

**STAKEHOLDER INVOLVEMENT BY THE SCHOOL MANAGEMENT TEAMS
IN MANAGING CHANGE: A CASE STUDY IN SELECTED KWAMASHU
SECONDARY SCHOOLS**

by

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DECLARATION

I, **Mchunu Hamilton Themba**, hereby declare that this study, “**Stakeholder involvement by the School Management Teams in managing change: A case study in selected KwaMashu secondary schools**”, is my own work and the sources used or quoted for this research have been acknowledged.

Mchunu H.T.

Date

TABLE OF CONTENTS

1. ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.2 THE RESEARCH PROBLEM.....	4
1.3 AIMS AND OBJECTIVES OF THE STUDY.....	5
1.4 SIGNIFICANCE OF THE STUDY.....	5
1.5 RESEARCH METHODOLOGY.....	6
1.6 RELIABILITY AND VALIDITY OF RESEARCH.....	12
1.7 PLANNING OF THE STUDY.....	13
1.8 DEFINITION OF KEY CONCEPTS.....	14
1.9 SUMMARY.....	15

2. STAKEHOLDER INVOLVEMENT AND THE MANAGEMENT OF CHANGE: A LITERATURE REVIEW

2.1 INTRODUCTION.....	16
2.2 STAKEHOLDER INVOLVEMENT.....	16
2.3 THE CHANGE PROCESS.....	20
2.4 SUMMARY.....	41

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION.....	43
3.2 RESEARCH APPROACH.....	43
3.3 POPULATION AND SAMPLING.....	45
3.4 INSTRUMENTATION.....	47
3.5 DATA COLLECTION PROCEDURES.....	48
3.6 DATA ANALYSIS.....	49

3.7 RESEARCH ETHICS..... 50
3.8 CONCLUSION.....52

4. DATA ANALYSIS AND INTERPRETATIONS

4.1 INTRODUCTION..... 53
4.2 DATA OBTAINED FROM DOCUMENT ANALYSIS..... 53
4.3 DATA FROM INTERVIEWS..... 55
4.4 DISCUSSION OF RESEARCH RESULTS..... 83
4.5 CONCLUSION..... 84

5. SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION..... 87
5.2 SUMMARY OF THE STUDY.....87
5.3 LIMITATIONS OF THE STUDY.....90
5.4 FINDINGS FROM THE STUDY..... 91
5.5 RECOMMENDATIONS FROM THE STUDY..... 94
5.6 RECOMMENDATIONS FOR FURTHER STUDY..... 98
5.7 CONCLUSION.....99

6. BIBLIOGRAPHY..... 101

APPENDICES.

CHAPTER 1

1. ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

During the apartheid era (before 1994) the education management system in South Africa was based on authoritarian and top-down approach. For instance, the principals and their deputies were merely seen as administrators who worked in an environment which was closely regulated and their primary responsibility was to put page of it verbatim (Department of Education 2000:1). They were thus expected to manage schools on their own without consulting with the rest of the staff.

Furthermore, through the legacy of apartheid, teachers themselves have dogmatically been oriented to being the recipients of instructions and to view management as the prerogative of the school management team only. During the 1990s, resistance to apartheid had shown that certain educational practices such as that of leading and managing schools did not work. Such practices undermined the legitimate role of other role players such as the teaching staff to manage change in schools.

The new system of education which came into effect after the 1994 South African first democratic elections purports to encourage schools to be their own managers (DoE 2000:1). In this regard, the idea of what it means to be a school leader or manager has changed. The DoE as an employer redefines the roles of leading, managing and governing schools. For instance, section 16(1) of the South Africans Schools Act (Act no. 84 of 1996) clearly stipulates that the governance of every public school is vested in its governing body (SGB) and the professional management of the school must be undertaken by the principal under the authority of the Head of Department.

Therefore, principals are no longer administrators, but they must be proactive leaders and managers. They are no longer expected to carry the burden of running the school alone. They are expected to form School Management Teams (SMTs) which are made up of senior level staff such as heads of department (HODs) and deputy principals (DoE 2000:2). Their main function, according to the DoE (2000:19), is to work hand in hand with other stakeholders such as SGBs, community members, parents and learners, DoE et cetera to manage change in schools.

SMTs therefore assist all the stakeholders to exercise greater control over change processes, thereby enabling them to cope with change. For instance, an opportunity needs to be afforded to all those involved in the school to develop a shared sense of direction. DoE (2000:6) maintains that SMTs should work in collaboration with all the stakeholders to develop a School Development Plan (SDP), which is regarded as a tool for incremental change. The plan must be designed to allow the school to organize its programmes of development, improvement and change (DoE 2000:6).

These developmental programmes which are entailed in the SDP revolve around issues concerning the whole school development policy which is known as Whole School Evaluation (WSE). This policy, according to the DoE (2002:5), indicates ways in which highly productive schools should be recognized and underperforming ones are supported. WSE policy also spells out principles that promote effective teaching and learning in schools. These principles include: basic functionality of the school, curriculum provision and resources, management and governance relationships, teacher development, learner achievement as well as parents and community involvement (DoE 2002:5), and emphasize that schools need to be evaluated in their entirety.

The formalization of SMTs thus brings new challenges to principals and staff members, essentially the notion of democratic or team management. In this regard, Janet, Chrispeels and Kathleen (2002:328) maintain that many reform programmes in

schools require school leadership teams to involve educators. They further assert that training is needed for teams to establish effective shared leadership.

Even though the concept of SMTs was introduced in the South African education system, most of the principals and their management teams feel comfortable in taking decisions on their own without any input from other relevant stakeholders. The reason is that they traditionally believe that they have the authority and the power to act decisively. For instance, SMTs have a tendency to centralize most of the leadership and management roles to themselves. Other stakeholders are not involved in the decision-making processes. Therefore, if too much power is held within the SMT, it is likely that the school may not function optimally. The reason is that the contribution of others is constrained by the imbalance of power. Consequently, people lack commitment to play their roles in putting change into practice. Lazarus and Davidoff (1997:163) stress that without empowerment, people tend to feel disconnected, undervalued and ultimately not engaged in their work.

Although SMTs are in the forefront to manage change in schools, they need to take into account the views of all the participants in the change process. As a result, people are more likely to cooperate if they feel that they are important to the change process and understand why the change process is important. Finally, it is imperative for the SMTs to bear in mind that no change in a school will be successful without the positive and active support of both teaching and non-teaching staff. All the educators or role players irrespective of their positions in the hierarchical structure can cooperate in reaching decisions on change (Theron 1996:146). Cooperation helps to instill a sense of ownership of the school by all the stakeholders. Therefore, this study will focus on the necessity for the SMTs to capacitate and to empower all the role players to manage change in a responsible way in KwaMashu secondary schools.

1.2 THE RESEARCH PROBLEM

Problem formulation has to do with statement of the research problem that assists to guide the whole study. McMillan and Schumacher (2006:51) maintain that a research problem implies the possibility of empirical investigation and is formally stated to indicate evidence-based inquiry. On the other hand, Creswell (2009:98) describes a research problem as an issue that leads to the need of a study. Qualitative research problems or statements are phrased as research questions. Each of these statements implies data collection and analysis.

The research problem or statement therefore introduces the reader to the importance of the problem. It is also placed in an educational context and provides the framework for reporting the results. The statement of the research problem should be clear and unambiguous (Mouton 2001:48). The main research question regarding the research topic is:

HOW DO THE SCHOOL MANAGEMENT TEAMS ENSURE ACTIVE INVOLVEMENT OF THE STAKEHOLDERS TO EFFECTIVELY MANAGE CHANGE IN KWAMASHU SECONDARY SCHOOLS?

Mouton and Marais (1990:37) maintain that it is customary to formulate a research problem in the series of questions. Therefore, the main research problem is divided into sub-problems, namely:

- What is effective management of change?
- To what extent are the school stakeholders capacitated by the SMTs to manage change effectively in the schools selected for the study?
- How committed are the stakeholders towards the effective management of change?

1.3 AIMS AND OBJECTIVES OF THE STUDY

The following aims and objectives were identified for this study:

- To briefly discuss effective management of change in schools.
- To explore stakeholder involvement and their capacity to manage change in schools.
- To explore the commitment of the stakeholders in bringing about effective management of change in schools.

1.4 SIGNIFICANCE OF THE STUDY

This study instills a sense of democracy or team-work as one principle of the WSE among SMT members and all the school stakeholders to initiate, plan, implement and to manage change in schools. It also assists all the stakeholders to exercise greater control over change, thereby enabling them to cope with it. SDP encourages school stakeholders to organize programmes of development, improvement and change. Consequently, progress and achievement of the learners is also enhanced as a result of these programmes.

All the stakeholders are made aware that schools need to be evaluated in their entirety, there is no room for individuals. For instance, they develop a sound knowledge of all the aspects that contribute to the existence of schools. These aspects include: the basic functionality of schools, curriculum provision and resources, relationships between governance and management, educator development, learner achievement as well as parents and community involvement. In this regard, new laws and education policies also stress the involvement of all the role players in education which is a paradigm shift from the legacy of apartheid to a democratic dispensation (DoE 2000:19). Department of education also stresses that SMTs in the new education dispensation are not regarded as the only people with a responsibility to manage change in schools, but other stakeholders need to be actively involved.

In addition, all the stakeholders are made aware of the importance of participatory management and dispersed leadership as a point of departure in giving people in an organization an opportunity to utilize their capabilities, potentials and expertise (Bell 2004:33). This therefore instills a sense of ownership of the school by all the stakeholders. Finally, the involvement of all the stakeholders in managing change in schools minimizes the risk of resistance to change by some individuals as they realize their acknowledgement.

1.5 RESEARCH METHODOLOGY

1.5.1 Research approach

The aim of the research design, according to Mouton and Marais (1990:33), is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized. They further maintain that research design is viewed as the arrangement of conditions for collection and analyzing data in a manner that aims to combine relevance to the research project.

The study of stakeholder involvement by the SMTs in managing change with specific reference to selected KwaMashu secondary schools is qualitative, exploratory and descriptive. It is also regarded as a case study. A case study, according to Denscombe (2007:235), focuses on one (or just few) instances of a particular phenomenon with a view to providing an in-depth of events, relationships, experiences or process occurring in that particular instance. Creswell (2009:13) shares similar sentiments with regard to the case study when he emphasizes that the researcher explores in depth a program, event, activity, process or one or more individuals. The researcher therefore collects detailed information using a variety of data collection procedures over a sustained period of time.

Qualitative research is a form of social inquiry that focuses on the way people interpret and sense of their experiences and the world which they live in. The basis of qualitative research, according to Holloway (1997:1), lies in the interpretative approach to social inquiry. The research design describes the procedures for conducting the study. It includes aspects such as when, from whom and under what conditions the data will be obtained (McMillan & Schumacher 2006:22). This suggests that a research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions or statements.

In this research project, qualitative approach is deemed most suitable because it provides school stakeholders an opportunity to define their own perceptions and problems they encounter in their organizations. Since the study is designed to be exploratory and descriptive, the data was collected and analyzed using approaches typical to qualitative design. These approaches aim to understand human phenomenon and investigate the meaning that people give to events they experience in their working environments. De Vos (1998:80) maintains that qualitative study aims to understand and interpret the meaning the subjects give to their everyday lives.

Due to the qualitative nature of the study, the researcher employed phenomenological approach. This approach, according to Denscombe (2007:76), focuses on how life is experienced. It also deals with people's perceptions or meanings, attitudes and beliefs, feelings and emotions. Furthermore, it is associated with humanistic research using qualitative methodologies. Phenomenology is also viewed by Creswell (2009:13) as a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants.

Literature study provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings (Creswell 2009:25). For this study, information on stakeholder involvement towards effective management of change in KwaMashu secondary schools was explored from different sources ranging from primary to secondary sources. For instance, information was

gathered from a variety of sources such as recent journals and articles, textbooks, newspapers et cetera. Both local and international sources were used in this study. A literature study, according to De Vos (1998:64), contributes towards a clear understanding of the nature and meaning of the problem that has been identified. Therefore, a literature study or theoretical framework is vital for guiding research. It ensures coherence and establishes the boundaries of the project (Bak 2004:17).

1.5.2 Population and sampling

The researcher chooses a group comprising a number of individuals who have interest to participate in the study. These may be the members of a culture or a setting or phenomena under study. These key informants have had experience of an event or condition and are informed about the culture or topic under investigation. In this regard, the researcher had access to a number of participants selected for the study (Holloway 1997:142).

The researcher selected five (5) secondary schools in Ward 136 of Mafukuzela-Gandhi Circuit at KwaMashu Township, to the North of Durban. This circuit is under the jurisdiction of Pinetown District DoE, in the province of KwaZulu-Natal. These schools had been selected through systematic sampling. Systematic sampling, according to Denscombe (2007:17), introduces some system into the selection of people or events. For instance, these schools had been selected on the basis that they portray fluctuating Grade 12 results for the five consecutive years and they do not respond to the intervention programmes run by the DoE to assist them. Examples of the programmes include the National Strategy for Learner Attainment (NSLA) and Turn around Strategy. These programmes aim to assist the underperforming schools to improve their results.

Purposeful sampling was also employed by the researcher with the aim to increase the utility of information obtained from small samples. Denscombe (2007:17) maintains that purposive sampling is applied to those situations where the researcher already

knows about something, about specific people or events and deliberately selects particular ones who are likely to produce the most valuable data.

The sample therefore includes the selection of five (5) participants in each school selected for the study. That is, three SMT members including the principal or deputy principal as well as two educators from post level one with a teaching experience of more than ten years. The person with such experience would provide valuable information and had been in the profession and exposed to educational changes for a long period of time. A total of twenty five (25) persons were interviewed. These samples were chosen because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating (MacMillan & Schumacher 2006:319).

The District Manager of Pinetown District, Circuit and Ward Managers of Mafukuzela-Gandhi Circuit Office were contacted to obtain permission to visit schools selected for participation in this study. Principals of schools as well as the participants selected were also contacted to make necessary arrangements for the visits. Letters are attached as appendix at the end of this report. The details of interviews such as date, time and venue were also discussed so that they do not interfere with teaching and learning. The table below gives the proposed minimum sample size:

Participants	Numbers
Principals/ Deputies	05
HODs	10
Educators	10
Total	25

1.5.3 Instrumentation and data collection techniques

The following methods were employed by the researcher to gather and analyze data for this study:

1.5.3.1 Literature review

With regard to literature study, books, newspapers and articles were used to gather information related to stakeholder involvement and the management of change in a new education dispensation.

1.5.3.2 Document analysis

In this regard, various relevant school documents such as SDP, minutes of staff meetings, circulars et cetera were examined in details with a view to find out whether all the relevant stakeholders are involved in decision-making processes in schools. For instance, circulars and the minutes of meetings were closely examined to determine whether there is clear consultation, cooperation and communication among all the school stakeholders.

1.5.3.3 Interviews

In-depth and semi-structured individual interviews were used to collect data from the participants. These interviews, according to Van Dalen (1979:159), are conducted in a private setting with one person at a time so that the subject feels free to express him/herself fully and truthfully. These types of interviews involve a meeting between one researcher and one informant (Denscombe 2007:177). One of the advantages of one-to-one interview is that it is far easier to transcribe a recorded interview when the talk involves just one interviewee. The aim of conducting individual interviews is to determine stakeholders' perceptions towards effective management of change in

schools. Therefore, structured open-ended questions were used to determine these perceptions and they are based from the literature review.

Interviews are most appropriate for asking questions which cannot effectively be structured into a multiple choice format (Gay 1987:203). These structured self-administered questions are also flexible since interviewers can adapt the situation to each subject. The reason why interviews were employed as a method to collect data is that in many results they provide more accurate and honest responses since the interviewer can explain and clarify both the purpose of the research and individual questions. Each interview lasted about 30-45 minutes.

Field notes were also used to assist the researcher to capture the discussion that happens during the interview since human memory only is unreliable as a search instrument and it is criticized of being prone to partial recall, bias and error (Denscombe 2007:194). Field notes also help interviewers to retain some permanent record to interpret what has been said by the interviewee and they can refer to it at various later stages to refresh the memory. Field notes were made during the interview itself, but if it was not feasible, as soon afterwards as possible. Field notes need to be made while events are fresh in the mind of the interviewer. Interviews were also tape recorded to back up written field notes, but permission was asked first from the interviewee to tape record an interview. The letter for this purpose was attached as an appendix at the end of this report.

1.5.4 Data analysis and interpretation

After the data had been gathered from the participants, the process of analysis and interpretation followed. Data analysis concerns the 'breaking up' of data in logical and manageable themes, categories, patterns, trends or relationships. It also involves collecting open-ended data based on asking general questions and developing an analysis from the information supplied by the participant (Creswell 2009:184).

The data were analyzed using a Grounded Theory approach and this approach, according to Denscombe (2007:99), involves coding and categorization of the raw data. It is also linked with qualitative research which focuses on small-scale studies and research focusing on human interactions in specific settings. Data interpretation happened next and it has to do with the synthesis of data with a view to reach meaningful conclusions (Mouton 2001:109).

