

**MANAGING CHANGE IN SCHOOLS OF THE KAVANGO
REGION IN NAMIBIA**

by

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SUMMARY

In the first chapter the author outlined the context of the study, the overview, terminology and the research aims, as well as research questions. The purpose of the study was to explore the management of change in schools of the Kavango region in Namibia. It aimed to determine the guidelines, factors that influence change, the role of the principals in managing change and strategies used to train school managers to cope with new demands and changes.

The literature reviews, in Chapter 2, address the theories of change management. They further outline the role and successes of school principals in managing change. The literature revealed a lack of information-sharing and skill amongst staff members in general, and principals in particular. The description of the methodology in Chapter 3 addresses how the research questions were approached using purposeful sampling and semi-structured interviews as part of an interpretive approach. A thematic analysis of the data was undertaken from which important recurring concepts were derived. This process continued during data collection.

The findings from the data analysis in terms of twelve themes (cf. 4.4) which were composed by grouping together related concepts are presented and described in Chapter 4. Findings showed that participating principals lack skills in managing change, but it appears that there is potential for improvement if they are trained to understand the management of change and leadership theories. A summary of the main findings of the study is found in Chapter 5, together with conclusions and recommendations. Limitations of the study and implications for future research are also addressed.

An analysis of the study indicated that there is lack of support, monitoring and co-ordination of the management of change programmes at the regional level. Reference was made to leadership and management programmes such as the Education and Training Sector for Implementation Programme [ETSIP] initiated by the Ministry of Education [MoE] to assist principals. The findings suggest that programmes petered out because follow-up was limited.

DECLARATION

I Augustinus Muyeghu (Student number: 3523-725-2) declare that this dissertation on “Managing change in schools of the Kavango region in Namibia” is my own work written in my own words. Where I have drawn on the words or ideas of others, these have been acknowledged using the reference practices according to the University of South Africa Education Department Guide to Referencing.

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(Signature)

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(Date)

ACRONYMS

B.ED: Bachelor of Education

B.Tech: Bachelor of Technology

ETSIP: Education and Training Sector Improvement Programme

MBWA: Management by walking around

MoE: Ministry of Education

PAAI: Plan of Action for Academic Improvement

PGDE: Postgraduate Diploma in Education

PQA: Programme and Quality Assurance

SDP: School Development Plan

SWOT: Strengths, Weaknesses, Opportunities and Threats.

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CHAPTER ONE

OVERVIEW AND RATIONALE

1.1 INTRODUCTION

The focus of this investigation is to explore the concept of change management in schools of the Kavango region in Namibia. Namibia is currently undergoing a dramatic reform of its overall national development plan. This plan aims for the realisation of the Vision 2030; which is for Namibia to be part of a knowledge-based society. In order to realise the Vision 2030, every sector of society is expected make its respective contribution. To achieve this vision, the Education and Training Sector Improvement Programme [ETSIP] was developed to spearhead the effort toward realising the vision. The ETSIP initiative mandates school principals to implement and/or manage the reform towards attaining its objectives. Both Vision 2030 and ETSIP require drastic changes in the education sector which necessitates a heightened awareness of what changes need to be implemented and how to go about implementing such changes. It is with this in mind, that this research was conducted to explore issues encountered during a change process and how such issues affect the teaching and learning environment.

In this chapter there is a brief overview of the research study and the context and rationale are highlighted. There is further discussion about the research goal, questions and orientation, as well as the research methods. This is followed by the structure of the dissertation as outlined below (cf. 1.6). The definitions of terms, the acronyms and limitations of the study are also presented in this chapter. The synopsis of the chapters contains the problem statement which is divided into facets reflecting the various aspects to be dealt with in each of the chapters.

According to Hermann and Hermann (1994:2), “an educational leader must lead the change and not merely be subject to it” thus confirming the common argument that effective change process needs to be managed properly. In this context, principals, as

agents for change, are expected to initiate, facilitate and implement transformation. Many researchers including (Danielson 2008:16; Hallinger 2003:43; Kitavi 2006:97) state that the most effective way to change any organisation involves putting the focus on people. In fact, it is argued that organisations do not change just the individuals within, but also change the institution as a whole (Burnes 2000:22). In other words, without a good understanding of what goes on in the school environment, principals or school administrators would not be able to identify what works well, what is ineffective and how to move from the current state to the desired state. All these require engagement of the management process, which if overlooked when implementing change, might inadvertently lead to the demise of the change process (Pfau 2002:12).

A brief overview of Namibia's efforts to manage change within the education sector and problems that are being encountered during the change process is provided in the next few sections. For example, it has been noted that principals in the Kavango Education Region manage their schools by imitating management styles of their predecessors and role models (Kantema 2001:45). In many schools, changes are made haphazardly and are usually not welcomed by the majority of the staff. The principal is the central figure around which much of the school's activities revolve and this determines to a great extent the school's successes and failures when change is implemented.

To be effective as leaders in such an environment, school principals must realise what is expected of them and step up to that role. The shared values of the staff should be promoted and protected by respected principals. The findings of a study by Kandumbu (2005) revealed that in the Kavango region, poor management and lack of strategic vision are factors that contribute to failure to change (Kandumbu 2005:110). Change management involves understanding the level of reform that might affect the staff members and knowing how to develop strategies and action plans proactively to manage the impact of that improvement or development.

From the discussion in the preceding section of this study the following research problem has been identified in the next section.

1.2 THE RESEARCH PROBLEM

Currently, the Kavango Education Region is divided into eleven circuits which are headed by the Inspectors of Education. Each circuit consists of between 22 and 34 schools. These schools are further sub-divided into groups of schools called clusters. Each cluster of schools is governed by the cluster centre school. The principals in the cluster report directly to the cluster centre principal. Because there are several layers of management involved, effective management of such a system requires sound strategic planning and visionary leadership. Therefore the questions posed in this research are:

- How do these layers of management go about changing the learning and teaching environment for the better?
- What are the issues encountered during the change process in that particular environment?
- How flexible are managers in adopting new ideas and strategies to ensure that objectives for change initiatives are achieved?

Existing literature (Fullan 2007:13; Hardy 2008:14) suggests that principals should at all times be flexible in order to modify/adjust goals that may not be achievable. This flexibility and sound strategic planning is lacking among most principals in this geographical area. This, among other things, prompted the researcher to investigate change management processes in schools of the Kavango Educational Region. This then led to the research aims described in the following section. The research problem was identified as: “Managing change in schools of the Kavango region of Namibia.”

