-evaluation, corporative learning, comparative study, career development, professional development, interaction, being part of the solution to a problem, self-esteem, self-reliance, visiting other schools, research and self-study.

It is, furthermore, clear that further research is needed on the role of the school manager not only to reinforce positive attitudes towards change, but should ensure that school managers acquire knowledge and skills.

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ANNEXURES

INSTRUCTIONS ABOUT THE QUESTIONNAIRE

Questionnaires help in the collection firsthand knowledge and EXPERINCE related to the role of the school managers in schools. Your opinion will therefore, enable us to make inferences about the role of the school manager as an 'agent of change'. Thus, we speak that you kindly respond to all the questions in this questionnaire:

Bear the following in mind when completing the questionnaire:

- Do not write your name or school on the questionnaire.
- Give your honest opinion.
- Your spontaneous response is most valid
- Please, answer all questions.
- Encircle your intended response.
- The questionnaire should take about 20 minutes of your time to complete.
- Please, return the questionnaire as soon as you have completed it.

Thank you for your help

Yours faithfully

M.D Sebate (Mr.)
(Researcher)

S. Snyman (DR)
(Promoter)

QUESTIONNAIRE

How can the school manager pay a changing role in education?

This questionnaire consists of four sections; Section A, B, C and D. You are kindly requested to respond to all questions in all four sections.

SECTION A**Biographical and demographic information**

Kindly answer the following questions by a cross(x) in the appropriate block in each case

1. Your gender

Male	1
Female	2

2. The age in complete years

3. Your position in the school?

School manager	1
H.O.D	2
Teacher	3

4. For how long have you been in this position?

0-4 years	1
5-9 years	2
10-14 years	3
15-19 years	4
20-years or more	5

5. How would you classify your school?

Primary school	1
Intermediate	2
Secondary	3
Combined (primary, intermediate and secondary)	4

6. Location of the school where you are currently teaching?

Urban	1
Rural	2
Farm	3

7. Your teaching experience in years?

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8. Your highest educational qualifications?

Grade 12	1
Post School teaching certificate or diploma	2
Bachelor's degree	3
Honors degree	4
Master's degree	5
Doctorate	6

9. In which area is your school situated?

Rustenburg Area	1
Moses kotane West	2
Moses Kotane East	3
Kgetleng Area	4

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10. Number of teachers at your school employed by the department of education?

1-5	1
6-10	2
More than 10	3

11. Number of teachers at your school employed by the school government body?

Excellent	1
Good	2
Average	3
Weak	4

12. What is the current learner enrolment at your school?

300 or less	1
301-500	2
501-1000	3
1001 or more	4

13. How would you describe the attendance of learners at your school?

Excellent	1
Good	2
Average	3
Weak	4

14. How would you describe the present level of discipline at your school?

0	1
1-5	2
6-10	3
More than 10	4

SECTION B

Section B of this questionnaire aim to explore changes facing school managers Please, rate the following items on a scale of 1 to5 reflect your opinion about school leadership as a profession with attitudes indispensable to the management of complexity.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

1. At my school, there is a feeling of special responsibility for envisioning a future from a straight line projection of present

1	2	3	4	5
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2. A mindset that turbulence or crises are normal, tension promising, complexity fun.

1	2	3	4	5
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3. A genuine interest in what other people thin, and why they think that way, which means you have to be at peace with yourself.

1	2	3	4	5
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4. A lively intellectual curiosity, everything is related to everything else.

1	2	3	4	5
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5. A sense of responsibility.

1	2	3	4	5
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6. A hunch that most risks are there to be avoided but taken.

1	2	3	4	5
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7. A realization that paranoid and self pity are reserved for those who do not want to be leaders or managers.

1	2	3	4	5
---	---	---	---	---

8. A quality and unwarranted optimism, some more upbeat outcome than from adding up expert advise.

1	2	3	4	5
---	---	---	---	---

SECTION C

How would you assess your capabilities in terms of the following changes?

1	2	3	4
Excellent	Good	Average	Weak

9. Understanding the restructuring efforts are shifting towards “the whole school reform” in which the goal is institutional transformation.

1	2	3	4
---	---	---	---

10. Mastering new knowledge and skills.

1	2	3	4
---	---	---	---

11. Learning to scan the environment for new ideas, tools and solutions.

1	2	3	4
---	---	---	---

12. Carrying out unfamiliar tasks (risks) and learns from mistakes.

1	2	3	4
---	---	---	---

13. Dealing with issues for which you have not been trained for such as sexual harassment, guns in school, rape poverty, diseases and teenage pregnancy?

1	2	3	4
---	---	---	---

14. Working additional hours on top of your normal schedules?

1	2	3	4
---	---	---	---

15. Accepting the emergence of new standards for school managers.

1	2	3	4
---	---	---	---

15.1 Key management responsibilities accompanying these changes are; facilitating a shared vision.

1	2	3	4
---	---	---	---

15.2 Situating a school culture conducive to the learners and the staff.

1	2	3	4
---	---	---	---

15.3 Assuming greater financial responsibility.

1	2	3	4
---	---	---	---

15.4 Collaborating with parents and community members.

1	2	3	4
---	---	---	---

15.5 Acting with integrity, fairness, and in ethical manner.

1	2	3	4
---	---	---	---

16. Grappling with a movement towards standard driven accountability systems in which the bottom line is continuous assessment (CASS) and learner performance.