The process of analyzing and interpreting data, according to Denscombe (2007:292), involves a series of four tasks. That is, coding, categorizing, identification of the themes as well as the generalization of conclusions based on the patterns and themes that have been identified. Firstly, the researcher coded the data. For instance, codes take the form of alphabets, names, initials or numbers. Secondly, the researcher identified ways in which codes can be grouped into categories. The categories act as an umbrella term under which a number of individual codes can be placed. This means that the components of data were classified under key headings. This was followed by the indication of themes and relationships among the codes and categories.

Finally, the researcher developed concepts and arrived at some generalized conclusions based on the relationships, patterns and themes that have been identified in the data. Conclusions and recommendations for further study were made in the last chapter of this study.

1.6 RELIABILITY AND VALIDITY OF RESEARCH

In order to minimize the chances of the researcher being biased, the following strategies were used for this study:

- **Triangulation of methods:** Interviews with SMT members and members of the teaching staff. Relevant school documents such as circulars and minutes of meetings as well as SDP were analyzed at great depth.

- **Mechanically recorded data:** All interviews were tape-recorded and transcribed verbatim.
- **Verbatim accounts:** Direct quotations from the transcribed data were used to illustrate the participants' views.
- **Participants' language:** Interviews were conducted in English which is the medium of instruction in all the schools selected for the study but the participants were also free to use language of their choice.
- **Field research:** The research was conducted at the schools in the natural location of the participants.
- **Low inference descriptions:** Concrete and precise descriptions from the interviews, and the analysis of relevant school documents such as SDP and SIP were used in research findings.
- **Reliability:** Appropriate research tools were used to maintain consistency. For instance, the researcher ensured that the selected tools measure what they are supposed to measure. This could be achieved by coding the raw data in the way that others come in similar themes and conclusions.
- **Validity:** It was achieved by spending sufficient time with subjects. That is, persistent examination of the relevant school documents and triangulation methods were used. For instance, using multiple sources of data such as written records such as the minutes of meetings, SDP and SIP.
- **Trustworthiness:** In this regard, the researcher selected trustworthy evidence for pattern seeking. For instance, similar themes, categories, patterns and trends were grouped together for detailed analysis.

1.7 PLANNING OF THE STUDY

This section concerns a brief outline of what is covered in each chapter. Chapter 1 deals with the following aspects: Introduction and background to the study, the research problem, aims and objectives of the study and its significance, research methodology, reliability and validity of research, demarcation of study as well as the definition of concepts.

Furthermore, Chapter 2 concentrates on literature review which covers both primary and secondary sources on the role of stakeholder involvement towards effective management of change in public secondary schools, in the province of KwaZulu-Natal. Chapter 3 covers research design and methodology, whilst Chapter 4 concentrates on data analysis and interpretation. Lastly, Chapter 5 covers summary of the research findings, conclusions and recommendations.

1.8 DEFINITION OF KEY CONCEPTS

In an attempt to determine what is relevant to the field of study and what is not, conceptual analysis were done with regard to the following concepts:

1.8.1 Stakeholder involvement

DoE (2000:19) defines stakeholders as all the role players in an organization like school. This includes both teaching and non-teaching staff such as educators, learners, administrative clerks, general workers and School Governing Bodies (SGBs). Role players also include parents, DoE, Non-Governmental Organizations (NGOs) and all the community members who have interest in education. Therefore, all these stakeholders need to work hand in hand to promote effective teaching and learning in schools.

Involvement is explained by the DoE (2000:19) as the inclusion of someone to take part in something or feels to be part of it. For instance, new education policies such as SASA emphasize the involvement of all the stakeholders to make decisions on change taking place in schools.

1.8.2 School Management Team

SMT, according to the DoE (2002:2), is made up of senior management staff such as the principals/ deputies as well as HODs. This team is responsible for the day-to-day running of the school and for putting the departmental policies into practice. The most important function of the SMT in any public school is to manage curriculum and its implementation as well as the change process, but they cannot do this alone as they need to work hand in hand with all the school stakeholders (DoE 2000:19). This means that the management of change involves everyone in an organization regardless of the position occupied in the hierarchical structure.

1.8.3 Management of change

Since 1994 almost every part of the education system in South Africa has changed. For instance, the creation of one department of education, introduction of Outcomes Based Education (OBE), National Curriculum Statements (NCS) et cetera. It therefore becomes clear that change is inevitable in organizations like schools and it is also challenging and rewarding (Fullan 1993:101). As change is inevitable in schools, it becomes imperative to equip all educational leaders and managers with skills to manage change effectively in schools.

1.9 SUMMARY

The orientation to the study, problem formulation, aims and objectives, significance of study, research design and methodology, reliability and validity of study, demarcation of the study as well as the definition of concepts have been stated. In the next chapter, literature review on stakeholder involvement and change management in schools was discussed.

CHAPTER 2

2. STAKEHOLDER INVOLVEMENT AND THE MANAGEMENT OF CHANGE: A LITERATURE REVIEW

2.1 INTRODUCTION

The new education paradigm in South Africa calls for the participation of all the school stakeholders in the effective management of change in schools. The management of change, is seen by the (DoE 2000:7), as an effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals. Therefore, it becomes imperative for all the stakeholders to have a sound knowledge to manage change in a responsible way in schools. The first issue that will be discussed in this literature analysis is that of stakeholder involvement.

2.2 STAKEHOLDER INVOLVEMENT

2.2.1 Introduction

Due to the changing demands and circumstances in the South African education system, all the school stakeholders are required to cooperate in reaching decisions on change. Stakeholder involvement is regarded by the DoE (2000:7), as a powerful tool that ensures that the key players are engaged and contributing to the success of an initiative or project. This issue will now be dealt with.

2.2.2 What is a stakeholder?

DoE (2002:19) defines 'stakeholders' as all the role players in an organization like school. Stakeholders include both teaching and non-teaching staff such as educators, learners, administrative clerks, general workers and the parents. Stakeholders of the

school also include DoE, NGOs and all the community members who have interest in the education of their children.

It is therefore essential to identify the key players in any proposed change in an organization. It is also important to understand how these key players are impacted by the change and their level of influence to enable change (Amos, Ristow & Pearse 2008:272). Hughes (2008:3) emphasizes the importance of stakeholder involvement in any organizational transition processes regardless of the positions they occupy in the organizational structure.

2.2.3 How do the stakeholders get involved?

In the past, the autocratic style of leadership that was prevalent in schools meant that there was very little opportunity for other role players such as educators to make decisions. Top-down mandates from the education department created constant streams of schedules, policies, rules, regulations et cetera through which educators were told what to do (DoE 2000:7). In this regard, educators themselves have dogmatically oriented to being the recipients of instructions and to view management as the prerogative of the SMTs only.

The new education system which came into effect after the 1994 South African first democratic elections, calls on educational leaders such as SMTs to use their authority and power to develop the ability of others to manage change effectively in public schools. Furthermore, the DoE (2000:13) emphasizes that the key to effective school leadership and management is using power effectively to ensure that everyone in the school community is heard and is able to make a contribution.

School leaders can also motivate members of the school community so that they want to participate in helping the school to achieve its vision and mission. People therefore need to be involved in making decisions so that they know why decisions are made and feel

motivated to put them into practice. They also need to have a clear sense of what is expected from them.

Now there is a move to creating self-managing schools as can be seen in education legislation such as Governance and professional management of public schools Act, section 16(1). For instance, this Act has aimed to afford other school-level stakeholders meaningful power over their schools. This means that all the stakeholders are now involved in the decision-making processes and in implementing them. This is a radical step for educators who were used to being told what to do. With an increase involvement in decision-making, comes a higher level of responsibility and participation among all the school stakeholders.

2.2.4 Building leadership and management capacity of the stakeholders

Henkin, Park and Singleton (2007:73) define teacher empowerment as a teacher's opportunity for autonomy, choice, responsibility and participation. They further maintain that empowerment is the process by which teachers assume greater responsibility in their professional work through participatory decision-making, professional development, job enrichment, professional autonomy and teacher efficacy. Steyn (2009:269) maintains that the successful implementation of Total Quality Management (TQM) depends on a process of empowerment and it is the only way to effect change and it works so much better if people feel empowered.

Davidoff and Lazarus (1997:164) maintain that the major challenge of all the schools is to build leadership and management capacity through the whole school development. Leadership and management assist all the stakeholders to exercise greater control over change processes, thereby enabling them to cope with change. For instance, an opportunity needs to be afforded to all those involved in the school to develop a shared sense of direction. DoE (2006:6) maintains that the SMTs should work in collaboration with the relevant stakeholders to develop a SDP which is regarded as a tool for incremental change.

Empowerment of the stakeholders is essential because all the role players feel ownership of the school. Without empowerment, people feel disconnected, undervalued and ultimately not engaged in their work (Davidoff & Lazarus 1997:163). Everard and Morris (1996:219) share similar sentiments in this regard when they assert that, heads and senior staff in schools have a responsibility to help everyone concerned to discover and conceptualize the true nature of change and how it impinges each and everyone in an organization.

Niegel (2006:22) emphasizes the involvement of community members as well as student advocacy in shared decision-making when it comes to change. Once schools make the decision to empower learners, they also feel ownership of their school. In a school situation, the acquisition of suitable knowledge, skills and attitudes can be achieved through the participation of Representative Council for Learners (RCLs) in all school activities (Mncube 2009:31).

In empowering stakeholders, teachers need to be given leadership responsibilities and encourage them to work together in teams and set targets to meet (Chapman & Harris 2004:224). In this regard, Penuel and Riel (2007:4) maintain that stakeholder involvement helps to build a shared commitment to manage change in a responsible way in schools.

2.2.5 The role of emotional support with regard to stakeholder participation

Management of change is seen by Harris (2004:391), as an emotional process and it seeks to provide an account of the emotions of change experienced at one school. It examines complexity of change and explores the emotional experience of staff involved in a development project. She also identifies three key phases in the school's emotional journey, namely:

- **Phase 1: Mistrust and trust.** This is a common phase of a kind of denial that such a problem can be dealt with by the school. During this phase, people do

not want to face to the possibilities and rather blame others. If the leader can offer emotional support during this phase, trust slowly starts to develop.

- **Phase 2:** This phase is characterized by a shift from dependency to autonomy. At first there is high level of dependency among the teachers. For instance, everyone wants to know or get answers from the leaders. But as the time goes on, they become more inquisitive and investigate more and slowly. Eventually, they move to autonomy and take ownership of the desired change.
- **Phase 3:** After people have taken ownership of the desired change, a period of risk taking and experimentation emerges and gradually innovation starts to become implementation.

2.2.6 Conclusion

The management of change in the new education dispensation will never become functional and effective without the active involvement of all the relevant stakeholders. Educational leaders such as SMTs need to empower all the stakeholders in the decision-making processes so that they can effectively manage change in schools. This requires good leadership and management skills of the SMT members since they are main implementers of change in schools. When all the stakeholders are empowered, they can be able to portray their potentials, experiential knowledge and expertise. The next issue to be discussed is that of change.

2.3 THE CHANGE PROCESS

2.3.1 Introduction

Change process, according to Armstrong (1995:267), starts with an awareness of the need for change. He further maintains that it is necessary to decide how to get from here to there and managing change during this transition state is a critical phase in the change process. It is here that the problems of introducing change emerge and have to be managed. These problems include: resistance to change, low stability, high stress

levels, misdirected energy, conflict and loss of momentum (Armstrong 1995:267). To manage change effectively, it is first necessary to understand the meaning of change.

2.3.2 What is change?

Carlopio (1998:2) defines change as the adoption of an innovation where the ultimate goal is to improve outcomes through an alteration of practices. Change is a phenomenon that is inevitable in the organizations like schools which are faced with new demands and circumstances of the changing education system. Change, is defined by Hughes (2008:2), as new ways of organizing and working work arrangements involving relationships, understandings and processes in which people are employed.

The process of change is a complex process that requires thorough planning by all the relevant stakeholders in order to reach prescribed goals of the desired change (Hughes 2008:2). It is also important to have a sound knowledge of different types of change which incorporate both long and short- term planning, for instance, strategic and operational change.

2.3.2.1 Strategic change

Strategic change, according to Armstrong (1995:267), is concerned with broad, long-term and organizational wide issues. It is about moving to a future state which has been defined generally in terms of strategic vision and scope. It covers the purpose and mission of the organization, its corporate philosophy on such matters as, growth quality, innovation and values concerning people, the customer needs served and technologies employed. Its successful implementation requires thorough analysis and understanding of these factors in the formulation and planning stages.

2.3.2.2 Operational change

This type of change relates to new systems, procedures, structures or technology which will have an immediate effect on working arrangements within a part of the organization (Armstrong 1995:268). Their impact on people can be more significant than broader strategic change.

Change, according to Fullan (1993:101), is constant in the post-modern society. For instance, after the 1994 first democratic elections in South Africa, many changes have emerged in the education system. These changes include: creation of one department of education, introduction and implementation of Curriculum 2005 et cetera. He further maintains that individuals and members of the society are finding it increasingly difficult to cope with the world that is changing daily and becoming more complex and uncertain.

Some scholars such as Hannay, Erb and Ross (2001:272), view change as a chaotic process and maintain that Chaos Theory provides a means of understanding, but not controlling the randomness involved in significant change. They further assert that Chaos Theory acknowledges that the world is full of randomness, uncertainty, surprise, rapid change and confusion. There are four conditions that foster change capacity within a chaotic environment (Hannay *et al* 2001:273). They include:

- Organizations need to develop the means of supporting change that is constantly emerging and in flux;
- The importance of collaboration and team work as the means of operating;
- Shaping the decision-making practices to ensure that those affected by change are involved in making decisions; and
- Organizational structures must be flexible, with an emphasis on holistic processes as opposed to isolated tasks.

Therefore chaos or complexity theory provides a means of retrospectively analyzing the processes involved in complex change (Hannay *et al* 1995:273). A key concept of chaos theory, according to Armstrong (1995:273), is the concept of instability which means that the future is unknown. It also means that disorder and randomness exist in the behaviour of systems at specific level. This gives an idea that there is no end point to any organizational change processes.

Fullan (1993:102) makes the distinction between two types of complexity. That is, detailed and dynamic complexity. He further maintains that detailed complexity involves identification of all the variables that could influence a problem. Detailed complexity is criticized by Fullan (1993:102), of not being a reality as it makes it difficult to orchestrate. April, MacDonald and Vriesendorp (2003:46) share the same sentiments with regard to detailed complexity. They therefore reject the notion of linearity and regular pattern when it comes to change. They further emphasize that change can occur in any direction at any time. On the other hand, dynamic complexity is regarded by Fullan (1993:102), as a real territory of change because complexity, dynamism and unpredictability are normal and inevitable in an organization like schools.

Because of the changes that are taking place in education, it is therefore necessary to equip leaders (all educators and managers) with the knowledge, skills and values to manage change in a responsible way. This assists to demonstrate visionary leadership which accompanies staff members and learners to adapt successfully to changes in an organization.

2.3.2.3 The key stages of the change process

Davidoff and Lazarus (1997:23) mention three key aspects that play a significant role in the change process, namely, goal setting, planning process and evaluation.

2.3.3.1 Goal setting

Goal setting is regarded as a point of departure in the change process. It has to do with the formulation of aims, goals and outcomes of an organization. Aims, goals and outcomes should relate to the school and curriculum as a whole and need to be developed by the school community concerned. The achievement of these goals is dependent on each person playing his/her role in collaborative effort to build a good school (Davidoff & Lazarus 1997:70).

In relation to the staff, it is necessary that the staff develop their goals in the context of the broader goals as developed by the school. According to Davidoff and Lazarus (1997:70), the following criteria need to be considered when setting the goals:

- The statement of the goals needs to be clear, unambiguous, achievable and realistic;
- The goals also need to be linked to the school's overall vision and mission statement;
- All the role players need to do an environmental scanning together to check the feasibility of achieving the set of goals; and
- Inevitable threats and weaknesses need to be identified in due course and strategies to overcome them need to be put in place.

An attempt should then be made to see how weaknesses and threats can be addressed to facilitate optimal achievement of the goals concerned. In this regard, the involvement of all the role players is imperative.

2.3.3.2 The planning process

After the environmental scanning or reality check has been conducted in the first phase, a process of detailed planning needs to occur. This process therefore ensures that the goals are pursued and, it is hoped, achieved (Davidoff & Lazarus 1997:71).

Planning, according to Hannay *et al* (2001:272), requires that the future can be identified, planned for and controlled. This process of planning needs to involve relevant role players in appropriate ways. For instance, it is important to identify who is affected or should be involved, in which aspects of school life, and to ensure that those people are optimally involved in the process of planning action to achieve goals relating to that aspect.

Davidoff and Lazarus (1997:71) maintain that an important management challenge is to identify and to include the necessary or relevant people to pursue this planning activity, and to delegate responsibilities accordingly. They further maintain that a detailed plan should include action plans that need to be pursued with a view to achieve the goals and outcomes concerned. Action plans should be placed within a time-frame and should clearly identify responsibilities relating to the action concerned. It is therefore essential to ensure that all the stakeholders involved are working within the constraints and possibilities of strengths and weaknesses as well as of external opportunities and threats, that is, SWOT analysis.