1.3 AIMS OF THE RESEARCH

The main aim of this research is to investigate how change is managed in schools of the Kavango region in Namibia. This aim is complemented by the following objectives:

- to investigate theories of change management and to identify roles and guidelines for principals to play and follow to be successful change agents (cf. 2.3; 2.7; 2.10)

- to investigate the factors influencing change in Namibia and the Kavango region in particular and to determine the strategies the education department employs to lead the change process in regions and schools (cf. 2.8 - 9)
- to determine the successes and/or failures of schools principals in managing change and (cf. 2.11; 4.4.3)
- to make recommendations on how to improve existing practices in schools of the Kavango region (cf. 5.5).

An exploration of the research questions aimed at addressing the objectives of this research study is found below.

1.4 RESEARCH QUESTIONS

In Namibia, school principals are considered to be agents for managing reform and the researcher explores the extent to which school principals administer this. To achieve this aim, this study seeks to answer the following research questions:

- What is change management and what are the guidelines that principals need to follow in order to successfully manage change in their schools? (cf. 4.4.3; 4.4.8)
- Which factors influence change in Namibia, specifically the Kavango region and what strategies does the Namibian education system follow to train school managers to cope with new demands? (cf. 4.4.7; 4.4.9)
- How do school principals in the Kavango region comply with the guidelines for change management? (cf. 4.4.8)
- What possible recommendations could be made to the education system and school principals in order to improve the practices of change management in the Kavango region? (cf. 5.5)

A discussion of the research methods that will be employed throughout this research study is found in the following section.

1.5 RESEARCH METHODS

This research used a qualitative research approach to address research questions and objectives. According to McMillan and Schumacher (2001:16), qualitative research is more concerned with understanding the social phenomenon from the participants' perspectives. This occurs to some degree through the researcher's participation in the life of those persons while in a research role. The method also helps the researcher gain in-depth understanding of opinions, perceptions and the meanings that participants attach to things in their social world. This is achieved by exploring attitudes, behaviours and experiences of participants through methods such as interviews, focus groups and observations and the use of non-mathematical methods in interpreting study findings. The rationale for using qualitative methodology is to gain a subjective view of how people perceive issues in their social world by examining their opinions, behaviour and experiences instead of simply relying on numbers. Typically, a qualitative researcher uses an emergent design and revises decisions about the data collection strategies during the study.

This study employs empirical investigation as it falls within the broader framework of qualitative research. The research is conducted within an interpretive orientation. According to Cohen, Lawrence and Morrison (2000:180), the interpretive orientation, "affords the researcher an opportunity to understand and interpret the world in terms of its actors". This orientation is suitable for this study because it opens the study up for more information-rich data. In short, the research adopts a case study which aligns with the interpretive orientation. According to Yin (2003:280), a case study is "a careful study of some social unit that attempts to determine what factors led to its success or failure". It gives an opportunity for one aspect of a problem to be studied in some depth within a limited time of study.

The research is conducted in an ethical and responsible way; and research data is kept confidential (cf. 3.10). Under no circumstances does this study expose participants to any form of loss be it financial, material or emotional distress. The methods of data collection are selected (cf. 3.4) based on their ability to best address research questions and objectives. The study population is clearly defined, while sampling

methods and selection of participants are indicated (cf. 3.6). The validity is taken into account (cf. 3.8). The narrative data are interpreted and presented in chapter 4.

In the following section the structure of the dissertation is discussed.

1.6 THE STRUCTURE OF THE DISSERTATION

Each chapter is outlined as follows. In Chapter 1 the researcher highlighted the introduction, problem statement, aims of the research, acronyms, definitions of concepts, and research methods employed. The problem statement was divided into various facets that are dealt with in each of the relevant chapters. Identified limitations of this study are also discussed in Chapter 1 (cf. 1.9).

The literature on the subject under investigation is dealt with in Chapter 2. A review of selected literature and theories of change management is presented as well as an identification of guidelines that school principals should follow to be successful change agents. In this chapter, the researcher analyses and reviews the relevant literature to inform the research and which provides a foundation and framework for the study. These discussions are on the notion of change, the factors influencing it and the phases involved in managing it. The roles of the school principals in managing change are also discussed in this chapter.

The research methodology used in the study is described in Chapter 3. This contains the design and aims of the research, the data collection methods and data analysis. A description of the research orientation, case study, research site and samples involved in this research study is also found. Included in this chapter are the ethical measures used to ensure trustworthiness.

The findings of the study and the data analysis are dealt with in Chapter 4. The results cover questions, such as, which factors influence change in Namibia and specifically the Kavango region including what strategy does the Namibian education system follow to train school managers to cope with new demands? How do school principals in the Kavango region comply with the guidelines for change management? This chapter concludes with field notes in narrative format.

The conclusions, a summary of the findings, limitations, clarifications and the possible recommendations or avenues for further research are presented in Chapter 5. The conclusions are made from the analysis and interpretation of the research results. Finally, deductions from the investigations are compared and integrated with conclusions from the literature study so that informed recommendations can be made for implementation or further research.

Following the structure of the dissertation, the definitions of concepts are presented.

1.7 DEFINITIONS OF CONCEPTS

The following concepts used in the dissertation need clarification which enables the reader to understand their meanings.

- **Change management** means to plan, initiate, realise, control and stabilise the change process on both corporate and personal levels.
- **Improvement** is a systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals.
- **Change** is to reform, reorganise or restructure a system or organisation for the purpose of improving operations. It is often an emotion-laden process which brings about feelings of disquiet, tension, and uncertainty, but can also bring about unity and harmony in the work environment.
- **School leaders** refer to principals, heads of departments, subject heads, and school governing bodies. They encourage and support the development of a collaborative school culture.
- **Vision** is the knowledge and imagination that are needed in planning for the future with a clear purpose.
- **Capacity** here refers collectively to resources, staff, time and, where appropriate, money. To implement change, leaders need to first identify and provide capacity required within the said institution.
- **Manage** means to control, organise and oversee the operations of an institution.

- **ETSIP** is an initiative by the Namibian Ministry of Education developed to improve the quality of teaching and learning in Namibian Schools.

The following acronyms are presented next.

1.8 ACRONYMS

The following acronyms used in the dissertation need clarification to enable the reader to follow the ideas presented by the researcher.

B.ED: Bachelor of Education

B.Tech: Bachelor of Technology

ETSIP: Education and Training Sector Improvement Programme

MBWA: Management by walking around

MoE: Ministry of Education

PAAI: Plan of Action for Academic Improvement

PGDE: Postgraduate Diploma in Education

PQA: Programme and Quality Assurance

SDP: School Development Plan

SWOT: Strengths, Weaknesses, Opportunities and Threats.

Having presented the acronyms used in this dissertation, the limitation of the study is discussed.