1	2	3	4
---	---	---	---

17. Knowing how to motivate and inspire those with whom you work.

1	2	3	4
---	---	---	---

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18. Understanding the major operational levers which can be employed to control or change the schools course.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
19. Intensely sensitive to and continually reflect upon the interaction o external environment.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
20. Understanding the fundamental components of strategic thinking that can be used to guide or alter a school.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
21. Giving honest and constructive feedback to people.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
22. Good in listening to others.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
23. Value and acknowledge colleague’s accomplishments.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|
24. Looking for positive challenges during periods of change.
- | | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

SCHOOL MANAGEMENT

School management teams are change agents whose roles are to influence behavior in a desired direction please. Please indicate your response to the following management tasks.

Planning

25. The school has established a school management team.
- | | |
|-----|----|
| YES | NO |
|-----|----|

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26. "Getting things done through and with people," (Morgan 1976).
- | | |
|-----|----|
| YES | NO |
|-----|----|
27. Doing important day-to-day planning tasks.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.1 Setting goals and objectives.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.2 Making policy, programming, scheduling budgeting and following procedures.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.3 Following appropriate priorities in planning.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.4 The managers always consult others when planning.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.5 The managers always consult staff stakeout when mating policy.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 27.6 The managers and the school governing bodies invite submissions of needs from staff when budgeting for the following academic years.
- | | |
|-----|----|
| YES | NO |
|-----|----|

Organizing

28. The school has an organizational structure for each activity.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 28.1 The work is divided according to staff's capabilities, interest and training.
- | | |
|-----|----|
| YES | NO |
|-----|----|
- 28.2 Delegating duties to others is done with ease.
- | | |
|-----|----|
| YES | NO |
|-----|----|

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28.3 Delegating duties to others is risky.

YES	NO
-----	----

28.4 Delegating duties to others means no longer in charge.

YES	NO
-----	----

28.5 Delegating is an essential aspect of staff development.

YES	NO
-----	----

28.6 Feedback on all activities is co-ordinate well.

YES	NO
-----	----

Leading

29. Generating a clear sense of direction.

YES	NO
-----	----

29.1 Identifying new goals, services and structures.

YES	NO
-----	----

29.2 Having a positive relationship with colleagues and staff as a whole.

YES	NO
-----	----

29.3 Giving guidance and appraisal for duties done.

YES	NO
-----	----

29.5 Having good communication skills.

YES	NO
-----	----

29.6 Empathizing with staff.

YES	NO
-----	----

29.8 Focusing on the ways people interrelate to achieve organizational aims i.e. open door policy/team/synergy.

YES	NO
-----	----

Controlling

30 According to the South Africa's Act No 84 of 1996; school leaders and managers are responsible to seeing whether planned activities are being implemented effectively.

YES	NO
-----	----

30. Plans and directives are controlled and regulated.

YES	NO
-----	----

30.2 Control ensures actions are standardized to increase efficiency.

YES	NO
-----	----

30.3 Control enables top managers to observe and evaluate planning and performance as a whole.

YES	NO
-----	----

30.4 Control encourages effective delegation of staff.

YES	NO
-----	----

30.5 Control leads to corrective action.

YES	NO
-----	----

30.6 Effective control complies with these criteria:

YES	NO
-----	----

30.6.1 Is objective.

YES	NO
-----	----

30.6.2 Is directed at utilization of staff and learners.

YES	NO
-----	----

30.6.3 Is directed at development of staff and learners.

YES	NO
-----	----

30.6.4 Is preceded by planning and delegations.

YES	NO
-----	----

30.6.5 is adapted to the needs and activities that are going to be controlled?

YES	NO
-----	----

30.6.6 Is flexible in order to adapt to changing circumstances.

YES	NO
-----	----

30.6.7 Is taking place timeously.

YES	NO
-----	----

30.6.8 Is enabling teachers to succeed in educative education to learners.

YES	NO
-----	----

30.6.9 Each one teacher applies control measure to oneself: i.e. correct own mistakes.

YES	NO
-----	----

31 Leaders and managers critically evaluate their planning, Organizing, guidance, and control continually.

YES	NO
-----	----

32. The school's management style allows for educative teaching and learning.

YES	NO
-----	----

33. How would you describe your management style? (X)

1	2	3	4
Autocratic	Democratic	Laissez-fire	Situational

As a school manager how do you rate your ability in the following?

34. Ability to asses.

1	2	3	4
---	---	---	---

35. Ability to listen.

1	2	3	4
---	---	---	---

36. Ability to respond and support.

1	2	3	4
---	---	---	---

37. Ability to co-operate.

1	2	3	4
---	---	---	---

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38. Ability to co-ordinate.

1	2	3	4
---	---	---	---
39. Ability to participate.

1	2	3	4
---	---	---	---
40. Ability to mediate for those involved intimately kin carrying put a school's activities.

1	2	3	4
---	---	---	---

**YOUR CONTRIBUTION TOWARDS MY STUDY IS APPRECIATED
THANK YOU**