2.3.3.3 Evaluation

The evaluation process, according to Davidoff and Lazarus (1997:61), is the natural culmination of the goal setting and planning process. Evaluation therefore determines whether the goals and outcomes set are achieved or not and its purpose is to inform future planning and development. It is therefore necessary that the school community knows how evaluation is utilized in the process of reporting and future planning. It should also be involved in deciding what to evaluate. For instance, departmental meetings are held with the aim to discuss assessment criteria of different learning areas.

2.3.4 Models of change

Theron (1996:137) identifies the following three models of change as they were proposed by Havelock in 1987, namely:

2.3.4.1 The social interaction model

This model comprises four phases. The first phase entails developing an awareness of innovation. It is followed by the second phase which emphasizes increased interest in and a search for more information about innovation. The third phase is evaluation which takes place when a decision is made to adopt the innovation. The fourth phase has to do with the trial and adoption of change.

2.3.4.2 The research, development and diffusion model

This perspective emphasizes the systematic and sequential nature of knowledge creation and utilization and is also guided by five assumptions. That is, rational, sequence, research, development, packaging and dissemination. This model also views change as an orderly, planned sequence beginning with problem identification, followed by finding or producing a solution and finally diffusing the solution.

2.3.4.3 The problem solving model

This perspective on change was advocated by adherents of the group dynamics or human relations tradition. This model emphasizes that all the stakeholders in the organization are working collaboratively in solving their problems.

2.3.5 The nature of change

Kimbrough and Burket (1990:131) and Herman and Herman (1994:3) distinguish between two kinds of organizational change, namely, planned and unplanned change. Therefore, change, whether planned or unplanned, bears the following forms: technocratic change, social change, interactive change, competitive change, optional change, incremental change and transformational change.

2.3.5.1 Technocratic change

This type of change occurs as a result of changes and improvements in technology. Therefore, educational adaptations have to occur to accommodate these changes. This includes the use of technology such as computers in schools. For instance, Computer Studies was introduced as a learning area in schools with a view to teach learners computer literacy. Computers are also used in schools for administrative purposes.

2.3.5.2 Social change

This type of change is generated by a variety of aspects such as changes in the relationships between parents and children and between teachers and learners. A change in role such as the reformulation of teacher's tasks, for instance, current educational policies and legislation emphasizes the relationship between the parents and educators for the benefit of their children.

2.3.5.3 Interactive change

Interactive change occurs when a group of people or school community decides on change to improve matters concerning effective running of the school. This includes changes in the classroom, the programmes and structures of a school and in the educational system. For instance, all the school stakeholders are involved in the formulation of intended outcomes of the organization and how they can be achieved. This

therefore requires collective planning where each and every relevant individual participates and makes positive contribution.

2.3.5.4 Competitive change

Competitive change is brought about by competition and the desire to be better than other schools, for instance, an introduction of extra tuition classes after school hours and over the weekends with the aim to improve results (Theron 1996:142). In this regard, the school competes with other schools in the same circuit or district in offering good quality education.

2.3.5.5 Optional change

This type of change is initiated by the school itself, not by the DoE. Theron (1996:142) maintains that this is the preferred form of change which occurs when key groups of employees initiate the change, rather than having the change mandated by the education department or the school principal.

2.3.5.6 Incremental change

This is also a preferred choice of change when the school is operating well (DoE 2000:6). In this regard, the school stakeholders agree that minor changes help to improve the current operations further. For instance, the SDP is regarded by the DoE (2000:6) as a tool for incremental change as it is designed to allow the school to organize its programmes of development, improvement and change. Hughes (2008:105) views incremental change as a routine activity which is characterized by continuity and is likely to be unbroken.

2.3.5.7 Transformational change

This is the only rational change to be made when a school is working poorly or when external or internal forces insist on radical changes in instruction or support services (Theron 1996:142). This type of change is dramatic in form and rapid in impact and will ultimately change the entire culture of the organization radically.

2.3.6 The management of change in schools

Change management is viewed by Hughes (2008:2) as a means of attending to organizational change transition processes at organizational, group and individual levels. Literature review reveals that the most important function of the SMTs in any public schools in a new education dispensation is to manage change (DoE 2000:19). They need to work with all the stakeholders to effectively manage change in schools.

This means that all the stakeholders, irrespective of the positions they occupy in the organizational structure, can cooperate in reaching decisions on change. They also need to have a sound knowledge of the phases of managing change since all of them put more emphasis on stakeholder involvement from the initial phase of planning up to the implementation phase. Therefore failure to involve all the relevant stakeholders in each phase may breed sabotage and resistance to change by those who feel they were sidelined. Theron (1996:149) views change management as having five phases, namely:

2.3.6.1 Diagnosis

Diagnosing the problem or becoming aware of a situation that requires alteration reveals the extent and reality of the situation (Theron 1996:149). At this stage, it becomes necessary to establish whether the problem raised needs to be taken seriously. It is also possible to determine whether the issue or problem being raised has an influence on the person(s) who reported it.

Sometimes, the principals encounter certain difficulties in this stage as some individuals are not willing to be part of solution to the problem raised because of their personal vendettas. They do not devote time and energy to new procedures, skills, techniques and attitudes.

2.3.6.2 Planning

Planning, according to Theron (1996:149), refers to finding alternatives to the problem that has been diagnosed in a creative fashion. Planning also includes analysis of the alternatives and finally to make a choice between possible solutions. At this stage, there is a great need to involve all relevant people who are affected by change.

2.3.6.3 Implementation

Implementation, according to Theron (1996:150), is the most difficult phase of the change process. This stage means that new structures are created, rules and regulations changed, objectives set and training provided. Resistance to change may also appear during this phase. Resistance to change can originate from the system or from the individual. Some of the causes of resistance to change include: failure to involve people who are affected by change, changes not noted in writing and circulated appropriately, people's views are not accepted et cetera.

2.3.6.4 Stabilization

New norms come into existence during this phase. Loyalty to these norms is achieved by increasing people's involvement (Theron 1996:151). For instance, people need to be encouraged and rewarded during the stabilization phase to ensure that support for a proposed change is maintained.

2.3.6.5 Evaluation

This phase requires an evaluation of the entire change process (Theron 1996:151). Evaluation enables principals to ascertain the success of change. It also serves as a point of departure for the other change process that needs to be tackled.

2.3.7 Planning and implementation of change

Amos *et al* (2008:269) maintain that successful change does not simply happen, but it has to be carefully thought through, conceptualized, planned in detail and implemented. In doing this, it is necessary to determine as to why change is required, what needs to change and what the desired state is. The desired state is often formulated into attractive vision with which people can identify and to which they can commit and aspire. Consideration also needs to be given to the obstacles and drivers of change, the people's issues involved and the desired situation.

It is also essential for the SMTs as change agents to consider how people are going to be affected by change and to involve them in the planning of the change process (Amos *et al* 2008:272). They also need to create an awareness of the need for change, the nature of change required, the methods planned to achieve proposed change and the ways in which progress will be monitored. This awareness can be created through educating people about change and the need for change as well as through a clear communication.

Theron (1996:149) emphasizes that there are three ways in which a problem or a situation that needs to be altered can be diagnosed or made aware of. Firstly, the principal may become aware of a situation that requires alteration in the school. Secondly, staff may become aware of a situation that needs to be altered and report it to the principal. Thirdly, parents or members of the public may become aware of something that needs to be changed and therefore direct their concerns to the attention of the principal.

Planning and implementation of change, according to Garret (1997:61), requires careful consultation with the work force. In this regard, staff involvement is a prerequisite in planning and implementation for any proposed change in schools. When all the relevant people are not actively involved, change will never become fully operational. There is a danger of planning down to the last detail of change without getting the people involved to have input. The more individuals are given an opportunity to air their views, there is more likely for them to support the development.

Educational leaders employ two types of planning when planning for change in schools (Garret 1997:62). That is, strategic planning and evolutionary perspective. Strategic planning refers to a detailed planning, starting from the formulation of the vision and mission statement of the school, conducting reality check, SWOT analysis as well as the formulation of an action or development plan. Hughes (2008:5) views strategic planning as a smooth transition from previously articulated strategic vision towards a future desired state.

Some of the leaders are therefore reluctant to spend too much time at the outset of complex change processes and they prefer evolutionary perspective (Garret 1997:62). Evolutionary perspective rests on the assumption that the environment both inside and outside the organization is chaotic. Hannay *et al* (2001;272) share similar sentiments in this regard when they maintain that there is no specific plan that can last for very long because it will be outdated as the environment is not stable. It keeps on undergoing certain changes. Unplanned or emergent change, according to Hughes (2008:5) is unpredictable and it seemed to be a bottom-up rather than top-down.

It is important to keep people informed about planned change and about the progress of its implementation to avoid undue resistance in bringing about change (Amos *et al* 2008:273). Therefore, clear transparent communication is important in managing resistance to change.

The implementation of change can be very difficult if the organization has not adequately planned for change and prepared for its implementation. It is also important to remove obstacles to change and to address the resistance that people experience as change becomes a reality. This can be done by encouraging effective communication, participation and the provision of support to all the role players. In this regard, new education policies require educational managers to work in democratic and participative ways to build relationships and to ensure the active delivery of education. The devolution of authority through decentralization is the first dimension of school-based management (SBM). The second dimension of SBM refers to the participation of stakeholders (Steyn 2002:254).

In implementing planned change, Garret (1997:62) mentions two types of implementation. That is, adaptive and programmed implementation. Adaptive implementation is to a large extent depended on stakeholder input and participation. In this regard, stakeholders are given an opportunity to portray their expertise, experiential knowledge, initiative and creativity towards implementation of proposed change. On the other hand, programmed implementation includes tightly controlled incremental steps towards agreed goals. This suggests that the implementation of planned change is spearheaded by the SMT members only.

2.3.8 How do the SMTs build commitment to change?

The involvement of the stakeholders in managing change in schools is a prerequisite. For instance, SMTs need to plan with the relevant stakeholders and get feedback from them. Change therefore involves everyone in a school. If people feel that they are important to the change process and understand why the change process is important, they are more likely to cooperate with it (DoE 2000:19).

When institutions fail to manage change effectively, it is usually because of a lack of commitment by the principal and the SMT as the agents of change who play significant roles in putting change into practice in schools. It is therefore necessary to first discuss

the role of the principals as change agents and then the SMT's most important management functions.

2.3.8.1 The role of the principal as a change agent

Swanepoel (2008:40) maintains that it is evident that the role of the school principal has lately dramatically changed. For instance, during the 1980's the task of the principal was confined to the direct supervision of the instructional process which focuses on teaching and learning. This means that the task of leading the school was of limited complexity (Masitsa 2005:175).

The principal's role in the new education dispensation, according to Botha (2004:240), represents a balance between instructional leadership and management. He further maintains that the devolution of power and shared decision-making are all related to a move towards institutional autonomy which is referred to as SBM or self-management of schools. The concept of SBM therefore makes the role of the school principal more pivotal in providing excellence and professional leadership required to provide positive learning environment.

Mncube (2009:29) also highlights the dual role of the principal in a new education dispensation. Firstly, principals are in charge of the professional management of the school, ensuring that all duties are carried out adequately. This includes: interpretation and implementation of policies and ensure maximum participation of all the stakeholders in decision-making processes. Secondly, principals also contribute greatly to school governance issues since they are familiar with official regulations, provincial directives and knowledge of educational reform measures.

Different authors on the changing role of the professional principal such as (Steyn, 2002:265; Botha, 2004:240) distinguish between broad areas of leadership role of the principal, namely:

2.3.8.1.1 Instructional leaders

These leaders set clear expectations, and maintain discipline and implement high standards, with the aim of improving teaching and learning at school.

2.3.8.1.2 Transformational leaders

These leaders motivate, inspire and unite educators on common goals. They have the ability to persuade them to join their vision and share their ideals. They also have the ability to achieve productivity through other people.

2.3.8.1.3 Facilitative leaders

Facilitative leaders are at the centre of school management. They involve educators, learners, parents and others in adapting to new challenges, solving problems and improving learners' performance. Lastly, school principals have an active role in initiating change and in diffusing resistance. The principal therefore assesses the potential for change within the school and brings about a realignment of the forces of change so that progress is made in the direction of the desired change (Theron 1996:143).

2.3.8.2 The SMTs most important management functions

SMTs, according to the DoE (2000:24), as agents of change need to have a role to play in managing change in schools by encouraging the involvement of all the stakeholders to manage change in a responsible way. Therefore, the SMTs' most important management functions include:

2.3.8.2.1 Managing relationships

SMT members can be called on to play interpersonal roles as representatives of authority in schools (DoE 2000:24). For instance, they represent schools at sports events,

departmental meetings et cetera. They also motivate and support people in the section or activities of the school for which they are responsible. They also establish links with people and groups outside the school. That is, they do networking with other schools. This includes: ideas about teaching, learning and assessment; talk about how to coordinate different school activities; stories of students and their successes and difficulties; strategies for managing learning in groups; tips for how to use technology et cetera. Penuel and Riel (2007:1) maintain that such information is potentially of great use in facilitating school change.

2.3.8.2.2 Managing information

The SMT has access to different types of information, from informal and official sources (DoE 2000:25). For instance, information from the district officials who visit the schools; policy documents that come to the school; departmental circulars; discussions with learners, parents and other community members; meetings with colleagues from other schools; and more. It is therefore the responsibility of SMT members to give out to others the information that they receive in systematic and appropriate ways. There are also some situations where SMT members need to be the sources of information, for example, by answering questions about the school (DoE 2000:25).

2.3.8.2.3 Managing how decisions are taken

According to the DoE (2000:25), SMTs have the formal responsibility and the authority to make decisions. This responsibility is under the authority of the provincial head of the education department as the employer. Therefore, decision-making practices must ensure that those affected by change are involved in making decisions (Hannay *et al* 2001:273).

2.3.8.2.4 Building teams

There are many different styles and approaches to lead and manage schools. For instance, SMT members should be part of several teams (DoE 2000:25). They must therefore

ensure that they work as effective management teams and that they manage the process of team-building in other areas of the school.

2.3.8.2.5 Planning and managing school finances

SMT members need to understand the financial position of the school. They also need to participate in managing the school's finances, including helping with fundraising.

2.3.8.2.6 Setting up participatory structures

Structures need to be set to help all the role players to work towards school's goals. Structure is the way that different people and departments at school fit together (DoE 2000:27). In the past, most schools were structured hierarchically, with the principals at the top, the deputies below, educators below them and the learners at the bottom. There were usually no structures for educators and learners to play an active part and managing and leading schools.

The new policy framework calls for structures which allow all the stakeholders to play a role. Some structures such as the SGB and Finance Committee (FINCOM) should already be in place in schools. Others like Staff Development Committee (SDT) are also required by the law. For instance, the role of the SDT is to implement Integrated Quality Management System (IQMS) in schools. The SMT can help the school to create other structures for achieving certain specific goals. Some schools might have a sub-committee for dealing with diversity, school maintenance team, et cetera. Such committees and teams should cut across the old hierarchical differences and encourage the participation of all the stakeholders.

Steyn (2002:251) maintains that increase stakeholder participation includes the possibility of engendering increased enthusiasm, interest, commitment and effectiveness among the stakeholders. The more teachers participate in responsible and initiating roles in school change, the more positive they feel about the change (Swanepoel 2008:40).

According to Van der Mescht and Tyala (2008:222), post-transformational approaches stress participation and team work and these approaches emphasize group rather than individual input.

2.3.8.2.7 Setting up procedures

Procedures are the rules and regulations which ensure that the school's structures work properly (DoE 2000:27). For instance, a SDT needs to agree on the rules for: how the teams make decisions; how it provides report to the educators; how the reporting is done; and how information is shared between members.

2.3.8.2.8 Managing resources

Human and physical resources are needed when people have to carry out their plans to reach their goals. For instance, human resources include both teaching and non-teaching staff such as educators, administrative clerks, general workers et cetera. On the other hand, physical resources include: school buildings, equipment, stationery, books, and more. Therefore, SMTs need to find out where to get these resources. For instance, is the DoE responsible for supplying the particular resources needed? Or do the parents need to buy them? Procedures also need to be set up as to how to control the resources. For instance, the staff, learners, parents and community members could be responsible for looking after different resources.

2.3.8.2.9 Keeping records

There are legal requirements for keeping school records, especially financial records (DoE 2000:27). Records of the school's activities need to be very well kept if they are to be used for analysis. Well-kept records are important for problem-solving and for planning and development. For instance, accurate records on learners' tests and examination marks can be able to assist in identifying strengths and weaknesses and action plan how to deal with weaknesses. It is therefore the duty of the SMTs to see to it

that the schools set up efficient systems for collecting, storing and retrieving information (DoE 2000:28). Staff should be trained to record and store information, and to be able to get to that information quickly when it is needed.

2.3.8.2.10 Staff appraisal

As programmes for staff appraisal are regarded as a valuable tool for development, SMTs are responsible to spearhead them. For instance, SMTs are responsible to implement IQMS in schools and to conduct class visits with the aim to develop and support educators.

2.3.8.2.11 Monitoring and evaluation

Monitoring and evaluation, according to the DoE (2000:28), assist people to realize that they must take responsibility for what they said they would do. People often make promises but then don't follow through on them. If people know their actions will be monitored and evaluated, they are more likely to do what they said they would.