1.9 LIMITATION

The study is limited to eight educational institutions in Rundu due to transport, time and financial constraints. The researcher's position as an Education Officer in the Kavango region may prove to be the greatest limitation in the sense that the researcher is a supervisor to the people being interviewed. The researcher's full-time work as an educator might make the completion date of the study later than proposed in the predetermined schedule.

Additionally there is perceived limitation in terms of school principals withholding information or being hesitant to tell the truth in an effort to conceal the real

shortcomings of themselves or their schools. It is for this reason that research participants are assured that the research result shall in no way reveal their identities and/or expose them to any form of loss or distress.

1.10 SUMMARY

The focus of the research is on investigating theories of change management and to identify roles and guidelines for principals to play and follow in order to be effective agents of change. The research also investigates the factors influencing change and outlines the strategies that the education department employ to lead the change process in regions and schools. Finally, the results of this study will determine the successes and/or failures of school principals in managing change as well as ascertaining the recommendations for possible improved practices in schools of the Kavango region. In summary, then, the researcher's interest in this study is to investigate how principals manage change in their schools.

In the next chapter, the researcher discusses theories of change management and identifies guidelines that principals should follow to be effective agents of change.

CHAPTER TWO

A THEORETICAL PERSPECTIVE ON THE MANAGEMENT OF CHANGE IN SCHOOLS

2.1 INTRODUCTION

As stated in the previous chapter, the overall goal of this research (cf. 1.3) is to explore managing change in schools of the Kavango region in Namibia. In this chapter theories of change management are investigated whilst related literature, which shaped and informed this research, is critically reviewed. Brink (2000:76) states that “a literature review is a process involving finding, reading, understanding and forming conclusions about published research theory on a particular topic”. According to Burns and Grove (as cited in Kasokonya 2007:7), relevant literature refers to those sources that are pertinent in providing the in-depth knowledge needed for studying a selected research topic.

This chapter commences by providing an overview of what change and change management is in the school environment. The next point of discussion will be the concepts of general leadership, leadership in education and leadership theories that serve as catalysts in change management. These are followed by the strategies on total quality management and strategic management skills which many school principals follow in order to fully manage change in their schools. Since this study is carried out within the Namibian education system, the literature review examines the strategies which the education systems in Namibia and other countries have employed to train school principals to cope with new demands and change. Furthermore, this chapter reviews and reveals factors which influence change, the successes and weaknesses of change management, the various phases of change and some steps in managing change. Chapter two concludes with a synopsis of the whole chapter.

2.2 DEFINING CHANGE

As stated in the introduction section of this chapter (cf. 2.1), the definition of change is given here. Galloway (2007:12) views change as a process shifting from one permanent state to another, through a sequence of steps (cf. 2.6.2), which represents the struggle between what is and what is desired. Fullan (2002:237) describes change as an emotion-laden process which can bring feelings of tension, and uncertainty into the school environment.

According to Theron (1996:136), the ultimate aim of change is always improvement. He defines improvement in education as “a systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals”. To attain these goals Senge (1990:35) observes that the involvement of the school principals, and others, in the change process is critical in bringing about improvement, as without their support, nothing will change.

Educationists have observed that in each school, change begins and ends with individuals acting in agreement or disagreement to make the school effective or ineffective. Rayner and Gunter (2005:152), therefore, state that change requires leadership which can frame a clear vision that engages the school community and further motivates and inspires them in managing change (cf. 2.4 and 2.5). However, Fullan (2007:13) and Hardy (2008:14) state that any change involves loss, anxiety, struggle and such like in achieving the proposed change/s. Subsequently, the consequences of change can distort and discourage the unity and harmony of change in the school environment (Kinsler & Gamble 2001:297). To avoid these consequences, school principals should be informed about the pros and cons of change.

The researcher concurs with Morrison (1998:13) who defines change as a dynamic and continuous process of development and growth that involves a reorganisation in response to “felt needs” of a school. It is a process of transformation, a flow from one state to another, initiated by various factors involving individuals, groups and schools leading to a realignment of values, practices and outcomes. For example, educational change promotes what schools are there for, namely, effective teaching and learning.

The views by some researchers on what change management is are discussed in the next section.

2.3 DEFINING CHANGE MANAGEMENT

Farais and Johnson (2000:28) define change management as a communication strategy which reduces an individual's anxieties and concerns, so as to generate acceptance of change. With this view in mind, it implies that for change to be managed successfully school principals should inform staff members likely to be affected by it, and try to understand their views if they oppose the desired changes. Allen (2008:2) claims that resistance to change (cf. 2.9.2) is caused by lack of planning and implementing strategy from the part of the initiator, for instance, the principal of the school.

According to Hayes (2007:30), change management is about modifying or transforming organisations in order to maintain or improve their effectiveness. As a result, change management depends more than ever on the active involvement of all staff and the public of the school (Danielson 2008:16). Successful use of change management ensures the co-ordination and co-operation of teachers with governmental agencies, such as, allowing schools to achieve their goals of improving the educational systems (Pfau 2002:12). Burnes (2000:22) claims that change management perceives transformation as a process of realigning an organisation to its changing environment. For instance, Burnes suggests that the involved staff members should be clearly informed about the aim and goal of the proposed change.

In Namibia a host of changes were introduced at independence in 1990. These changes caught some school managers off guard (Auala, Louw & Kashindi 2003:71). For instance, the issue of corporal punishment, which had been the dominant way to discipline learners, was abolished. This innovation rendered most teachers ineffective as they could not manage to discipline learners the way they used to do. As a result, learners misbehaved in their schools due to the absence of corporal punishment whilst the teachers needed training in skills to manage this change. Fullan (2007:11) claims that for teachers to manage discipline well in their schools they should acquire

leadership skills in addition to management skills in order for them to fully understand and implement the management of change. This is discussed in the subsequent section.

2.4 LEADERSHIP

In this section the focus is on what leadership is in general, and in education in particular, and what leaders can gain from theories about leadership/management. This is followed by the discussion of total quality management and strategic management (cf. 2.5.1 and 2.5.2). These theories and strategies inform the principals of their roles (cf. 2.10) in managing change in their schools. Fullan (2001:3) claims that school principals who lack these leadership theories and strategies are likely to experience some difficulty in managing change. These strategies and theories support change management in order to enable principals to manage change in their schools successfully and effectively (Fullan 2001:3).

The views by some educationists on leadership in general are discussed in the next section.

2.4.1 Leadership in general

Despite dozens of journal articles, books and theses which attempt to define the concept of leadership, there is no consensus amongst researchers of leadership on what is meant by it. For example, Owens (2004:258) defines leadership in terms of the characteristics of the individual while Fullan (2000:3) sees it as a process or outcome. Furthermore, Owens views leadership as a “group function occurring only when two or more people interact”, and not as a command, the latter being dependent on obedience and compliance (Owens 2004:259).