2.3.9 Resistance to change

Resistance towards change encompasses behaviours that are acted out by change recipients in order to slow down or terminate an intended organizational change (Hughes 2008:119). For instance, there are different reasons why certain individuals or groups resist any proposed change in an organization. They include: organizational redesign, new technological changes, introduction of new policies and procedures et cetera.

According to Theron (1996:150), resistance to change can originate from the system or from the individual. He further highlights the following causes of resistance to change in an organization:

- A failure to involve people who are affected by the changes in the planning phase;

- The changes are not noticed in writing and circulated appropriately to all the people concerned;
- The goals of the changes are not clearly articulated and cleared with the people involved with the changes;
- Working group recommendations are not accepted;
- Teachers are not kept informed of the compass of proposed changes; and
- Concerns by the teachers that changes that might prove disastrous are not addressed.

Robbins and Coulter (2009:280) assert that there are so many reasons why people resist change in an organization. Some of these reasons include: uncertainty, habit, concern about personal loss and the belief that the change is not in the organization's best interest. Consequently, some of the individuals fear that they will be unable to do so and may develop negative attitudes towards change.

Amos *et al* (2008:274) maintain that within any change initiative, it can be anticipated that there will be resistance to it at some stage from at least some quarters in the organization. This resistance should be explored and managed in a constructive way. They further assert that resistance can be understood from the perspective of the level of the organization at which it is manifested. That is, there can be resistance at the individual level, the group level and the organizational level.

Sources of individual resistance include aspects such as stress experienced by individuals, a lack of information or misunderstanding and a lack of awareness of the need for change. Concerning group level resistance to change, it occurs due to the group being prevented from participating in the decision-making processes related to proposed change. At the organizational level, typical barriers to change include aspects such as a preoccupation in seeing immediate financial benefits of change, lack of coordination and cooperation, threats to existing power, reward systems that are out of alignment with proposed change et cetera (Amos *et al* 2008:275).

To minimize resistance to change by some individuals, Wheatley (2000:7) emphasizes the importance for the involvement of everybody at different points of the change process. She further maintains that participation of the stakeholders is not a choice, but a prerogative. Failure to get the people involved breeds resistance and sabotage.

Kendall (1989:23) highlights two types of resistance to change. That is, individual and organizational resistance. With regard to the former resistance, individuals oppose change if it means there will be more work without comparable reward. For instance, an introduction of OBE demands more preparation and assessment tasks and procedures from educators. As a result some of them still prefer traditional teaching methods. On the other hand, organizational resistance is evident when the SMTs inhibit the involvement of other role players in the initiation, implementation and management of change in schools.

2.3.10 Conclusion

It therefore becomes imperative for the SMTs together with all the school stakeholders to have a sound knowledge of the change process, types of change, key stages of the change process, models and forms of change, change management et cetera. Such knowledge assists all the stakeholders to manage change effectively in schools.

2.4 SUMMARY

The challenges facing school leaders and managers are far greater than those of the apartheid era. All stakeholders should take part in school management and leadership, and it is the task of the SMTs to encourage this participation (DoE 2000:36). The parallel structures of the SGBs and RCLs are important elements in the democratization of education and it is essential that these structures work closely together, each respecting what others contribute to the school.

Within the leadership structures, the principal has a special position to delegate, share responsibility and to consult. At the end, the principal must also see to it that the business of the school and that of teaching and learning, takes place. Experience has shown that, in most cases, the principal can best fulfill this role by working with the SMT and other school stakeholders. The reason is that the job is simply too big for one person.

It therefore becomes clear that SMTs are in the forefront to manage change in schools. They cannot do this alone, but they need to involve all the role players such as both teaching and non-teaching staff, parents, learners and other community members who have interest in education.

In short, leadership and management should move away from centralization of leadership and management roles to the dispersed or transformational leadership which focuses on the development of shared vision (Hallinger 2003:330). The principal's position of power and centrality over all aspects of the school constrain stakeholder involvement.

In this chapter, the researcher has explained in detail the theory on stakeholder involvement and the management of change in schools. In the next chapter, the researcher will explain thoroughly the research design and methodology employed in the study.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this section, the researcher intends to provide the methodological and logistical issues of the study. This will include the research approach, target population and sampling, the instrumentation and data collection techniques, data analysis and interpretation as well as research ethics.

3.2 RESEARCH APPROACH

For the purpose of this study, the researcher employed qualitative research approach. Commenting on qualitative research, De Vos (1998:80) states that this type of research aims to understand and interpret the meaning that subjects give to their everyday lives.

Gay (1987:209) maintains that qualitative research approach involves intensive data collection on many variables over an extended period of time in a natural setting. He further asserts that the term 'natural setting' refers to the fact that variables being investigated are studied where they naturally occur. In this regard, all the participants were interviewed in their respective schools.

Holloway (1997:1) maintains that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. Therefore, a small scale of qualitative research was considered appropriate as it followed flexibility and the opportunity to obtain personal view points and answers to the research problem under investigation.

In addition, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. For this research, the researcher conducted field work collecting data from the selected participants and approximately spent one week in each school. This is in line with the assertion by Neuman (1997:430) that qualitative researchers go to the particular setting under the study because they are concerned with context. Qualitative researchers, therefore feel that the action can be best understood when it is observed in the setting in which it naturally occurs. Qualitative research is descriptive, context bound and the data collected are in the form of words.

In this study the participants; the principals or deputy principals, heads of department and educators were directly interviewed by the researcher. For instance, the principal or deputy principal, two heads of department and two educators were interviewed in each school selected for the study. Furthermore, the researcher used the qualitative approach in striving to understand programmes and situations as a whole. The researcher searched for the unifying nature of a particular setting.

Qualitative research design differs from quantitative design in that the former put more emphasis on discovery and less emphasis on hypothesis testing and verification (Leedy 1997:106). In addition, qualitative research allows for the phenomenological understanding of an action of event in context. The phenomenological inquiries, according to Patton (1990:37), allow the researcher to inductively and holistically understand human experience in context-specific setting. This study is therefore typified as qualitative research because:

- The study was conducted in the natural setting of the participants, that is, at their respective schools;
- The researcher entered into conversation with the participants, for instance, one-to-one interviews were conducted;

- The researcher in this project studied the phenomenon as an outsider and only visited the school to investigate the role of stakeholder involvement towards effective management of change in selected KwaMashu secondary schools;
- Qualitative research normally investigates a small group. For this particular research project, only five (5) out of forty four (44) secondary schools in Mafukuzela-Gandhi Circuit were considered; and
- The data that was collected was not analyzed by any statistical quantitative method; rather that was done by means of qualitative method which is descriptive in nature.

3.3 POPULATION AND SAMPLING

In the context of research study, the term ‘population’ refers to a group used in an interview. It also refers to establishing boundary conditions that specify who shall be included or excluded from the sample. Therefore, specifying the group that is to constitute the population is an early step in the sampling process that affects the nature of the conclusion that may be drawn from a study (Tuckman 1994:238).

The population of this study is composed of forty four (44) secondary schools, in Mafukuzela-Gandhi Circuit which is located at KwaMashu, to the North of Durban. This circuit is under the jurisdiction of Pinetown District DoE, in the province of KwaZulu-Natal. In these secondary schools there are forty four (44) principals, uncounted number of heads of department and educators. Principals, heads of department and educators were selected because they are the principal implementers of change in schools in a new education dispensation. Even if this population cannot be accurately counted, the researcher selected only twenty five (25) participants from five (5) secondary schools which fall under Ward 136.

The researcher employed systematic sampling to select the schools and participants. Systematic sampling, according to Denscombe (2007:17), introduces some system into the selection of people or events. For instance, the schools are selected on the

grounds that they produce poor Grade 12 results for the consecutive five years and some of them portray fluctuating results. Most of these schools do not respond to the intervention programmes such as National Strategy for Learner Attainment (NSLA) run by the DoE to assist these schools to improve results.

Purposeful sampling was also used by the researcher with the aim to increase the utility of information obtained from small samples. Purposeful sampling, according to Denscombe (2007:17), is applied to those situations where the researcher already knows about something, about specific people or events and deliberately selects particular ones who are likely to produce the most valuable data. For instance, principals, heads of department and experienced educators are regarded as rich informants for this study as it is their responsibility to drive change in schools.

Gay (1987:114) maintains that the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. A sample, according to Huysamen (1994:39), is a number of individuals selected from a population for a study, preferable in such a way that they represent the larger group from which they were selected. For the purpose of this study, the following participants were selected:

- Five Principals/ Deputies.
- Ten heads of department.
- Ten educators.

In total, twenty five (25) participants from the five selected secondary schools constitute the sample size of this study and all of them were interviewed in their respective schools. The analysis of relevant school documents such as circular books, minutes of meetings and SDP was also done by the researcher.

3.4 INSTRUMENTATION

For this research project, three types of instruments were used to gather data from the participants, namely, literature study, examination of relevant school documents and interviews. With regard to literature study, books, newspapers and articles were reviewed to gather information related to stakeholder involvement and the management of change in schools.

Concerning examination of the school documents, the researcher examined relevant school documents such as the circulars and the minutes of minutes, SDP et cetera. This would help to determine whether all the school-level stakeholders are involved in making decisions on change in the schools selected for the study.

Finally, all the participants selected for the study were interviewed. This is in line with the assertion by Tuckman (1994:372), that one direct way to find out a phenomenon is to ask questions to the people who are involved in the study in some way. Consequently, each person's answers reflect his/her perceptions and interests on a particular phenomenon under study. Patton (1987:108) stresses that an interview involves asking open-ended questions, listening to and recording answers, and follow up with additional relevant questions.

For this study, a case study with interviews was used as one method of investigation. Marshall and Rossman (1989:44) maintain that a case study examines a bounded system of a programme, an institution or a population and its purpose is to reveal the properties of the class to which the instance being studied belong. The purpose of the case study, according to Best and Kahn (1993:193), is to understand the life cycle or an important part of the life cycle of the unit and it also probes deeply and analyzes interactions between the factors that explain the present status or that influence change of growth.

In addition, Borg and Gall (1989:402) maintain that a case study involves an investigator who makes a detailed examination of a single subject or group or phenomenon. Creswell (2009:13) shares the same sentiments when he maintains that a case study is a strategy of inquiry in which the researcher explores in depth a programme, event, activity, process or one or more individuals. Denscombe (1998:31) concludes by saying that a case study makes use of a number of data collection techniques, namely, literature review, observations and individual interviews.

3.5 DATA COLLECTION PROCEDURES

Qualitative research is descriptive and the data to be collected was in the form of words rather than numbers (McMillan & Schumacher 2006:26). The written results of this research contain quotations from the data to illustrate and substantiate the presentation. The data collection focuses on the examination of relevant school documents and interviews. For instance, documents such as the minutes of meetings and SDP were examined to determine whether all the school stakeholders are involved in decision-making processes in schools selected for the study.

The researcher therefore designed an interview schedule attached as annexures and they relate to the meaning of stakeholder involvement in managing change in schools, general understanding of change and its processes taking place in organizations like schools, the role of the SMTs as the main implementers of change as well as the factors that give rise to resistance to change.

Open-ended questions were compiled to allow participants to respond to them. After questions were compiled, a pilot test was conducted to check for a bias in the procedures, the interviewer and the questions. During the pilot test, the researcher ensured that procedures to collect data were identical to all the participants. The interviewer took special note of any cues suggesting that participants were uncomfortable or did not fully understand the questions. The interviewer also

evaluated the questions for intent, clarity et cetera (McMillan & Schumacher 2006:202).

The pilot test, according to McMillan and Schumacher (2006:204), provides a means of assessing the length of the interview and give some researchers some ideas as to how data will be summarized. Piloting therefore assist researchers to come to grip with some of the practical aspects of establishing access, making contact and conducting the interview, as well as becoming alert of their own level of interviewing skills (De Vos, Strydom, Fourche & Delpont 2005:294).

In order to collect data, the researcher first wrote letters to be attached to seek permission to conduct the study from the District Manager of Pinetown District DoE, Circuit and Ward Managers of Mafukuzela-Gandhi Circuit of Education. Other letters were sent to the participant selected for the study in different schools. The researcher conducted interviews personally; covering letters with appropriate explanation for the purpose of the study, the importance of the participants, as well as the significance of the study itself were handed to the participants.

3.6 DATA ANALYSIS

After data had been gathered from the participants, the process of analysis and interpretation followed. According to Mouton (2001:108), data analysis concerns the 'breaking up' of data in logical and manageable themes, categories, patterns, trends or relationships. It involves collecting open-ended data based on asking general questions and developing an analysis from the information supplied by the participants (Creswell 2009:184).

Therefore, data for this study was analyzed using a Grounded Theory approach. This approach, according to Denscombe (2007:99), involves coding and categorization of the raw data and it is also linked with qualitative research which focuses on small-scale studies which focus on human interactions in specific settings. Firstly, the

researcher coded the data, for instance, codes took form of alphabets, names, initials and numbers. Secondly, the researcher identified ways in which codes could be grouped into categories and this was followed by the indication of themes and relationships among the codes and categories.

De Vos (1998:343) refers to the series of steps involved in data analysis as the Tesch's approach whereby similar topics that emerge from the transcription are clustered together and arranged into categories. Category formation, according to De Vos *et al* (2005:337), represents the heart of qualitative data analysis.

After data had been analyzed, data interpretation happened next and it had to do with the synthesis of data with a view to reach meaningful conclusions. Finally, the researcher developed concepts and arrived at some generalized conclusions based on the relationships, patterns and themes that have been identified in the data. This was followed by conclusions and recommendations which are covered in the last chapter of this project.

3.7 RESEARCH ETHICS

Mouton (2001:239) describes a research ethics as the moral commitment that scientists are required to make to the search for truth and knowledge which is referred to as 'epistemic imperative'. He further maintains that the idea of an imperative implies that a kind of moral contract has been entered into and it is neither optional nor negotiable, but intrinsic to all scientific inquiry. In this study, the researcher adhered to the following research ethics:

3.7.1 The right to non-participation

In this regard, participants were not forced to participate in the study. The participant therefore had a right to refuse to be interviewed, the right to refuse to answer any question and not to be interviewed at meal times et cetera.

3.7.2 The right to confidentiality

Participants had a right to remain anonymous and their names were not used in the collection of data. The conditions of anonymity also applied to the collection of data by means of tape recorder.

3.7.3 Personal integrity

The researcher at all times strived to maintain objectivity and integrity when conducting scientific research.

3.7.4 The fabrication or falsification of data

The researcher was not under any circumstances changed the data and committed scientific fraud or plagiarism.

3.7.5 Researcher's responsibility

The researcher was at all times responsible, vigilant, mindful and sensitive to human dignity.

3.7.2 The trustworthiness of the research

The qualitative research revolves around issues of trustworthiness as opposed to objectivity. In this regard, the researcher selected trustworthy evidence for pattern seeking. This could be done by assessing solicited versus unsolicited data (McMillan & Schumacher 2006:374).

In relation to this study, the reliability was verified by taking the transcribed tapes, responses to interviews to the internal and external moderators. The internal and external moderator would independently analyze the data using a data reduction technique.

3.8 CONCLUSION

The discussion in this chapter focused on describing the research design that was adopted for this research project. Case study was also described as well as data collection techniques and the analysis of qualitative data. Finally, research ethics and the trustworthiness of the research were also discussed. In the next chapter, data analysis and interpretation was conducted.

CHAPTER 4

4. DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the findings of the study based on the analysis of relevant school documents and in-depth interviews conducted with the principals or deputy principals, heads of department and the educators on stakeholder involvement in managing change with specific reference to selected KwaMashu secondary schools, in the province of KwaZulu-Natal. The note book was also provided to record whatever is analyzed by the researcher.

4.2 DATA OBTAINED FROM DOCUMENT ANALYSIS

4.2.1. Introduction

Since document analysis was employed as a tool to gather data from the schools selected for the study, the researcher attempted to have an access to certain school documents such as circulars and minutes of meetings as well as SDP.

4.2.2 Analysis of circular books and the minutes of meetings

The researcher attempted to gain access to the circular books and minutes of different meetings that were currently and previously conducted in different schools selected for the study. The motive behind to had an access to these documents was to determine whether all the schools selected for this study keep documents which play a significant role in the day-to-day running of the school.

On analysis of all these documents by the researcher, it became clear that almost all the schools keep circular books to give notice of the forthcoming meetings and in making

different announcements. They also keep minutes that emanate from different meetings. It also became clear from the analysis of the minutes of meetings that most of the meetings convened and conducted in different schools are not directly related to development. For instance, some of them were convened to communicate information from the DoE and some of them were in the form of announcements.

It was also revealed that some of the schools like Schools A, B, C and D have limited SMT and staff meetings. For instance, School A has a staff meeting twice a year and it is not evident to some of the HODs that they conduct departmental meetings from time to time. It was also interesting to note that School E keeps almost of all the relevant school documents and most of the meetings conducted are directly related to development of the staff rather than only to convey information from the DoE. Some of the meetings in this regard are directly related to the school development. For instance, school-level stakeholders are afforded an opportunity to have an input during developmental meetings.

4.2.3 Analysis of the SDP and SIP

The researcher also viewed SDP and SIP in different schools selected for the study. The following data emerged from the examination of these documents: It was clear from the analysis that some of the schools do not keep these documents. For instance, Schools B, C and D do not keep these documents. Only two schools, that is, Schools A and E keep SDPs. Even though School A keeps SDP, it was never implemented and updated yearly. It was clear from the analysis of documents that School E is the only school which keeps SDP and SIP and it was clear from the minutes of meetings that these documents are updated from time to time and different school-level stakeholders such as parents, educators and learners are afforded an input in developing these school documents.

4.2.4 SUMMARY

The data obtained from document analysis revealed that not all the schools selected for this study keep all the relevant school documents. For instance, even though Schools B, C and D keep relevant school documents such as circular books and minutes of different meetings, they do not have essential school documents such as SDP which is regarded as a tool for incremental change. Only School E keeps almost all the relevant school documents, including SDP and SIP. Even though School A keeps SDP, there is no evidence that this document was developed by all the relevant stakeholders as it is not reflected in the minutes of meetings that are conducted in school.

4.3 DATA OBTAINED FROM INTERVIEWS

4.3.1 Introduction

In-depth interviews were conducted with the participants selected for the study. The participants include a sample of school principals or deputy principals, heads of department as well as educators.

4.3.2 Interviews with school principals or deputy principals

This section presents the findings and analysis of the data obtained from the five principals or deputy principals of schools A, B, C, D and E. Three principals pitched and two deputy principals took part. The principals or deputies were asked the same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing data, the participants were coded according to their respective schools, for instance, the principal from School A was named principal A.

The data covered the following areas of study: General understanding of the stakeholders and their involvement in managing change in schools, the meaning of

change and the change processes taking place in schools, factors that give rise to resistance to change, the barriers towards effective management of change, the role of the principals to empower all the stakeholders to manage change effectively in schools.

4.3.2.1 Data with regard to the general understanding of the stakeholders

This section required the participants to present their understanding of stakeholders and their involvement in managing change in a responsible way in schools. The principals were asked to define the word “stakeholders”. They defined the word, “stakeholders” as follows: Principal A defined stakeholders as, “as the individuals who represent certain components in an organization such as a teacher component in the SGB”.

It was stated by principal B that, “a stakeholder is a person with a vested interest in organization like schools. This includes educators, learners, parents, business people, community leaders, DoE et cetera”. Principal C defined stakeholder, “as individuals who have interest in an organization”. Principal D shared similar sentiments with Principal D when defined a stakeholder, “as someone who is affected and has interest in a particular organization”. Principal E defined a stakeholder as, “Any person interested to give support morally, financially or otherwise”.

It was interesting to note that all the participants from the five schools selected for this study have a thorough knowledge of the stakeholders. They viewed ‘stakeholders’ as all the role players or participants in an organization like schools. They also mentioned different types of stakeholders in schools such as educators, SMTs, parents, learners, SGBs, RCLs, DoE, community members, NGOs and anyone who have interest in the education of the children. DoE (2000:19) calls for all the stakeholders to work hand in hand to promote effective teaching and learning in schools.

In addition, the participants were further asked to state as to how the stakeholders get involved in making decisions on change. In this regard, Principal A stated that, “the stakeholders get involved through their active participation in all the school activities”. Principal B mentioned that, “stakeholders get involved by means of team work among the individuals”. It was stated by Principal C that, “stakeholders participate through legislative forums or sub-committees such as the SGBs, RCLs, staff and non-teaching staff by virtue of their positions in their schools. Principal D indicated that, “the stakeholders get involved by providing support, good management of resources and monitoring the basic functionality of the school”. Principal E shared similar sentiments with principal D when highlighted that, “stakeholders provide support and monitor how change is effected in an organization”.

The comments made by the principals indicate that they are aware that it is imperative for them in a new education dispensation to involve all the stakeholders in decision-making processes when it comes to the management of change in schools. The comments are in line with a call made by the DoE (2000:13) that SMTs should use their authority and power to develop the ability of others to manage change effectively in schools.

When the participants further asked about participative structures that assist to effectively manage change in their schools, they responded as follows: Principal A highlighted that, “there are committees with their conveners that spearhead any proposed change in school”. Principal B mentioned that, “participative structures such as SMTs, different sub-committees, RCLs and SGBs assist to manage change effectively at school”. Principal C also indicated that, “some committees are constituted to drive change in school”. Principal D, like principal B emphasized that, “structures such as SMTs, RCLs, SGBs and a variety of sub-committees formed by the educators are useful to manage change in schools”. Principal E also shared similar sentiments with Principal B and D when mentioned structures such as SMTs, RCLs, SGBs and sub-committees constituted by the staff.

The comments made by the participants make the researcher to conclude that the principals are aware of the structures that assist to effectively manage change in schools. These structures, according to the DoE (2000:27), constitute the way that different people and departments at school fit together and they allow all the stakeholders to play their roles in bringing about effective management of change in schools.

4.3.2.2 Data with regard to change and the change processes

The participants were asked to share their understanding with regard to the meaning of the word 'change'. It was clear that all the participants have different understanding. Principal A mentioned that, "change can be defined as a different way of doing things". Principal B stated that, "change is an act of becoming different". It was stated by principal C that, "change is a process that is contrary to how things usually happen in order to produce a variety". Principal D mentioned that, "change is any initiative undertaken to turn things around so as to be in line with the current expectations". Principal E indicated that, "change is a process of moving from the present situation to a new one with innovative measures".

The comments made by the participants on their understanding of the word 'change' are in line with the definition by Carlopio (1998:2) which emphasizes that change has to do with the adoption of an innovation with the ultimate goal to make new alterations or improvements in an organization. In addition, the researcher wanted to share views with the principals with regard to the types of change they are aware of in their institutions. Principal A stated clearly that, "I do not have an idea of the types of change". Principal B mentioned that, "the types of change include: developmental change which is directly related to the planned change and transformational change". Principal C mentioned revolutionary and transformational change. Principal D indicated that, "there is strategic and behavioural change". Principal E indicated that, "there is academic and political change".

It was noted that the participants are not sure of the types of change. Only Principals B and D seemed to understand types of change. For instance, Principal B mentioned developmental phase which is directly related to the planned change. Principal D also managed to mention strategic change. According to Armstrong (1995:267) there are two types of change, that is, strategic or planned change as well as operational or unplanned change.

Furthermore, the participants were asked to share their views with regard to their understanding of the change process. Principal A stated that, “the change process is like implementing a project”. Principal B mentioned that, “change process is the act of driving transformation or change in organizations like schools”. Principal C indicated that, “change process has to do with the implementation of new procedures”. Principal D maintained that, “change process occurs when change is effected step by step in schools”. Principal E shared similar sentiments with Principal D by referring to the change process “as any situation which can be effected step by step”. Principal E also highlighted that, “the school has a SDP which is executed and monitored until the goals are accomplished”

On analysis of the relevant school documents of the five schools selected for the study, it became clear that some of the schools do not have SDP and SIP to monitor change. Only principal from school E mentioned that, “the school has the plan in place which was compiled by all the school stakeholders and it is executed and monitored until the intended goals are accomplished”.

The comments made by some of the participants on change process convey an idea that change is an on-going process which needs to be planned, implemented, monitored and evaluated continuously and all the relevant stakeholders need to be involved in all the phases involved in managing change. For instance, Principal E maintained that, “it is also important to consider that change whether planned or unplanned, needs to involve all the relevant individuals who are affected by it”.

The participants were also asked about the phases involved in managing change. In this regard, the principals highlighted their views as follows: Principal A indicated that, “the phases involved include: “planning, implementation, monitoring and evaluation”. Principal B stated that, “the phases involved include: advocacy, inception phase, implementation, monitoring and evaluation”. Principal C highlighted that, “the phases involved are: restructuring, communication, intervention and reflection”. Principal D highlighted, “mobilization of resources and monitoring”. Principal E indicated the following phases; “initiation or proposal phase, implementation, monitoring and evaluation”.

The comments made by the principals indicate that they are all aware of the stages involved in managing change. For instance, Principals A, B and E shared similar sentiments when they mentioned planning, implementation, monitoring and evaluation as the most common phases involved in managing change in schools. The involvement of all the relevant individuals affected by change is essential in all the phases, failing which some of the individuals resist change (Amos *et al* 2008:272).

4.3.2.3 Data with regard to factors that give rise to resistance to change

In this section, the researcher was interested in finding out the factors that influence people to resist change in an organization. It was evident from the comments made by the principals that they have different views regarding the factors that influence certain individuals to resist change.

Principal A maintained that, “lack of incentives such as promotions and financial rewards cause resistance”. Principal B indicated that, “different attitudes as people perceive some of the things differently as well as the conflict of interests, anxiety as well as uncertainty might be the cause of resistance to change”. Principal C maintained that, “people resist change because they fear to move away from their comfort zones as well as the anticipation of the threatening situations”. Principal D mentioned that, “stress caused by the work challenges such as dealing with ill-disciplined learners

might also be one of the factors that causes resistance to change”. Principal E mentioned “laziness as certain individuals are pessimistic as they are reluctant to conform to proposed change”.

The comments made by the participants with regard to the factors that give rise to resistance to change indicate that resistance occurs at different levels such as individual, group and organizational levels. Resistance at individual level includes factors such as stress and anxiety experienced by the individuals at the work place. For instance, Principal B was cited saying, “stress, is one of the causes of resistance to change”. Group level resistance occurs as a result of a particular group being prevented in participating in the decision-making processes related to any proposed change. In this regard, “autocratic management and leadership style” was quoted by Principal D as one of the factors that give rise to resistance to change in an organization. With regard to the organizational level resistance, “lack of incentives such as promotions and financial rewards” were quoted by Principal A as factors that give rise to resistance to change. Amos *et al* (2008:274) emphasize that within any change initiative, it can be anticipated that there will be resistance to it at some stage and this resistance should be explored and managed in a constructive way.

4.3.2.4 Data with regard to the barriers towards effective change management

In this section, the researcher was interested in knowing the barriers to effective management of change in schools. It was stated by the Principal A that, “lack of financial and physical resources present schools with many challenges that hinder the management of change effectively”. Principal B indicated that, “a lack of capacity building of the personnel such as SMTs and educators”. Principal C, like Principal B maintained that, “poor development programmes for the professional growth of the stakeholders”. Principal D stated that, “a lack of commitment by some of the individuals”. Principal E indicated that, “teacher learner support material (LTSM) hampers effective management of change in schools”.

Some of the interesting revelations were made by the participants with regard to the factors that hinder effective management of change in schools. It is important to note that lack of physical and financial resources in schools come on top of the list. For instance, Principal A and E highlighted that, “the lack of physical and financial resources as well as LTSM present stakeholders with difficulties to manage change effectively in schools”. In addition, based on the researcher’s observations most of the schools selected for the study, do not have functional laboratories and libraries and the infrastructure is too poor. Only schools D and E are well resourced.

It is also important to note that lack of capacity building of the stakeholders as well poor professional development programmes also present stakeholders with difficulties to manage change effectively. On analysis of some of the school documents such as minutes of meetings, it became evident that some of the schools do not conduct developmental workshops for the educators. Even departmental meetings are limited and in some of the schools they do not exist. Therefore, professional growth of the stakeholders, only rely on the workshops which are conducted by the DoE. These workshops are criticized as they do not develop competences to the stakeholders. Some of the reasons are that these are the once off workshops with limited follow- up programmes to monitor their effectiveness and they are dominated by the facilitators with long and boring individual presentations.

4.3.2.5 Data with regard to the roles of the SMTs as change agents

In this section, the researcher was interested in knowing the roles of the SMTs as the main implementers of change in schools. Principal A indicated that, “SMTs as the main implementers of change are working in collaboration with other school stakeholders with a view to manage change effectively”. Principal B stated that, “SMTs persuade people about any proposed change and they encourage them to participate and to have an input”. Principal C indicated that, “the role of the SMTs is to implement and monitor policies on change”. Principal D shared similar sentiments with Principal C and mentioned that, “the role of the SMTs is to implement, monitor and evaluate

programmes on change”. Principal E indicated that, “SMTs should plan for any change and they must involve all the relevant people who are affected by change”.

The comments made by the principals with regard to the roles of the SMTs as change agents indicate that the principals are aware of their duties as well as those of the SMTs as change agents. Most of the responses given by the principals make the researcher to conclude that the main function of the SMTs in any public school is to manage change. They cannot do this alone without active involvement of all the relevant stakeholders. For instance, Principals A, B and E were quoted saying, “the function of the SMTs in collaboration with all the relevant stakeholders is to implement and monitor change”. This is in line with a call made by the DoE (2000:19) that SMTs need to plan with all the stakeholders and get feedback from them. When people in an organization feel that they are involved in any initiative or activity, they are more likely to cooperate with it.

4.3.2.6 Summary

This section was used to present the summary of the findings of the data obtained from the principals of the five secondary schools. It was established during the study that the principals have a clear understanding of the stakeholders and their involvement in managing change. They are also aware that the new education policies emphasize the involvement of all the stakeholders in managing change in schools.

Therefore, failure to involve all the relevant stakeholders in all the phases of managing change breeds resistance to change and sabotage. It is essential for the SMTs as the main implementers of change to explore and manage resistance in a constructive way.

4.3.3 Interviews with heads of department

In this section the researcher conducted an interview with the heads of department from five schools selected for the study. In addition, analysis of relevant school documents such as minutes of minutes and SDP as well as observations were employed to collect some of the data. The researcher was interested in knowing the extent of the knowledge of the heads of department with regard to stakeholder involvement in managing change in KwaMashu secondary schools, in the province of KwaZulu-Natal.

The heads of department were asked the same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing the data, the participants were named according to their respective schools. For instance, the HODs from School A were named HODs 01 and 02, HODs from School B were named HODs 03 and 04 et cetera.

The data covered the following areas of study: General understanding of the stakeholders and their involvement in managing change, the meaning of change and the change processes taking place in schools, factors that give rise to resistance to change, the barriers towards effective management of change in schools as well as the role of the SMTs as the main implementers of change in empowering all the stakeholders on change management.

4.3.3.1 Data with regard to the general understanding of the stakeholder

This section required the participants to present their understanding of the stakeholders and their involvement in managing change in schools. The HODs were asked to define the concept, 'stakeholders'. HOD 01 defined "stakeholders" as, "the one who participates in decision-making processes affecting the school on change". HOD 02 defined stakeholders as, "all the parties who have vested interest in ensuring that the school offers quality teaching and learning". HOD 03 maintained that a stakeholder is,

“someone with a concern or interest in an organization like school”. HOD 04 maintained that, “stakeholders are the people who are part and parcel of the organization”.

HOD 5 indicated that, “a stakeholder is anyone who has an interest in the running of the school”. HOD 06 maintained that, “stakeholders are participants in an organization like teachers, learners, parents et cetera”. HOD 07 indicated that, “stakeholders include all parties involved to make teaching and learning possible in schools, for instance, educators, learners, parents and community members”. HOD 08 defined a stakeholder as, “everybody who has a direct or indirect interest in affairs of the school”. HOD 09 shared the similar sentiments with HOD 09 when indicated that, “a stakeholder is any person who is directly and indirectly involved in running the school”. HOD 10 stated that, “a stakeholder is a person who has an interest or concern in the success of an institution”.

The comments made by the HODs with regard to their understanding of the concept “stakeholders” indicate that all of them are aware that stakeholders are all the role players or participants in an organization. For instance, HODs 06 and 07 highlighted examples of participants such as teachers, learners, parents as well as community members who have interest in education of their children.

In addition, the participants were further asked to state briefly as to how the stakeholders get involved in making decisions on change? HOD 01 indicated that, “the stakeholders get involved through participative structures such as SMTs, educators, learners, parents et cetera”. HOD 02 indicated that, “there are structures such as SMTs, different committees for the educators to drive change in school”. HOD 03 maintained that, “there are limited structures such as SMTs, other structures such as educators, parents and learners are not actively involved”.

HOD 04 shared similar sentiments with HOD 03 by highlighted that “ not all the stakeholders are actively involved in making decisions on change, only SMTs and few

individuals make decisions on change”. HOD 05 mentioned structures such as SGBs and SMTs”. HOD 06 indicated that, “there are the committees constituted to manage change but they are not functional as all the stakeholders are not actively involved in making decisions on change”. HOD 07 also indicated that, “there are different structures such as examination committee, disciplinary committees et cetera but some of the stakeholders are not committed or not actively involved”.

HOD 08 indicated that, “there are the participative structures such as SMTs, SGBs and even the ward councilor is involved but the only problem is that some of the parents and community members seem no to understand of their roles of how to get involved on decisions affecting school on change”. HOD 09 also mentioned structures such as, SMTs, SGBs, teacher committees and RCLs which play a significant role in making decisions on change in schools. HOD 10 shared similar sentiments with HOD 09 when highlighted structures such as SMT, SGBs and RCLs which make decisions on change in schools.

The comments made by the participants clearly indicate that the involvement of the stakeholders in making decisions on change in some of the schools is at minimal level. For instance, HODs 03, 04, 06 and 07 raised feelings of dissatisfaction with poor involvement of other stakeholders in managing change. This makes the researcher to conclude that some principals seem comfortable in taking decisions on their own without any input from other relevant stakeholders. In this regard, Lazarus and Davidoff (1997:163) maintain that without active involvement of all the stakeholders, people tend to feel disconnected, undervalued and ultimately not engaged in their work.