Fullan (2003:31) sees leadership as the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader or his/her followers. Sergiovanni (1990:23) has described leadership as “bonding” because leaders and followers have a shared set of values and commitment “that bond them together in a common cause” in order to meet a common goal. Nonguaza (2004:14) refers to this act of leadership as an activity of relations. Nonguaza further claims that if a leader is

to persuade and work closely with other people, he or she should have people skills, be intuitive and able to build insight in others, as well as, inspire trust and build consensus between people. As a result, a leader is a person who should negotiate, persuade and communicate the intended change across the entire staff. This view is supported by Fullan (2007:9) when he claims that the principals, as leaders, should actually establish teamwork in their schools to maintain a good working relationship amongst their staff and who view a hallmark of leadership as the ability to collaborate with others in the team. Through teamwork the characteristics of the teachers and other staff members in a school environment could serve as a driving force or catalyst for stimulating change management amongst them (Fullan 2007:9).

Having discussed leadership in general, the views of other researchers on leadership in education are presented next.

2.4.2 Leadership in education

In this section the researcher intends to establish whether there are any particular types of leadership advocated as being the best in educational settings and to find out reasons for this. Leadership in education refers to the facilitation of learning, the capacity to enable, empower or help those in school take charge of their lives and to identify problems and to collectively understand and change the situation causing these problems (Hallinger 2003:43; Kitavi 2006:97). This is in line with the national strategies adopted in Namibia, where the Education and Training Sector for Implementation programme [ETSIP] (cf. 2.8.2) report outlines a vision of school leadership based on the democratic principles of consultation and participation. It indicates that the principals' administrative practices should not arise from manipulation and direction, but from the facilitation of collaborative participatory decision-making. It has been recognised that leaders need a sound understanding of human nature if they are to lead effectively (Dinham 2004:340). This is particularly the case in education where so much of what happens depends on collaboration, commitment, trust and common purpose. Kapapero (2007:32) concurs with the above views and suggests that school leaders should know how to deal with people in order to create what he calls "esprit de corps" (team spirit). This effective leadership

depends on recognising and rewarding professional excellence, while eliminating ineffective practice.

Beaver (2000:87) characterises principals of effective schools as “inspiring the commitment, as raising the respect and admiration of the learners, and as enlisting the trust and support of parents”. These characteristics are in line with Burke and Collins (2001:245) who view transformational leaders (cf. 2.4.3.4) as leaders who develop positive relationships with subordinates in order to strengthen employee and organisational performance. In addition Bush (2003:150) highlights other characteristics of effective principals based on the contingency model (cf. 2.4.3.3) as it provides alternative contexts and advantages of adapting leadership styles to the particular situation, rather than adopting a “one size fits all” approach. This is similar to the strategic management model (cf. 2.5.2).

According to Fullan (2002:231), effective school leadership is a key to large-scale sustainable education reform. Within educational reform, school leaders develop a school plan which enables the wider school community to understand the desired changes through collaboration. Through collaboration the performances of all key stakeholders in the education system could be supported and sustained. Leithwood and Reihl (2003:37) view leadership as having a significant effect on instructing the teachers on the effects of a quality curriculum. This has been supported by Clappitt, DeKoch and Cushman (2000:58) who suggest conditions which facilitate leadership are also conditions created by effective leaders. The conditions include creating a safe environment for staff to feel confident in expressing ideas, encouragement and opportunities to learn about leadership in their schools.

With regard to effective leadership, Engwall (2007:102) suggests that, as effective leaders, such principals should show more patience than rudeness; which is similar to Clappitt, DeKoch and Cushman (2000:76) who state that principals should allow openness, encourage freedom of speech and keep the division of labour clear if change management is to prevail. To lead on education reform, school principals also need to develop the ability to listen actively, facilitate meetings, keep a group discussion on track, decide on a plan of action and monitor its’ progress. This is articulated by Danielson (2008:18) who also suggests that principals need expertise in

curriculum planning and designing if they are to understand a leadership role. Human capacity building is encouraged (Lewis 2008:547), specifically for managing staff, and this implies that principals may need training to achieve such expertise. They need to utilise different styles of management as these approaches can vary when dealing with different stakeholders, such as, teachers, parents and learners.

A key strength of effective leadership is generating a shared vision for the education of learners accompanied by a close working relationship with parents (Day 2007:41). To support this vision school principals need to exhibit transformational leadership (cf. 2.4.3.4) in influencing change and ensuring the acceptance of the change initiatives in terms of the proposed innovations (Harvey, Ready, Kuffel & Duke 2006:163). Without a common vision, members of the school may be guided by individual values and interpretations which result in personal agendas and limited productivity (Thornton, Shepperson & Canavero 2008:49). Trust, unity and support are promoted in schools by a shared vision, which is defined as the capacity to hold a shared picture of that which is to be created (Garret 1997:92).

Generally, when the principals have acquired the necessary leadership skills and knowledge, they can ensure that schools are run in a positive managerial way. This type of direction promotes trust, unity, co-operation, teamwork and the resolution of other work-related issues amongst the staff members.

The theories on leadership are discussed in the subsequent section.

2.4.3 Leadership theories

Leadership skills have been researched from a variety of perspectives. This section briefly reviews earlier approaches which were used to study leadership and to understand what contributes to making leaders effective. These are:

2.4.3.1 Early trait theory

This was the first generation of leadership theories. This theory considered leaders as individuals endowed with certain personality traits, which constituted their abilities to lead. The traits approach lost its allure by the late 1940s, as no conclusion could be

reached regarding the connection between a particular trait and leadership effectiveness (Wu 2008:1). The main criticism levelled against trait theory is its inability to explain how the environmental and situational factors impact on the leadership and leadership styles (Harding 2004:46).

2.4.3.2 Situation theory

This leadership theory is based on an underlying assumption that a different situation requires different types of leadership. Situational leadership theories revealed the complexity of leadership, and supported the contention that effective leaders are able to address both the task and human aspects of their organisations. However, the theory could not predict which leadership skill would be more effective in certain situations (Wu 2008:1).

2.4.3.3 Contingency theory

This approach attempts to specify the conditions or situational variables which moderate the relationship between leaders. The central idea in this approach is that effective leadership depends on a mixture of such factors as leadership style and favourability of the situation. Robbins and Decenzo (2001:351) believed that what a person said about others revealed more about the person than about the person being described. This theory reveals an individual's emotional reaction to people with whom he or she cannot work with.

2.4.3.4 Transformational leadership theory

Many recent researchers (Griffith 2003:334; Nongauza 2004:16; Wu 2008:1) describe transformational leadership theory as going beyond individual needs, focusing on a common purpose, addressing intrinsic rewards and higher psychological needs such as self-actualisation, and developing commitment with and in the followers. Griffith (2003:334) claims that this kind of leader increases productivity by increasing followers' level of commitment, instead of rewarding them materially to increase performance. This level of commitment has been positively associated with the underlying processes of transformational leadership, namely, inspiration, consideration, and stimulation.

To be effective leaders who can transform and empower others, school principals need to be people of integrity, self-disciplined, have positive attitudes and good relations with staff. They need to be extremely good at motivating their staff and work to achieve common goals.

With this in mind, one can argue that principals who acquire and master the practice of the aforesaid leadership theories can understand what contributes to making leaders effective in carrying out their duties and responsibilities. Therefore, if the principals are informed or equipped with these guiding theories, it will not only enable them to facilitate and manage their schools effectively, but will also help them to perform much better in facilitating change.

Having discussed the importance of leadership, it is important to provide an overview of the types of management that staff members consider as crucial to the establishment of certainty, trust and confidence; elements which are necessary for a school to operate effectively.

2.5 MANAGEMENT

In this section the researcher intends to establish whether there are any particular types of management that teachers advocate as being the best in educational settings and to find out reasons for this. Management in education is about establishing certainty, confidence and security for the organisation; about assuring the school as a whole is functioning effectively; about making sure that structures are in place and operating smoothly and about looking after the people in the school (Sterling & Davidoff 2000:12-13). The following relevant management issues or strategies are discussed:

2.5.1 Total quality management (TQM)

TQM is a strategy within change management. According to Horwitz (1990:55), total quality management (TQM) is a theory in education which is regarded as the management strategy responsible for the transformation of any school by recognising the contribution of a staff member. This contribution must conform to the

requirements formulated by the teachers. In addition, Srikanthan and Dalrymple (2005:70) state that TQM addresses the crucial service areas by focusing on the quality of teaching and learning. TQM applies techniques of measuring and monitoring which continuously improve the process.

As a result TQM involves the principal and his/her management team by organising their strategy and operations around their needs, and thus developing a culture of optimal staff participation in their school. The goal is to deliver the highest value for the staff members at the lowest cost. Therefore, leadership must commit to a vision that further aligns and trains its staff members in accordance with the mission statement of a school. The TQM theory enables schools to become more effective and focussed in running their day-to-day activities. It also enables the school managers to lead the process by having a clear definition of the constant purpose of the school. This includes principles of improvement and their associated values. The theory further promotes sound management practices which facilitate quality teaching and learning in any school.

In summary, TQM capitalises on a whole staff approach to change. For example, it develops optimal staff participation in schools via shared visions and training towards a common mission statement of the school. This approach enables the school managers to lead the process of change by defining the purpose of the school, its values and its principles of improvement.

Following TQM, the strategic management approach, which strives to sustain a capacity for managing change at all levels of decision-making, is discussed in the next section.

2.5.2 Strategic management

Vijoen (1997:121) claims that change management occurs within the overall context of strategic management. According to him, the aims of strategic management are to lead, drive and help people, those inside the school and outside. In other words, strategic management prepares people to project themselves into the future. For example, to face new situations or challenges in the near future, at the cost of risk and

uncertainty, when dealing with changes in schools (Ramparsad 2001:83), just to mention few.

This is a particular form of management built on two key concepts, namely strategy and management. According to Viljoen and Dann (2003:68), strategy is the management of the interface between the activities of the organisation and the changing environment in which it operates while management means being in charge of something. For example, change management subsumes the people in charge of change. For that matter, strategic management involves much uncertainty and lack of firm information to be strategised. Indeed it is a strategy that describes types of changes and ways of transformation. It further tells what to do in order to implement policies and this is at the core of any managerial process, and of the exercise of leadership. For instance, Kaplan and Norton (2001:2) believe that this strategy is the unique and sustainable way by which schools create value. This strategy is about achieving a competitive advantage through managing change and having a clear view of how to position teachers in their school.

Thus, strategic management strives to introduce and sustain a capacity for adaptation, and collective learning about change at all decision-making levels. It relies on organisational methods that have a solid and clear commitment which is an integral part of appropriate methods of leadership. These organisational methods include behavioural norms, communication, rules, procedures etc. with the aim to have a clear sense of a school's objectives and a sense of how it will achieve such objectives. Therefore, if a management of any school adopts a strategic management approach combined with leadership skills in education, they will be successful in the management of change, and beyond.

Having discussed the strategic management approach, the next section focuses on phases and steps that school principals may follow in order to manage change in their schools.

2.6 PHASES AND STEPS IN MANAGING CHANGE

Many researchers (Anderson & Anderson 2001:4; Axley 2000:19; Breen 2001:169; Dunphy, Griffiths & Benn 2003:97; Burke 2002:55) claimed that omitting any of the following phases (cf. 2.6.1) may negatively affect the realisation of desired change.

2.6.1 Phases in managing change

As discussed in the introduction section of 2.6 above many researchers (Kanter 2003:48; Kilpatrick 2001:85; Martin 2001:93) suggest that a need for change exists when any group of staff members in the educational process loses faith in current practices, activities, and the outcomes of actions. Based on this need, they outline the five phases of change that managers can use in managing change in any work environment. These are: unfreezing, planning, implementation, freezing, and evaluation. In support, a research study by van der Waldt and du Toit (2005:256) define the above-mentioned five phases as follows:

- The unfreezing phase is a healing process to eliminate problems which stand in the way of achieving the desired goal.
- The planning phase is a phase for finding creative alternatives to problems and making a choice between possible solutions.
- Implementation is a phase when new ideas are made or put into practice to achieve the desired change.
- Freezing is a phase designed to maintain the momentum of change. The positive results are established and maintained, while norms and values also come into existence.
- Evaluation is the phase in which the school principals ascertain the success of the intended change.

For instance, if poor performance of learners in a school is observed by a staff member, such a member may bring his or her concerns to the attention of the principal, other staff members or parents. To determine the possible solution to the problem the concerns are evaluated against three aspects: the forces for change, the identification of the need to change and the evaluation of possible resistance (Beer & Nohria 2000:78).

Beer and Nohria maintain that as soon as the existence of the problem has been determined, an investigation team can be established and commissioned to start with the preliminary investigation in order to find creative alternatives and possible solutions. Through this kind of action, healthy collaboration and communication which stimulates planning can be created. The aim is to promote co-operation as a driving force amongst the school and the public to achieve a common goal.