4.3.4.2 Data with regard to change and the change processes in schools

In this section the participants were asked to share their understanding with regard to the meaning of the word “change”. HOD 01 stated that, “change” is a paradigm shift from one practice to another”. HOD 02 maintained that, “change is a matter of doing things differently”. HOD 03 defined change as, “the act of becoming different in doing

things”. HOD 04 indicated that, “change is when one moves from the old system to a new one”. HOD 05 also maintained that, “change is moving from the old school of thoughts towards current issues”.

Change was defined by HOD 06 as, “an initiative of doing things differently in an organization”. HOD 07 indicated that, “change is an undertaking by the stakeholders to bring about new procedures and systems in an organization”. HOD 08 maintained that, “change has to do with doing things differently with the aim to bring some improvements”. HOD 09 stated that, “change is anything that comes in the form of an event or new policy brought within the school that affects its operation”. HOD 10 stated that, “change is the movement from the familiar to the unknown territory”.

The comments made by the participants on their understanding of the word “change” made the researcher to conclude that all the HODs have a sound knowledge of change. Most of the definitions provided by them are in line with the one given by Hughes (2008:2), that change involves new ways of organizing and working arrangements involving relationships among all the stakeholders.

In addition, the participants were asked to mention different types of change they are aware of in their organizations. In this regard, HOD 01 stated that, “there is positive and negative change”. HOD 02 indicated that, “there is incremental or continual change and revolutionary change”. HOD 03 stated that, “there is transformational and institutional change”. HODs 04, 05, 06, 08 and 09 seemed not to understand the types of change. This made the researcher to wonder how someone can implement something he or she doesn’t understand. HOD 07 shared similar sentiments with HOD 01 when mentioned “positive and negative change”. HOD 10 like HODs 01 and 07 stated that, “there is positive and negative change”.

Among the responses provided by the participants on the types of change, it became clear that HODs 02 and 03 seemed to have a better understanding of the types of change which include strategic and operational change. The former includes planned

change which is undertaken by all the relevant stakeholders, whilst the latter includes unplanned or emergent change (Armstrong 1995:267-268). In most of the five schools visited by the researcher, it was not clear whether these schools are involved in strategic or planned change as it was discovered from the analysis of the relevant documents that some of them such as Schools A, B, C and D do not have plans in place to monitor change.

When relevant school documents such as the minutes of meetings and SDP were analyzed it was revealed that some of the schools do not have plans in place to monitor change. Only school E seemed to have SDP and SIP and there was evidence from the minutes of meetings that all the stakeholders are engaged in the developmental programmes such as departmental workshops. Even though most of the schools hold meetings from time to time, the meetings are not directly related to the staff development programmes.

Furthermore, the participants were asked about their understanding of the change process. HOD 01 stated that, “a change process means that any proposed change or initiative is planned for”. HOD 02 viewed change process as, “a way of doing things differently to enhance the existing systems”. HOD 03 maintained that, “the change process includes stages of development when something is changed”. HOD 04 indicated that, “change process is the process that is taking place in order for change to occur”.

HOD 05 maintained that, “change process requires commitment from different individuals”. HOD 06 also stated that, “change process requires the involvement of all the stakeholders in an organization”. HOD 07 highlighted that, “change process takes time as most people don’t see the need of change positively”. HOD 08 stated that, “the change process includes some activities which need to be carried out by all the people affected by change”. HOD 09 stated that, “change process is inevitable in the organizations like schools which are undergoing certain changes since the 1994 first

South African democratic elections”. HOD 10 maintained that, “change process may be natural and gradual and it involves all the stakeholders in an organization”.

The comments made by the HODs clearly indicate that change is inevitable in the organizations like schools due to the changing demands and circumstances in the South African education system. They also emphasize that change is the process which include developmental stages and it requires commitment from all the relevant stakeholders. For instance, HODs 05, 06 and 10 put more emphasis on the involvement of all the relevant individuals in the change process.

Participants were also asked about their understanding of the phases involved in managing change in schools. In this regard, the HODs responded as follows: HOD 01 maintained that, “the phases involved in managing change include: planning, implementation, monitoring and evaluation”. HOD 02 stated that, “the phases involved include: unfreezing, movement and refreezing”. HODs 03, 04, 07, 08 and 09 seemed not to understand the stages involved in managing change. This will make it difficult for them to implement something they do not understand. HOD 05 shared similar sentiments with HOD 02 and mentioned, “unfreezing, movement and refreezing as the stages involved in managing change”. HOD 06 mentioned brainstorming and implementation phases. HOD 06, HOD 10 shared similar sentiments when mentioned, brainstorming and implementation.

It was interesting to note that most of the HODs as the main implementers of change in schools do not have a clear understanding of the phases involved in managing change. This will therefore makes it difficult for them to involve all the relevant individuals to manage change effectively in schools. Consequently, failure to involve all the people who are affected by change in each phase breeds resistance to change by certain individuals. Only HODs 01, 06 and 10 seemed to have an understanding of the phases involved in managing change. For instance, they mentioned planning, brainstorming, implementation, monitoring and evaluation. These phases are in line with those phases that are identified by Theron (1996:149-151).

4.3.4.3 Data with regard to factors that give rise to resistance to change

In this section, the researcher was interested in finding out the factors that influence some of the individuals to resist change in an organization. It was evident from the results that the participants have different views with regard to these factors that influence people to resist change.

HOD 01 indicated that, “negative attitude towards change and lack of proper training about the management of change”. HOD 02 stated that, “incompetence of the individuals in strategic positions causes certain individuals to resist change”. HOD 03 stated that, “people resist change because they are not involved in all the stages of managing change”. HOD 04 also highlighted that, “certain individuals resist change because they feel they are not actively involved in all the phases of managing change”.

HOD 05 mentioned that, “some of the people are not confident in their work as they were not capacitated on change”. HOD 06 stated that, “they resist change because they are not properly consulted during the early phase of initiation of change”. HOD 07 stated that, “some individuals resist change because of their negative mind-set about any proposed change”. HOD 08 stated that, “some people resist change because they lack knowledge about proposed change”. HOD 09 maintains that, “most people resist change because they are competing for power as some of them do not get promotions”. HOD 10 stated that, “some individuals fear change and they are comfortable in their comfort zones”.

The comments made by the HODs with regard to the factors that give rise to resistance to change vary and are closely related. They also indicate three levels of resistance in an organization and they include: individual, group and organizational resistance. Based on the comments made by the HODs 01, 07 and 10 individual resistance is evident. For instance, they were cited saying, “negative attitude on any proposed change, negative mind set of certain individuals on change as well as fear of the

individuals to move away from their comfort zones”. With regard to the group resistance, HODs 03, 04 and 06 were cited saying, “people feel that the reason why they are reluctant to be part and parcel of the change process is that they are not actively involved in all the phases of managing change and there is no proper consultation among the individuals”.

Finally, concerning organizational resistance, people resist change because they lack knowledge about proposed change and they are not capacitated about it. For instance, HODs 01, 02 and 05 were cited saying, “lack of proper training on change management, incompetence of the individuals in strategic positions as well as poor capacity building of different role players”.

4.3.4.4 Data with regard to barriers towards effective change management

In this section, the researcher was interested in knowing the barriers towards effective management of change in schools. It was mentioned by HOD 01 that, “division, lack of accountability and poor communication among the staff hampers effective management of change in school”. HOD 02 mentioned poor planning and inconsistent operational management. HOD 03 stated that, “lack of capacity building by the senior and middle management”.

HOD 04 indicated that, “communication breakdown among the management is one the barriers towards effective management of change in schools”. HOD 05 maintained that, “lack of teaching and learning resources present stakeholders with difficulties to manage change effectively”. HOD 06 mentioned poor financial management, lack of resources and poor communication among the stakeholders. HOD 07 indicated that, “negative attitudes of certain individuals, hampers effective management of change”.

HOD 08 indicated that, “lack of resources as a challenge towards effective management of change in schools”. HOD 09 mentioned that, “poor leadership and management by the SMTs is also a great challenge”. HOD 10 highlighted that, “lack of

proper guidance and support by the DoE as well as too much conflict of ideas from the educators are one of the barriers towards effective management of change in schools”.

The comments made by the participants with regard to the barriers towards effective management of in schools indicate that there are two main barriers that seem to hinder the management of change in schools. They include: management issues and the distribution and utilization of resources. Based on the findings from the participants, management issues which include communication breakdown among the staff, poor planning and inconsistent operational management, poor leadership and management by the SMTs come on top of the list. For instance, the management issues were cited by HODs 01, 02, 03, 04, 09 and 10 as the barriers that hinder effective management of change in schools. Lack of teaching and learning resources also presents school stakeholders with challenges to manage change effectively in schools. For instance, HODs 05, 06 and 08 cited saying “lack of resources such as financial and physical resources as barriers towards effective management of change in school”.

4.3.4.5 Data with regard to the roles of the SMTs as change agents

In this section, the researcher was interested in getting the perceptions of the participants with regard to the roles of the SMTs as the main implementers of change in public schools. HOD 01 stated that, “the main function of the SMTs is to promote change in schools and to implement departmental policies on change”. It was mention by HOD 02 that, “SMTs implement, monitor and evaluate change process and to set new goals”. HOD 03 also stated that, “the role of the SMTs is to implement policies of the department”. HOD 04 also mentioned that, SMTs implement departmental policies on change”. HOD 05 highlighted that, “SMTs encourage the staff to work in groups and to develop educators professionally”.

It was stated by HOD 06 that, “SMTs are the leaders of change management and they need to involve all the stakeholders on decisions pertaining change”. HOD 07 emphasized that, “SMTs are responsible for the professional growth of educators and to

monitor their work”. HOD 08 indicated that, “SMTs initiate and design programmes on change and to implement them in collaboration with all the stakeholders”. HOD 09 indicated that, “SMTs implement departmental policies on change”. HOD 10 maintained that, “SMTs are the catalysts of change and they are the first to buy into the idea of change”.

It was interesting to note that most of the HODs shared similar sentiments with regard to the roles of the SMTs as the main implementers of change in schools. For instance, HODs 01, 02, 03, 04, 09 and 10 cited, “the most important roles of the SMTs in a new education dispensation as the implementation of the departmental policies on change”. HODs 05, 06, 07 and 08 highlighted that, “the role of the SMTs is to develop all the stakeholders professionally and encourage them to work in teams”.

The comments made by the HODs make the researcher to conclude that the most functions of the SMTs in public schools is to implement departmental policies on change, to develop all the stakeholders professionally and to encourage them to work in groups.

4.3.3.6 Summary

This section is used to present the summary of the findings of the data obtained from the HODs of the five secondary schools. It was established during the study that even though most HODs have a sound knowledge of the ‘stakeholders’, some of them raised feelings of dissatisfaction with poor involvement of all the stakeholders in managing change in their schools. This made the researcher to conclude that some principals feel comfortable in making decisions on change without an input from other stakeholders.

The study also revealed that HODs understand the concept ‘change’ and the change processes which are currently taking place in schools. They also seemed to be aware of the factors that may give rise to resistance to change. Based on the comments made by

them in this regard, it was noted that there are three sources of resistance in schools and they include: individual, group and organizational resistance.

Individual resistance includes factors such as negative attitude towards proposed change by the individual, stress and anxiety. Group resistance is evident when certain individuals or group are not involved in decision-making processes concerning any proposed change. Organizational resistance occurs when all those in power fail to capacitate stakeholders on change. This includes poor capacity building of the stakeholders on change.

The comments made by the HODs on the factors that hamper effective management of change in schools, revealed two main areas of concern. The first area includes: management issues such as poor planning by incompetent individuals in strategic positions, communication breakdown among the staff, lack of proper consultation et cetera. The second area includes aspects such as lack of teaching and learning resources, poor infrastructure and lack of financial resource.

Finally, the comments made by the HODs with regard to the roles of the SMTs as change agents, revealed that there are the three main roles of the SMTs in a new education dispensation. They include: implementation of the departmental policies on change, professional development of all the stakeholders on change and to encourage the stakeholders to work in teams.

4.3.4 Interviews with educators

In this section, the researcher conducted an interview with the educators from five schools selected for the study. The analysis of relevant school documents such as minutes of meetings as well as observations were also used to gather data on schools. The researcher was interested in knowing the extent of the knowledge of the educators with regard to stakeholder involvement in managing change in selected KwaMashu secondary schools, in the province of kwaZulu- Natal. The educators were asked the

same questions. In the interview analysis, their responses to the questions were analyzed. In analyzing the data, the participants were named according to their respective schools. For instance, educators from School A were named EDUCs 01 and 02, educators from School B were named EDUCs 03 and 04 et cetera.

The data covered the following areas of study: General understanding of the stakeholders and their involvement in managing change in schools, meaning of change and the change processes taking place in schools, factors that give rise to resistance to change, the barriers towards effective management of change in schools as well as the role of the SMTs as change agents to empower all the stakeholders towards effective management of change in schools.

4.3.4.1 Data with regard to the general understanding of the stakeholders

This section required the participants to present their understanding of the word, “stakeholders” and how they get involved in managing change in schools. The participants were asked to define a ‘stakeholder’. They defined the concept as follows: EDUC 01 indicated that, “stakeholders are the individuals who are involved in a particular organization like school”. It was stated by EDUC 02 that, “a stakeholder is a person who participate willingly in a particular organization”.

EDUC 03 indicated that, “a stakeholder is the body that is responsible for the smooth running of the school such as educators, SMTs, parents et cetera”. EDUC 04 maintained that, “stakeholders are the participants of the organization”. EDUC 05 indicated that, “a stakeholder is the person with an interest in an institution”. It was highlighted by EDUC 06 that, “a stakeholder is someone with a vested interest in an organization such as educators, SMTs, SGBs et cetera”. EDUC 07 stated that, “stakeholders are all the parties involved in the education of the children”.

It was highlighted by EDUC 08 that, “stakeholders are all parties involved in an organization and they are working together towards the achievement of certain

objectives”. EDUC 09 maintained that, “a stakeholder is someone that helps in the development and management of the school”. EDUC 10 indicated that, “a stakeholder is the one who has an interest in the development of a school”.

It was interesting to note that all educators are of the same opinion with regard to the meaning of the word ‘stakeholder’. For instance, they view stakeholders as all the participants in an organization. They further maintain that, the participants include individuals such as SMTs, educators, parents, learners, community members et cetera.

In addition, participants were asked to share their views as to how the stakeholders get involved in making decisions on change. In this regard, EDUC 01 maintained that, “stakeholders get involved by means of staff meetings where they are given an opportunity to air their views”. EDUC02 stated that, “stakeholders raise their opinions in the forums like staff and SMT meetings”. It was highlighted by EDUC 03 that, “stakeholders get involved through participative structures such as SMTs, educators, parents et cetera”. EDUC 04 indicated that, “stakeholders get involved through participative structures like SGBs, SMTs, RCLs and teachers”.

It was also stated by EDUC 05 that, “stakeholders get involved through participative structures”. EDUC 06 maintained that, “stakeholders get involved through team work among the staff”. EDUC 07 stated that, “stakeholders get involved by participating in the staff, SMTs, departmental and committee meetings”. EDUC 08 shared similar sentiments with EDUC by stated that, “stakeholders get involved by participating in the stakeholders’ meetings”. EDUC 09 indicated that, “stakeholders participate by giving their input on matters pertaining the running of the school”. EDUC 10 stated that, “stakeholders get involved by effecting any proposed change in schools”.

The responses given by the educators indicate that most of them are aware that stakeholders get involved in making decisions on change through participative structures such as SMTs, SGBs, RCLs, educators, community members et cetera. This is therefore in line with a call by the DoE (2000:27) that structures such as SMTs,

SGBs, RCLs and sub committees need to be set in all schools so that all the stakeholders work together towards the achievement of the school's goals. During analysis of the school documents such as circulars and minutes of meeting, it was evident that staff, SMT and departmental meetings are held to discuss certain issues that assist in the smooth running of the school.

4.3.4.2 Data with regard to change and the change processes in schools

In this section, the participants were asked to share their views with the researcher with regard to the meaning of the word, "change". It was evident from the responses given by them that all the participants have a different understanding. It was stated by EDUC 01 that, "change refers to a transformation in an organization". It was stated by EDUC 02 that, "change refers to any possible alternative that will have a possible impact rather than a negative one". EDUC 03 defined change as, "the process of moving from the old things to the new ones".

EDUC 04 also maintained that, "change is a transition or movement from the old era to the new one". EDUC 05 indicated that, "change is the move away from the old school of thought and the adoption of the latest trends". It was stated by EDUC 06 that, "change is basically an introduction of the difference". EDUC 07 maintained that, "change has to do with introducing something new". EDUC 08 also emphasized that, "change is the process of bringing something new". EDUC 09 mentioned that, "change means moving away from what is normally done to the new ways of doing things with the aim to bring about new improvements". Finally, EDUC 10 emphasized that "change has to do with introducing something different".