The problem and the alternatives are then channelled through the above stated phases of change. During the implementation of phases, staff members are encouraged and rewarded for their increasing positive involvement (Dawson 2003:64; Devitsiotis 2002:1088). This ensures that support for the change is maintained and regression to old ways is prevented. For example, in a confrontation meeting, those concerned must be convinced of the need for change - the unfreezing phase. After accepting that need, the staff members analyse the situation and identify alternatives. This involves absorbing and embracing changes as they occur in schools. If it is discovered that the changes will have a negative impact, the objective is redefined or discarded; and if not, the proposed change is given to the school principal for implementation.

Therefore, school principals need to understand the meaning of these phases and apply them in order to accomplish the goals successfully. More recently researchers have contended that these phases also have to be supported by the steps in managing change, which outline the processes to be followed. These steps are discussed in the subsequent section.

2.6.2 Steps in managing change

A research study by van der Waldt and du Toit (2005:254) suggest that in order to successfully manage change it is necessary to follow the steps outlined below. These views have been supported by several researchers (Allen 2008:2; Masci, Cuddapah, & Pajak 2008:57; Clampitt, DeKoch & Cushman 2000:96; Farais & Johnson 2000:374; Fieldman 2000:612; Bower 2000:44; Timmons & Holmes 2002:105; Casio 2002:34) who state that these steps may also assist school principals to move from the present to a preferred situation and allow them to mediate organisational change by serving as agents of change. These steps are: identify the forces for change; recognise the need

for change; identify obstacles; identify alternatives for development of the institution; analyse restricting factors; choose an alternative; overcome resistance and implement and monitor. The steps are discussed as follows:

2.6.2.1 Identify the forces for change

Many researchers (Barge & Oliver 2003:69; Beaver 2000:36; Fuller, Griffin & Ludema 2000:54; Geisler 2001:20) state that forces for change need to be identified as they are of vital importance for transformation to take place. They maintain that a strong influence, such as, effective communication initiated and supported by the principal, motivates staff members to go for change. A further motivator is winning the feelings of the staff in such a way that they will emulate the knowledge, skills and practices of the principals.

2.6.2.2 Recognise the need for change

Generally, recognising the need for change is an important first step in the process of planning and implementation. As change is not an event but rather a process which requires sufficient time, early recognition of the need for change is crucial for this development (Helms 2003:113; Kilpatrick 2001:88; Martin 2001:35). This step supports and values the points of view of staff members in the change process.

2.6.2.3 Identify obstacles

Other researchers (Heracleous 2000:77; Hornstein 2001:94; Jick & Peiperl 2003:60) believe that to achieve transformation obstacles must be identified and attended to as early as possible. They state that for something to change someone must first initiate that change. With this view in mind the ultimate effectiveness of incorporating a new practice depends on whether staff members are willing and ready. When staff members can identify obstacles it better equips them to overcome certain difficulties.

2.6.2.4 Identify alternatives for development of the institution

According to Kanter (2003:45), change is usually initiated by the school managers based on the reported or experienced circumstances raised in the school. Generally, the need to identify alternatives for development of a school is considered to curb the unwanted circumstances which may inhibit the success of development. To avoid the collapse of change, Kanter suggests that school managers strive for consensual

decision-making with their staff. This is one of the most effective strategies for defusing resistance to change.

2.6.2.5 Choose an alternative

The best alternative solution is chosen from the set of available solutions to minimise the risk of rejection by the staff members (Palmer & Dunford 2002:59; Palmer & Hardy 2000:79). This spares school managers any embarrassment through having chosen an ineffective method. The decision-making group is kept small to obtain an alternative solution for the problem at hand when necessary.

2.6.2.6 Analyse restricting factors

Many researchers (Jick & Peiperl 2003:85; Casio 2002:62) claim that the restricting factors need to be noted down in writing and circulated amongst the staff members. They can be used to analyse and determine the next solution. The working group's recommendations, based on the restricting factors, should be implemented as agreed.

2.6.2.7 Overcome resistance

According to Weick (2000:91), Struckman and Yammarinon (2003:51), resistance can be overcome if needs are gradually identified by the staff members. The needs assessments, like collaborations, are encouraged amongst the staff members to overcome resistance. Trust amongst the staff members is essential in the quest to avoid resistance to change.

2.6.2.8 Implement and monitor

Staudenmayer, Tyre and Perlow (2002:93) believe that the principal has to pay special attention to the way he or she intends to manage change as a process. This view has been supported by Burnes (2005:54) in stating that for a principal to achieve change he/she has to evaluate the effects of that change as well as the change strategies to be implemented. By communicating the aims of the changes to the school community and persuading them to accept the changes, ease of facilitation will increase. Additionally the whole process of implementation should be guarded and monitored.

The researcher concurs with the abovementioned opinions and views of other researchers. If these steps are strictly followed, it could ensure the success of the

desired change by way of eliminating unwanted outcomes. The importance and relevance of the phases and steps for this research study are to enable staff members to heal problems, identify and analyse alternatives, make choices between possible solutions, maintain the momentum of change and put new ideas into practice. This is how the success of desired change is determined.

Ways of following phases and steps, guidelines for managing change in schools, such as, the Education Act and other policies which govern the smooth running of educational affairs and activities were examined. In the subsequent section a discussion on the topic of guidance on managing change in schools ensues.

2.7 GUIDELINES FOR MANAGING CHANGE IN SCHOOLS

This section focuses on guidelines that school principals may follow in order to manage change in their schools. The discussion covers local and international research studies.

2.7.1 Local research studies in Namibia

In his study of principals of selected primary schools in the Kavango region of Namibia, Kantema (2001:43) suggests guidelines for managing change. These are: a set of guidelines on how principals should run and administer schools, as well as, guidelines on how to involve, communicate and motivate staff members to agree to change.

In his study the involvement of staff in managing change is vital and can assist principals in supervising people in their schools. Kantema adds that, generally speaking, principals motivate teachers and learners into action in order to obtain the targeted change.

Additionally, a research study by Kapapero (2007:97) on “management development needs” also proposes guidelines that principals can follow to manage change. He states that the involvement of staff in management programmes, evaluation of the intended change and provision of opportunities to staff members to reflect on desired

transformation are regarded as some of the ways that principals can use to manage change that offers opportunities for reflection.

Both of these research studies provoke debate as they discuss a plethora of ideas on the issue of managing change. Hence, managing change in schools has been selected as a research topic to contribute to this debate. This researcher also agrees that when staff members are involved in the change process, they will own the proposed transformation and ultimately be aware of and integrate the outcomes. So, active involvement by staff creates a positive and learning-conducive environment in the school which builds teamwork and team spirit which enables them to achieve the proposed change.

A discussion of international research studies is presented in the next section.

2.7.2 International research studies

The researcher presumes that there are hundreds of international research studies on the management of change including guidelines for managing it effectively. A consideration of those studied follows. A study by Everard, Morris and Wilson (2004:251) proposes guidelines for the successful management of change. These guidelines involve analysing the systems, setting goals, getting consensus, consulting and counselling. Through these actions individuals can be alerted and informed when they deal with change that gears towards improvement.

In addition, Eadie (2008:47) proposes directions for developing action to achieve the desired outcome. He advocates teamwork to guide and support the process which stimulates change. But, Eadie claims, for the process to be implemented successfully, co-operative staff members are needed to drive it. These views are supported by Burnes (2000:140) who states that openness of communication in schools stimulates a widespread desire for collaborative work.

Patterson (as cited in Kasokonya 2007:63) added that school principals view openness of communication as another pathway to reform; because it promotes and encourages staff members to get personally involved. It is also noteworthy that the study by van

der Waldt and du Toit (2005:258) found that openness of communication reveals a clear image of the future situation and invokes behaviours and attitudes that reflect change. The two researchers regard this as necessary support in the management of reform.

It would appear then that all the researchers agree on a particular concept. That is, all emphasise the necessity of staff involvement as an element for effective school change. It is also noted that open communication between the principals and staff is fundamental in motivating and inspiring people to become personally involved in the transformation process.

The stated guidelines need to be supported by training strategies used in Namibia and beyond which are outlined in the next section.

2.8 TRAINING STRATEGIES IN MANAGING CHANGE

This section focuses on strategies used by the education systems of Namibia and other countries to train school managers to cope with new demands and changes facing them. The current cluster system lends itself well to the training of school principals and their teachers by the Ministry of Education with regard to managing change. The cluster system brings all principals and other staff members together to discuss matters that concern them, with the ultimate aim of enhancing co-operation and cordial relationships amongst all the staff members. The cluster approach has provided a useful forum for discussing matters of common interest and for planning joint development projects. It further assists schools to co-ordinate their programmes, share expertise, equipment and experience. The cluster system is discussed in the subsequent section.

2.8.1 Cluster system as a strategy in managing change

A cluster is a group of schools headed by one nominated school within the group, bringing education closer to the people as part of the decentralisation policy. At the cluster centre, those schools come together to share skills, information and experiences as well as to plan. The cluster system in Namibia was introduced *inter*

alia to improve communication (cf. 2.7.2) between staff and schools, and to narrow the gap in terms of communication between schools and the Regional Office (Namibia. Ministry of Education [MoE] 2005a:27).

The cluster centre is used to discuss and disseminate information to schools within the cluster (Carron & de Grauwe 1997:141; du Toit & Squazzin 2000:182). It is a centre where the principals can guide and advise all staff members on all matters as may be required by the Ministry of Education. The establishment of a cluster system is viewed as one of the strategies employed by this ministry to manage change (Kasenga 2007:53). Thus, the cluster centre has been developed as a practical tool, assisting and equipping school principals to become effective and efficient administrators (Namibia. MoE 2005a:32).

As defined in the previous section (cf. 2.3), change management is about modifying or transforming organisations in order to maintain or improve their effectiveness. In terms of change management in the cluster, the following have taken place: planning of activities; co-ordination of programmes; contribution of the school to the cluster; making use of information from the cluster and learning about work in other schools (Namibia. MoE 2006:39).

Research by Stewart (as cited in Kapapero 2007:85) found that principals are in harmony with their staff and other principals if they are grouped in their clusters. He observed that the aim of the cluster system is to build and empower principals to take full responsibility for all activities at their schools. In addition, Dittmar, Mendelsohn and Ward (2002:38) elucidate the main benefit of the cluster system as such, “All teachers and principals will be able to meet readily to share their ideas, problems, solutions and experiences. This kind of contact is mutually stimulating.”

Overall, each school in the cluster makes a good contribution to the discussions at cluster meetings and plays its full part in developmental activities. As appropriate, the schools make presentations and leads discussion. Information and assistance from other schools in the cluster are well applied as each school is aware of what other schools are doing and from where assistance and advice can be obtained. Clusters of

principals and teachers meet to have co-plan programmes and this is seen to be monumental of interest to the participating schools.

Each established cluster system is equipped with Education and Training Sector Improvement Programme (ETSIP) documents as it is designed to improve the current situation in the schools. Generally, ETSIP is viewed as one of the strategies in managing change which is discussed next.

2.8.2 ETSIP as a strategy in managing change

The ETSIP is an initiative of the Namibian Ministry of Education developed to improve the quality of teaching and learning in Namibian Schools. It sets out responsibilities for principals so that they may run their schools effectively and ensure that each learner has access to education (Namibia. MoE 2005b:37). The ETSIP also encourages principals to explore different ways and strategies to cope with change and new demands (Namibia. MoE 2006:25). In Namibia considerable resources for ensuring that all learners have the opportunity of a full basic education is provided by the Ministry of Education. In this context, the challenge is to build up the quality of education which is being provided in the schools. The quality of education currently on offer varies from school to school and indeed from class to class. It is therefore important that a means of assuring and assessing quality countrywide is developed.

The previous Namibian education and training system did not address the call of Vision 2030, such as to contribute to actualisation of the vision and the realisation of national development goals (Kasenga 2007:66). Therefore, the ETSIP was established. The key purpose of ETSIP is to substantially enhance the sector's contribution to the attainment of strategic national development goals and to facilitate the planned transition to a knowledge-based economy (Namibia. MoE 2006:32). It is projected to span fifteen years so as to improve its contribution. For ease and feasibility of implementation ETSIP is divided into three five-year cycles. For example, within the first five years it focuses on strengthening the immediate supply of skilled labour to meet labour market demands. Other functions to be carried out by the ETSIP include:

- to strengthen the quality, effectiveness and efficiency of the general education and training system

- to strengthen managers' and teachers' accountability for system effectiveness and learners acquisition of set skills and competencies
- to strengthen capacity for management and delivery of education and training; improvement of teacher quality and supply of instructional materials.

This has been the reason why ETSIP introduced and developed the National Standards and Performance Indicators for schools in Namibia. These standards cover a wide range of aspects of schooling. Schools are complex organisations and all aspects of their work contribute to the quality of the educational experience. Using such standards, schools can evaluate their own performance and identify aspects that need improvement (Namibia. MoE 2005b:33).

Equally, external evaluators such as inspectors of education, education officers (previous known as subject advisors) and education planners can use the same standards to assess the work of the school, in the knowledge that they and the school will be using the same yardstick (Namibia. MoE 2006:29). It is believed that ETSIP can greatly improve the quality of the educational dialogue amongst the various stakeholders in the educational process.