Based on comments made by the participants, it is interesting to note that all of them do understand the meaning of the word 'change'. For instance, EDUCs 03, 04, 05 and 07 maintained that, "change has to do with the transition from the old ways of doing things to the new one".

In addition, participants were asked to air their views with regard to their understanding of the “change process”. EDUC 01 stated that, “change process gives an idea that change is something which is taking place continuously”. EDUC 02 highlighted that, “change as a process needs to be planned for”. EDUC 03 mentioned that, “change process means putting change into practice”. EDUC 04 also mentioned that, “change process means to put change into practice”. EDUC 05 emphasized that, “change as a process does not occur overnight, but it is an on-going process which requires time”. EDUC 06 stated that, “change process is an undertaking which is carried out by all the relevant individuals in an organization”.

EDUC 07 indicated that, “change process involves various stages which requires the involvement of all the role players”. EDUC 08 indicated that, “change process starts with knowing the process involved in making some alterations”. EDUC 09 maintained that, “change process requires dedication and commitment of all the role players to make some improvements in an organization”. EDUC 10 emphasized that, “change process involves a series of actions or tasks performed in order to make a difference in an organization”.

The comments made by the participants on change process indicate that all of them are of the same opinion by highlighting that change is an on-going process which needs to be reviewed from time to time to accommodate new changes. This gives an idea that there is no end point to any organizational change processes (Armstrong 1995:273).

Furthermore, the participants were asked to mention any phases involved in managing change in schools. EDUC 01 stated that, “I do not have any idea about the phases involved in managing change”. EDUC 02 maintained that, “the phases involved include discussions and delegation”. EDUC 03 mentioned monitoring and evaluation. EDUC 04 highlighted, “investigation, diagnosis and analysis”. EDUC 05 indicated that, “planning, implementation and evaluation are the phases involved”.

EDUC 06 stated that, “discussions and planning are the phases involved”. EDUC 07 maintained that, “I do not have an idea of the phases involved”. EDUC 08 also stated that, “I do not have any idea of the phases involved”. EDUC 09 mentioned brainstorming, analysis and implementation. EDUC 10 highlighted that, “the phases involved in managing change include: planning, implementation and monitoring”

The comments made by the participants on stages involved in managing change indicate that they seemed not to have an understanding of the phases involved in managing change. For instance, EDUCs 01, 07 and 08 indicated clearly that, “they do not have idea of the phases involved in managing change”. Some of the participants, especially from school E, that is, EDUCs 09 and 10 seemed to have an understanding of the phases involved in managing change. This will therefore makes it difficult for the educators to implement change when they do not have an idea of the phases involved.

4.3.4.3 Data with regard to factors that give rise to resistance to change

In this section, the researcher was interested in finding out about factors that influence people to resist change in schools. In this regard, the participants responded as follows: EDUC 01 indicated that, “some individuals fear change as they are reluctant to move away from their comfort zones”. It was stated by EDUC 02 that, “some individuals are afraid of criticisms from their colleagues”. EDUC 03 highlighted that, “some of the individuals are not well informed of their responsibilities in managing change”. EDUC 04 maintained that, “a lack of interest to be part and parcel of any proposed change”.

It was stated by EDUC 05 that, “certain individuals take change personally as if it is directed to them”. EDUC 06 shared similar sentiments with EDUC 03 when stated that, “people resist change because they do not know what is expected from them”. EDUC 08 indicated that, “a lack of commitment by certain individuals to participate in decision-making processes on change”. EDUC 09 indicated that, “certain individuals resist change because they are not involved in all the school projects”. EDUC 10

maintained that, “some individuals are afraid of the new challenges as they come with many responsibilities”.

The comments made by the participants on the factors that give rise to resistance to change, is a clear indication that there are many reasons that cause people to resist change. They include factors such as poor stakeholder involvement in making decisions on change and poor capacity building by the SMTs. With regard to poor stakeholder involvement, EDUCs 07, 08 and 09 were cited saying “certain individuals resist change because they feel that they are not properly involved in decision-making processes on change”. Poor capacity building is evident from the comments made by EDUCs 03 and 06. For instance, they were cited saying “certain individuals are not well informed of their responsibilities on change management”.

This therefore made the researcher to conclude that SMTs as the main implementers of change are not doing enough to involve all the relevant individuals in making decisions on change.

4.3.4.4 Data with regard to barriers towards effective management of change

In this section, the researcher wanted to get perceptions of the participants with regard to the barriers towards effective management of change. The participants highlighted their views as follows: EDUC 01 stated that, “people resist change because they fear of the unknown”. EDUC 02 highlighted, “a lack of coordination among the SMTs and the staff”.

It was stated by EDUC 03 that, “some individuals are not committed to their work”. EDUC 04 indicated that, “communication breakdown among the stakeholders is one of the barriers towards effective management of change”. EDUC 05 maintained that, “other stakeholders fear change as they believe it brings many challenges”. EDUC 06 highlighted that, “poor leadership and management by the SMTs is the serious barrier in managing change effectively”. EDUC 07 stated that, “poor communication at

different levels is also a problem”. EDUC 08 indicated that, “poor stakeholder involvement by the SMTSs is also a challenge”.

EDUC 09 stated that, “a lack of commitment and participation by certain individuals”. EDUC 10 indicated that, “a lack of team work is another barrier in managing change effectively in schools. Based on the responses given by the participants on the barriers towards effective management of change, poor leadership and management by the SMTs and communication breakdown, lack of team work and poor stakeholder involvement were cited by EDUCs 06, 07, and 08 as the most serious factors that hamper the management of change in schools. Poor capacity building of the stakeholders was also cited by EDUCs 01 and 05 when they emphasize that, “they fear change as comes with many challenges”.

4.3.4.5 Data with regard to the roles of the SMTs as change agents in schools

In this section, the researcher was interested in knowing the roles of the SMTs as the main implementers of change in schools and how do they involve all the relevant stakeholders in managing change. In this regard, the participants responded as follows: EDUC 01 maintained that, “SMTs are responsible to implement departmental policies on change”. EDUC 02 highlighted that, “SMTs facilitate change and are the main implementers of change”.

It was stated by EDUC 03 that, “SMTs monitor turn around strategies on change and monitor the smooth running of the school”. EDUC 04 indicated that, “SMTs implement change and see to it that all the relevant individuals are actively involved”. EDUC 05 indicated that, “SMTs promote and assist in the management of change in schools”. It was also stated by EDUC 06 that, “SMTs has a leading role to play in managing change in schools”.

EDUC 07 emphasized that, “SMTs need to form teams and to capacitate and to involve all the stakeholders in managing change”. EDUC 08 indicated that SMTSs should

discuss, plan and implement change with all the stakeholders”. EDUC 09 stated that, “SMTs are responsible for the capacity building of all the stakeholders on change issues”. EDUC 10 also maintained that, “SMTs need to do proper planning and communicate effectively with all the school stakeholders”.

It was interesting to note that the participants are aware of the roles of the SMTs as the main implementers of change in the new education dispensation. Based on the comments made by the educators, it becomes clear that SMTs have a role to play in the implementation of the departmental policies on change, active involvement of all the relevant individuals in decision-making processes on change and for capacity building of all the stakeholders.

4.3.4.6 Summary

This section is used to present summary of the findings of the data obtained from the educators of the five secondary schools. It was established during the study that even though educators have a clear understanding of stakeholders and their involvement in managing change, most of them raised feelings of dissatisfaction with regard to poor stakeholder involvement in making decision on change in their schools.

It was also established that the educators seem to understand ‘change’ and change processes taking place in a new education dispensation. For instance, they view change process as an on-going activity which requires the involvement of all the stakeholders. It was also noted that some of the educators are not aware of the phases involved in managing change.

It was interesting to note that educators are aware of the factors that give rise to resistance to change. For instance, poor leadership and management by the SMTs and poor capacity building of the stakeholders were cited by most of the educators as the causes of resistance to change in schools. Finally, most of the educators seem to understand the roles of the SMTs in a new South African education dispensation. In this

regard, they highlighted that the main roles of the SMTs is to implement departmental policies on change and see to it that all the relevant individuals are actively involved in managing change regardless of the positions they occupy in the school organization structure. SMTs also assist in capacity building of the educators by means of innovative staff development programmes.

4.4 DISCUSSION OF RESEARCH DATA

The following is the discussion of the findings as reported in this chapter. According to the results, the views of the participants from schools A, B, C, D and E regarding their understanding of the word “stakeholders” and “change” are related.

All three types of participants regard, “stakeholders” as all the participants in an organization who work together towards the achievement of certain goals. They also highlight different types of the stakeholders such as educators, learners, parents, NGOs, community members, DoE et cetera. All the participants are aware that the stakeholders are get involved through participative structures such as SMTs, SGBs, RCLs and sub committees.

The study also revealed that all the stakeholders have a clear understanding of the word “change”. For instance, most participants regard “change” as a different way of doing things. The participants’ definition of “change” is in line with the definition by Carlopio (1998:2) which emphasizes that change has to do with the adoption of an innovation with the ultimate goal to make new alterations or improvements in an organization.

It was also noted that even though the participants have a clear understanding of the word “change”, some of them seem not to know the phases involved in managing change. For instance, HODs 03, 04 and 07 as well as EDUCs 01 and 07 stated clearly that they do not have any idea of the phases involved in managing change. This made

the researcher to conclude that the participants are implementing something they do not understand.

Furthermore, all the participants seemed to understand factors that cause certain individuals to resist change in an organization. Some of them include: individual resistance such as stress any anxiety, group resistance which occurs as certain individuals or a group is prevented in participating in the decision-making processes on change. This also includes organizational resistance which includes factors such as a lack of incentives such as promotions and financial rewards.

In addition, participants are also aware of the barriers towards effective management of change in their schools. For instance, poor management and leadership by the SMTs and poor capacity building of the stakeholders were cited by HODs 02 and 04 as well as by EDUCs 04 and 06 as the barriers that hinder effective management of change in schools. A lack of physical and financial resources, were also cited by HODs 05, 06 and 08 as well as by Principal E as the barriers towards effective management of change in schools.

Finally, it was also revealed by the study that the participants are aware of the roles of the SMTs as the main implementers of change in schools. For example, Principal C, HOD 03 and EDUC 01 emphasized that, “SMTs are responsible to implement departmental policies on change, capacity building of the stakeholders as well as the involvement of all the stakeholders in managing change in a new education dispensation.

4.5 CONCLUSION

The study is intended to determine stakeholder involvement by the SMTs in managing change in selected KwaMashu secondary schools. This was done by selecting a sample of five principals or deputy principals, ten heads of department (HODs) and ten

educators in order to find their views regarding stakeholder involvement by the SMTs towards effective management of change in schools.

The results indicated that the views of the three participants from schools A, B, C, D and E regarding their understanding of the words “stakeholders” and “change” are related. The fact that all the participants regard “stakeholders” as all the participants in an organization, gives an idea that there are participative structures such as SMTs, SGBs and RCLs that are used to effect change in schools. Change on the other hand, is viewed by most of the participants as a different way of doing things. This definition on change might lead the researcher to conclude that all the participants have a clear understanding of the changes which are taking place in a new education dispensation.

Even though the participants portrayed a sound knowledge of the stakeholders and change, it was interesting to note that some of them failed to mention phases involved in managing change. For instance, EDUCs 01, 07 and 08 were cited saying, “I’m not sure of the phases involved in managing”. This therefore made the researcher to conclude that the educators are implementing something they do not understand. These stages require the involvement of the relevant individuals on change.

The study also revealed that the participants are also aware of the factors that give rise to resistance to change. For instance, stress, anxiety, communication breakdown and poor capacity building of the stakeholders on change. It also became clear that the participants are aware of the barriers that hinder effective management of change in schools and they include: poor leadership and management as well as the lack of teaching and learning resources.

Finally, it was interesting to note that the participants seemed to have a sound knowledge of the roles of the SMTs as the main implementers of change in public schools. For instance, SMTs are responsible to implement departmental policies on change, capacity building of the stakeholders as well as their active involvement in

making decisions on change. The next chapter presents a summary of the study, limitations and recommendations.

CHAPTER 5

5. SUMMARY, FINDINGS AND RECOMMENDATIONS TO THE STUDY

5.1 INTRODUCTION

The purpose of this chapter is to present the summary, findings and recommendations of this study.

5.2 SUMMARY OF THE STUDY

The purpose of this study was to investigate stakeholder involvement by the SMTs in managing change in selected KwaMashu secondary schools. The rationale of the study was that educational policies require SMTs to work hand in hand with all the relevant stakeholders in managing change in schools. In terms of section 16(1) of SASA (Act no. 84 of 1996), the governance of every public school is vested in its governing body. With the institution of the SGBs, this Act has aimed to give effect to the principle of the democratization of schooling by affording meaningful power over the schools to the school-level stakeholders. The new paradigm in South African education system calls for the participation of all the stakeholders to have an input in the decision-making processes on change.

SMTs have many responsibilities, tasks and duties such as planning, decision-making, delegation and coordinating tasks, implementation and monitoring of the departmental policies on change. Some of the participants such as HODs 03 and 04 from School B, HOD 06 from School C and HOD 07 from School D raised feelings of dissatisfaction with poor involvement of all the stakeholders in making change in schools. This made the researcher to conclude that some of the principals feel comfortable in taking decisions on their own without any input from other relevant stakeholders.

The rationale led the researcher to the formulation of the research question: *How do the SMTs ensure active involvement of the stakeholders to effectively manage change in kwaMashu secondary schools?* In order to provide answers to the research question, it was deemed necessary to establish the theories on stakeholder involvement and change management. The following concepts were outlined in the theories of stakeholder involvement and change management:

- Meaning of stakeholders and their involvement in making decisions on change.
- Building leadership and management capacity of the stakeholders.
- Meaning of change.
- The change process.
- The types of change.
- Planned and unplanned change.
- The key stages of the change process.
- Models of change.
- The nature of change.
- Phases involved in managing change.
- How do the SMTs build commitment to change?

Firstly, the participants were conversant with the theory of the stakeholders and their involvement in managing change. Further, they were also aware that new educational policies emphasize the involvement of all the relevant stakeholders in managing change in schools. This is guaranteed by Section 16(1) of SASA which stipulates that the governance of every public school is vested in its governing body and according to section 16(3) the professional management of the school must be undertaken by the principal under the authority of the Head of Department. They also seemed to understand that failure to involve stakeholders in decision-making processes on change may breed resistance and sabotage by certain individuals.

Secondly, it was necessary for the researcher to discuss change and the change processes taking place in schools in a new education dispensation. It was also interesting to note

that most of the stakeholders were aware that change is inevitable in an organization like schools. For instance, they viewed change as a new way of doing things. The following concepts were discussed:

- Types of change.
- The key stages of the change process.
- Models of change.
- The nature of change.
- The management of change in schools.
- Phases involved in the management of change.
- Planning and implementation of change.
- Capacity building of the stakeholders by the SMTs.
- Resistance to change.
- Barriers towards effective management of change in schools.
- The role of the school principals as change agents.
- The SMTs' most important management functions on change.

Therefore, all the stakeholders need to adapt to change in order to make it easier to manage change effectively in schools. SMTs in this regard, should see to it that all the relevant individuals are actively involved in managing change in schools. This can only be achieved by forming participative structures such as SMTs, SGBs, RCLs, committees and sub committees that can be used to effect change in schools. On analysis of the relevant school documents such as circular books and minutes of different meetings such as staff and SMT meetings, the existence of such structures was observed in all the schools selected for the study.

It was also observed that most of the schools do not employ strategic change which requires an on-going planning which is carried out by all the relevant individuals. For instance, it was revealed that most of the schools do not have a SDP which is regarded as a tool to incremental change. This plan, according to the DoE (2000:6) must be designed to allow the school to organize its programmes of development, improvement and

change. Only the Principal E indicated that, “the school uses SDP to monitor change and it was compiled by all the relevant stakeholders and it is updated yearly”. This made the researcher to conclude that the schools without SDPs are not engaged in strategic planning which requires involvement of all the stakeholders.

Chapter three covered the research design of this study, which was conducted by means of qualitative instruments. This study could be described as a case study, looking at the methods of data collection which are literature review, analysis of relevant school documents and in-depth individual interviews. The data were collected from five principals or deputy principals, ten heads of department and ten educators in Mafukuzela-Gandhi Circuit which lies within the jurisdiction of Pinetown District DoE, in the province of KwaZulu-Natal.

Chapter four of the study was data analysis of the study and the data analyzed was based on the following: General understanding of the stakeholders and their involvement in managing change, change and the change processes taking place in schools, factors that give rise to resistance to change, barriers towards effective management of change in schools as well as the roles of the SMTs in managing change in a new education dispensation.

5.3 LIMITATIONS TO THE STUDY

Only five out of forty four secondary schools were selected for the study in Mafukuzela-Gandhi Circuit and not all the educators in the five schools were included in the study. The study was also conducted in one circuit and in one district and possible different results would be obtained if more circuits, districts and schools have been involved.

Because of the size of the sample, results of this study could not be generalized to the large population as it had been stated in the research design. Sometimes some samples are too small to represent the characteristics of the population. Large samples, according

to Van Dalen (1979:130), achieve acceptable degree of reliability and the safest procedure is to use large samples as possible for the study to yield good results.

5.4 FINDINGS FROM THE STUDY

5.4.1 Introduction

In Chapter one, the research question was formulated as follows: “*How do the SMTs ensure active involvement of the stakeholders to effectively manage change in KwaMashu secondary schools?*” The main aim of the study was to identify the SMTs’ major roles in encouraging active involvement of all the relevant stakeholders in bringing about effective management of change in schools. The findings of the qualitative study can be therefore summarized as follows:

5.4.2 Findings with regard to document analysis

The analysis of some of the school documents by the researcher revealed that most of the schools selected for the study keep relevant school documents such as circulars and minutes book. For instance, they use circular books to make some important announcements and minute books to record proceedings of the meeting. It was also revealed by the study that some of the schools, especially Schools A, B and C do not hold meetings regularly. For instance, School A has a tendency to conduct two staff meetings twice a year.

The study also revealed that most of the meetings are not directly related to development either than to communicate information from the DoE and to make special announcements. Some of the schools, especially Schools B, C, and D do not have a school development and improvement plans which is regarded as a tool for incremental change. Even though School A has a SDP, it was revealed that it was developed four years ago and it was never updated to accommodate changes. Only School E keeps updated SDP and SIP and it was clear from the minutes of meetings that all the school-

level stakeholders such as SMT, teaching staff, parents and learners had an input in developing them.

5.4.3 Findings with regard to the general understanding of the stakeholders

All the participants appeared to have a similar understanding of the word, “stakeholders”. For instance, all of them view stakeholders as all the participants who have a vested interest in an organization, for instance, learners, educators, parents, community members, DoE, NGOs et cetera. All the participants also seemed to know that all the stakeholders need to work in teams as this is guaranteed by the new education policies such as SASA. These policies clearly stipulate that all the school stakeholders should work hand in hand to manage change in schools.

5.4.4 Findings with regard to the meaning of change and change processes

Even though the participants seemed to understand the change process, some of them were unable to mention all the phases involved in managing change. Only few participants managed to mention few stages such as planning, implementation and evaluation. Some of them such as EDUCs 01, 07 and 08 stated clearly that, “they do not have any idea of the phases involved in managing change”. This made the researcher to conclude that, educators as the implementers of change in schools are implementing something they do not fully understand. Theron (1996:149) views change management as having five phases, namely: Diagnosis, planning, implementation, stabilization and evaluation and active involvement of all the stakeholders in each phase is a prerequisite.

5.4.5 Findings with regard to factors that give rise to resistance to change

The findings also revealed that, within any change initiative in schools, it can be anticipated that there will be resistance to it at some stage. For instance, the participants shared similar sentiments with regard to the factors that give rise to resistance to change. It also emerged from the study that resistance in schools occurs at different levels, that is,

individual resistance which includes factors such as stress and anxiety, group resistance which is evident when certain individuals or groups are prevented in participating in the decision-making processes on any proposed change as well as the organizational resistance. With regard to organizational resistance, people resist change because of the lack of incentives such as promotions and financial rewards.

5.4.6 Findings with regard to the barriers towards effective management of change

The participants also shared similar sentiments with the barriers towards effective management of change in schools. In this regard, “poor leadership and management by the SMTs as well as poor capacity building of the stakeholders” were cited by EDUCs 04 and 06 as well as by HODs 02 and 04 as the barriers towards effective management of change in schools. For instance, it was highlighted that some of the principals feel comfortable in taking decisions on their own without any input from other relevant stakeholders. The reason is that they traditionally believe that they have the authority and power to act decisively.

The study also revealed that the shortage of teaching and learning resources present educators with difficulties to manage change effectively in schools. For instance, Schools A, B and C do not even have the libraries and laboratories.

5.4.7 Findings with regard to the roles of the SMTs as change agents

Finally, it was revealed by the study that, most of the participants shared similar sentiments with regard to the roles of the SMTs as the main implementers of change in public schools. For instance, Principals C and D indicated that, “the role of the SMTs is to implement and monitor policies on change in schools.

According to the DoE (2000:25), SMTs have many roles to play as the main implementers of change in public schools. These roles include: building teams, setting up participatory structures, planning and managing school finances et cetera. It was also

highlighted by the Principal E that the SMTs must ensure active involvement of all the relevant stakeholders in managing change in schools.

5.4.8 Conclusion

The findings from this study revealed that most of the participants were of the similar opinion with regard to the meaning of the 'stakeholders' and how they are actively involved in making decisions on any change initiative in schools. For instance, they viewed 'stakeholders' as all the participants in an organization such as educators, SMTs, parents, learners et cetera.

The participants were also conversant with the concept 'change' and the change processes taking place in schools in a new education dispensation. They viewed change as a process of doing things differently and they maintain that change is constant in the post-modern society. The findings also revealed that within any change initiative in schools and it can be anticipated that there will be resistance to it at some stage.

Furthermore, it emerged from the study that the participants seemed to be conversant with the barriers that hinder effective management of change in schools. The barriers include poor leadership and management by the SMTs as well as the lack of teaching and learning resources in schools.

5.5 RECOMMENDATIONS FROM THE STUDY

5.5.1 Introduction

In order to involve all the relevant stakeholders in managing change in secondary school level in the province of KwaZulu-Natal, the following recommendations derived from the study were made:

5.2.2 Recommendations with regard to document analysis

It was revealed by the study that almost all the schools selected for the study keep some of the school documents such as circulars and minute books which are used to make certain announcements and to record the proceedings of meetings. It also emerged from the analysis of these documents that most of the schools such as School A do not regularly conduct meetings and the meetings are not directly related to personal or professional development. In this regard, more SMT, staff and parents meetings should be organized from time to time to discuss issues that affect the school. For instance, SMT should have two meetings a month and two staff meetings a quarter.

All the schools also need to have plans in place such as SDP and SIP to allow the school to organize its programmes of development, improvement and change (DoE 2000:6). This can be achieved through regular consultation, communication and cooperation among all the school stakeholders.

5.2.3 Recommendations with regard to the understanding of the stakeholders

The study revealed that even though most of the participants participated in this study are conversant with the meaning of the “stakeholders” in a new education dispensation, some of them expressed feelings of dissatisfaction with their poor involvement in the decision-making processes in schools. For instance, HODs 03 and 04 indicated that, “there are limited structures such as SMTs who make decisions on change in schools.

HOD 07 also indicated that some of the stakeholders are not actively involved in making decisions on change in schools. Consequently, some of the individuals do not feel to be part and parcel of any proposed change. Therefore, SMTs as the main implementers of change should see to it that all the school stakeholders are encouraged to work in teams and to participate in the decision-making processes.

5.5.4 Recommendations with regard to the understanding of the change process

The study also revealed that change is constant in the post-modern society. The participants were aware that there are so many changes which have been taking place since the 1994 first South African democratic elections. These changes include: the creation of one department of education, introduction of Curriculum 2005 et cetera. Even though most of the participants were conversant with change and the change processes taking place at school, some of them failed to mention stages involved in managing change. For instance, EDUCs 01 and 07 clearly indicated that, “they do not have any idea about the stages involved in managing change”.

Therefore, all the stakeholders need to be equipped with the necessary skills to effectively manage change in schools, starting from the first phase which is referred to as diagnosis up to the last one, that is, implementation. It is also important to involve all the relevant individuals who are affected by change in each phase and encourage them to air their views. Failure to involve relevant individuals who are affected by change in each phase breeds resistance and sabotage.

5.5.5 Recommendations with regard to the factors that give rise to resistance

It was revealed that within any proposed change in an organization, it can be anticipated that there will be resistance to it at some stage. For instance, some of the individuals or groups are reluctant to be part of an initiative as they feel that they are not actively involved to the change process from the onset up to the last phase. In this regard, SMTs should always ensure active involvement of all the school stakeholders in making decisions on change. This is in line with a call made by the DoE (2000:6) that SMTs should work in collaboration with all the school stakeholders in bringing about effective management of change in schools in a new education dispensation.

5.5.6 Recommendations with regard to the barriers towards management of change

The study also revealed that there are the barriers that hinder effective management of change in schools selected for the study. They include: poor leadership and management by the people in strategic positions as well as the shortage of financial and physical resources.

With regard to poor leadership and management by the SMTs, HOD 03 and EDUC 03 indicated that, poor management and leadership skills of the SMTs present schools with difficulties to manage change effectively. For instance, SMTs centralize most of the leadership and management roles to themselves without any input from other relevant stakeholders. Therefore, SMTs need to bear in their minds that new education policies bring new challenges to principals and staff members the notion of democratic or team management.

It was also highlighted by Principal A and HOD 06 that, a lack of financial and physical resources also present schools in managing change effectively in schools. In this regard, principals and their SGBs should be developed on financial management and should give financial reports to all the school stakeholders with a view to promote transparency. The DoE and other external stakeholders such as NGOs should provide more teaching and learning resources.

5.5.7 Recommendations with regard to the roles of the SMTs as change agents

Finally, it was clear from the study that most of the participants shared similar sentiments with regard to the roles of the SMTs in secondary schools. For instance, SMTs are responsible to implement departmental policies on change, capacity building of all the stakeholders and their active involvement in managing change in a responsible way in schools. Therefore, SMTs as the main implementers of change in public schools in a new education dispensation have many roles to play. They include: SMTs managing

relationships, managing information, building teams, planning and managing school finances, setting up participatory structure, staff appraisal et cetera.

5.5.8 Conclusions

Even though most of the participants shared similar sentiments with regard to the meaning of the 'stakeholders' and their involvement in managing change, some of them expressed feelings of dissatisfaction with their poor involvement in managing change in schools.

The participants also seemed to be conversant with the term 'change' and they view it as a new way of doing things. They were also aware that change is inevitable in the organizations like schools as there are so many changes which have taken place in the South African education system since 1994. Furthermore, the participants were aware that within any proposed change, there are factors that give rise to resistance to it as well as the barriers that hinder effective management of change in schools. Lastly, it emerged from the study that the participants shared similar sentiments with regard to the roles of the SMTs in a new education dispensation.

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The study has achieved its aim, that is, to investigate the role of the SMTs in involving all the stakeholders in managing change in secondary schools. It has therefore opened up the following avenues for further research:

- The study was confined to one circuit, that is, Mafukuzela-Gandhi circuit which falls under one district and not all schools were involved in the study. Therefore, a similar study needs to be conducted in other circuits and districts in order to assess whether the study could yield similar findings regarding stakeholder involvement by the SMTs in managing change in secondary schools.

- This study focused on the investigation of the role of the SMTs in involving all the stakeholders in managing change in secondary schools, therefore a suggestion would be made that of future study which would investigate the role of the SMTs in the capacity building of all the stakeholders towards effective management of change to the rest of the schools in the whole Pinetown District department of education.
- A suggestion would also be made that of future study which would investigate the effectiveness of the SGBs towards effective management of change in public schools.

5.7 CONCLUSION

Due to the changing demands and circumstances in the South African education system, it becomes imperative for the educational leaders such as SMTs to ensure active participation of all the stakeholders in managing change in schools.

Stakeholder involvement is regarded as a powerful tool that ensures that the key players are engaged and contributing to the success of an initiative or project (DoE 2000:7). New education policies such as SASA also call on SMTs to use their authority and power to develop the ability of others to manage change effectively in schools. To fulfill this call, SMTs need to have a sound knowledge of the stakeholders and how they get involved in managing change in schools. They also need to bear in their minds that within any change initiative, it can be anticipated that there will be resistance to it at some stage which needs to be explored and managed in a constructive way.

Furthermore, there are the barriers that seem to hinder effective management of change in schools such as poor leadership and management by the SMTs, poor capacity building of the stakeholders on change management as well as the lack of teaching and learning resources in schools. In this regard, the DoE should build the capacity building of the SMTs and all the stakeholders involved in an organization by means of effective

development programmes on change. The DoE also needs to ensure the provision of sufficient teaching and learning resources and to improve infrastructure in schools.

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LIST OF APPENDICES

1. Appendix A: Interview schedule for the principals
2. Appendix B: Interview schedule for the HODs
3. Appendix C: Interview schedule for the educators
4. Appendix D: A letter to the Pinetown District office
5. Appendix E: A letter to the Circuit Manager
6. Appendix F: A letter to the Ward Manager
7. Appendix G: A sample of letter to the school principals
8. Appendix H: A sample of consent letter
9. Appendix I: A sample of letter from the school principals
10. Appendix J: A letter granting permission from Pinetown District office

Appendix E

213 Copperfield Crescent
Newlands West
4037
22 January 2010

ATT. THE CIRCUIT MANAGER (Ms S.T.Nkosi)
KwaMashu Circuit office
KwaMashu
4360

Dear Madam

REQUEST TO CONDUCT RESEARCH AT SECONDARY SCHOOLS UNDER WARD 136, MAFUKUZELA-GANDHI CIRCUIT, IN KWAMASHU.

I hereby wish to request for permission to conduct a research at secondary schools which fall under your jurisdiction.

The title of the research project is: *Stakeholder involvement in managing change: A case study in selected KwaMashu schools*. This project is the partial fulfillment of the requirements of the degree, MED (Educational Management), under the mentorship of Prof. R.J. Botha, University of South Africa.

The names of the schools where research will be conducted are as follows: Umtapo Secondary School, J.E. Ndlovu Secondary School, Zeph Dlomo Secondary School, Inhlakanipho Secondary School and Dr. J. L. Dube Secondary School.

Participants who will be involved in the research are: principals or deputies, heads of department and educators. The period during which the research will be conducted is February to April 2010.

I've also attached a letter from the C.E.S.(Pinetown District Planning), which grants me a permission to pursue this project. I'll be therefore very much pleased to receive a positive response from you.

Thanking you in advance.

Yours in Education

H.T. Mchunu (Mr.)

Cell no. : 073 134 1255

E-mail: htmchunu@polka.co.za

APPENDIX F

213 Copperfield Crescent
Newlands West
4037
25 January 2010

THE WARD MANAGER
Mafukuzela-Gandhi Circuit Office
KWAMASHU
4360
Dear Sir/Madam

**REQUEST TO CONDUCT RESEARCH AT SECONDARY SCHOOLS WHICH
FALL UNDER WARD 136, IN MAFUKUZELA-GANDHI CIRCUIT.**

I hereby wish to request for permission to conduct a research at selected secondary schools which fall under your jurisdiction. The title of the research project is: **STAKEHOLDER INVOLVEMENT IN MANAGING CHANGE: A CASE STUDY IN SELECTED KWAMASHU SCHOOLS.**

The names of the schools where the research will be conducted are as follows: Umtapo Secondary School, J.E.Ndlovu Secondary School, Zeph Dlomo Secondary School, Inhlakanipho Secondary School and Dr. J.L.Dube Secondary School.

I've also received a go ahead from the Chief Education Specialist, Dr. P.P.Nyembe-Kganye from Pinetown District Office to pursue this project in selected schools.

Thanking you in advance.
H.T.Mchunu (Mr.) Cell no. : 073 134 1255

APPENDIX G

213 Copperfield Crescent
Newlands West
4037
22 January 2010

THE PRINCIPAL
Dr. J.L.Dube High School
P/Bag Xo2o
KwaMashu
4360

Dear Sir

A REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I'm currently conducting a research project aimed at examination of "***STAKEHOLDER INVOLVEMENT BY THE SMTs IN MANAGING CHANGE IN SELECTED KWAMASHU SECONDARY SCHOOLS***".

Since your school has selected to be part of this study, permission is therefore requested to conduct research in your school. In your school five participants were selected to participate in this research, that is, principal or deputy principal, two heads of department and two educators. A total of five (5) participants will be interviewed in each school.

This research is partial fulfillment of M.Ed. (Management) degree carried out at the University of South Africa under the supervision of Prof. R.J. Botha. Interviews will be conducted during break times and free periods so as to avoid disruption of effective teaching and learning and they will last about 30-45 minutes.

Permission is also requested by the researcher to tape record all the interviews. Consent letter (Appendix H) is attached to this letter.

Your cooperation and positive response in this regard will be highly appreciated.

Yours Faithfully
Hamilton Themba Mchunu (Mr.)

Cell: 073 134 1255

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APPENDIX H

A CONSENT LETTER

Dear Participant

RE: PERMISSION TO AUDIO TAPE INTERVIEWS

As a selected participant to participate in the study, “**STAKEHOLDER INVOLVEMENT BY THE SMTs IN MANAGING CHANGE IN SELECTED KWAMASHU SECONDARY SCHOOLS**”, permission is hereby requested to tape interviews with a tape recorder.

I therefore assure you that the conditions of anonymity should apply and the results obtained should be in harmony with the informant’s right to welfare, dignity and privacy.

Thanks for your understanding.

Yours Faithfully
H.T. Mchunu (Mr.)

Cell: 073 134 1255

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Appendix I

17 February 2010

Dear Mr. Mchunu

PERMISSION TO CONDUCT RESEARCH AT OUR SCHOOL

This letter serves to confirm that you have been afforded permission to conduct your research in our school on ‘STAKEHOLDER INVOLVEMENT BY THE SMTs IN MANAGING CHANGE’.

Please note that your research must not interfere with schooling and we wish you well in your studies.

Yours Faithfully
Mr. S.C. Magwaza (Principal)

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Signature