A research study by Kawana (2006:32) suggests possible strategies that school principals can use to manage change amongst staff. These strategies are in line with the ETSIP objectives. They create a shared vision and mission for school improvement, support decision-making and strengthen communication amongst staff members. This view was supported by Udjombala (2006:58), when he claimed that ETSIP aims to reshape the existing culture of school and to improve the education system. The active involvement of principals in the ETSIP programme is viewed as an essential element in fully implementing the ETSIP objectives. These are to:

- improve system quality and relevance
- ensure equality of education opportunity
- create and sustain a productive national knowledge and innovation system
- mainstream ICT into the education system.

ETSIP was established to address the need of the Education and Training Sectors' contribution to the realisation of Vision 2030. In other words, the programme was initiated to raise standards and to ensure quality education and performance by all concerned.

Other strategies in managing change are discussed in the next section.

2.8.3 Other strategies in managing change

Coppieter (2005:136) outlined possible strategies in managing change, such as, the development of priorities for action with periodic review and revision of the goals and priorities that schools have. He claims that these strategies increase the flow of information in schools if applied effectively. Furthermore, Srikanthan and Dalrymple (2005:76) state that staff members, who apply the Coppieter's strategies in their responsibilities for achieving the planned change, generate information that supports change.

In addition, a study by Hannagan (2006:333) claims that, in order to be successful, a school needs to develop strategies which enable staff to cope with the environment in which they operate or live. For example, a school can raise staff awareness about the need for effective change by conducting a training workshop (May 2007:389). A research study by Tearle (2004:334) also suggests that reforming culture (cf. 2.9.3) and individual attitudes of staff in schools are important strategies that can manage change in an effective way. School teachers need to commit themselves to ongoing improvement at all levels and in all areas of school life. He further proposed some possible strategies which school principals may employ in managing change such as persuading, negotiating, mediating and persisting. Kezar (2008:412) supports this view and notes that this approach could be used during the induction process to newly appointed staff members of the school. They can influence change and may assist staff members when they are about to face change.

Another strategy for introducing modifications is organisational development (Davidoff & Lazarus 1997:36). This is aimed at developing people and the organisation as a whole for the purpose of facilitating effective teaching and learning,

which is indeed the central purpose for the existence of schools. They argued that an organisational development is a self-correcting, self-renewing process undertaken by the personnel of the schools. The personnel identify for themselves the strengths and weaknesses of their school and how these should be changed. The types of strategies involved in organisational development suggested by Davidoff and Lazarus (1997:37) include:

- person-centred strategies which include staff, learner and parent development
- structural change strategies which include changing structural aspects of the school like management structures and processes, policy and code of conduct.

They often refer to organisational development as whole-school development. This is a broad field of study that relates to the management of change in education and closely ties up with the whole purpose of educational change for improving the culture of teaching and learning.

In conclusion, other strategies inform us of the importance of identifying, reviewing and revising a school's priorities and goals. They emphasise improving a school's environment, i.e. the climate of attitudes and behaviours as well as inducting new staff members as soon as possible. Finally, organisational development can be followed to develop a school as a whole.

Following training strategies, factors which influence the management of change are discussed in the next section. These are the contextual factors which impact educational change.

2.9 FACTORS WHICH INFLUENCE CHANGE MANAGEMENT

Factors influencing change are discussed in this section in order to explore how principals deal with them in schools. The research on this topic was carried out in Namibia and worldwide. According to Christie (2008:550), change as a contested issue found in schools with their diversity of language, culture, religion, race and ethnicity could probably promote or impede the quality of teaching and in-service training. Factors influencing the management of change are:

2.9.1 Teaching and in-service training

According to Christie (2008:550), teaching and in-service training are factors which influence the management of change. Christie believes that if teaching and in-service training are not correctly regulated by the school community or public, the desired change is unlikely to be achieved. She further stated that the required modifications have to be accompanied by quality teaching which is constantly monitored and managed by the school principals. In the process of monitoring the work of the staff members, in-service training is provided, which can enhance their knowledge and necessary skills. Seed (2008:588) supports this view and suggests that this needs to be monitored continuously to maintain the performance of staff members so that they can achieve their intended targets. He further notes that it is the task of the principals and their management members to evaluate the system and to keep the staff abreast of new developments.

2.9.2 Resistance to change

Resistance to change is one of the factors that influence the management of change. Hermann and Hermann (1994:23) argue that resistance to change can originate from the system or from the individual. They further claim that resistance to change may exist if the proposed transformation is not satisfactorily applied or implemented. In the process of implementing change staff motivation and commitment could be reduced or destroyed (Barth 1990:81; Atkinson 2006:173). Hornstein (2001:38) claims that resistance to modifications is very likely as participants need to move from a situation which is known to one which is unknown and which might or might not be better than the situation that has preceded it. People's reactions to changing situations range from antagonism through indifference and compliance to positive commitment. Reactions may also change, becoming either more positive or negative as the implementation of change unfolds.

Wagner (2001:57) proposed that staff members tend to resist change for three reasons. The first is risk aversion. Many are attracted to teaching because of job security, thus by temperament they do not readily embrace change. The second is professional expertise. Teachers are proud of their knowledge and skill and resist any attempt at altering successful strategies they have developed in their classroom. The third reason

is autonomy/isolation. Teachers are largely isolated from each other and tend to work alone. These views are supported by Morrison (1998:127) who states that the reasons for resistance to change could be fear of unknown, fear of loss of control, fear of failure and threats to self-esteem, lack of clarity of purpose, uncertainty, ambiguity and peer pressure.

However, Hermann and Hermann (as cited in Wagner 2001:54) suggest that resistance to change can be reduced by effective communication (cf. 2.7.2) by principals. They must ensure that staff members have a good understanding of the well-defined objectives as they relate to the implementation of change.

Another factor that influences managing change is the culture of the school which is discussed in the next section.

2.9.3 Culture of the school

The culture of the school is another factor which may delay or speed up the desired change in the school. Davidoff and Lazarus (1997:58) maintain that improvement and change are unlikely to be effective if the overall cultures of schools are not transformed. This is echoed by Morrison (1998:149) who says that for school to be culturally effective they need to address certain questions such as “Can the school respond rapidly to demands for change? Is change planned, supported and rational?” In Namibia, Badenhorst (as cited in Kawana 2006:21) stresses that cultures are not inherently good or bad because they are situational. He further states that it is important to remember that a strong culture can be either functional or dysfunctional, that is, it can promote or impede effectiveness. For instance, it is difficult for a novice teacher to adapt to or be accepted in a school with a deep-rooted culture.

In addition, Boys (2000:29) defines culture as a form of identity permeating through the organisation, it must accommodate change and adapt to new changes if the organisation is to prosper. Boys also believed that culture is viewed as a factor which influences change management in some situations. Therefore, it is important for a leader to understand the culture of his/her organisation. He /she will be less likely to be puzzled, irritated, or anxious when he/she encounters unfamiliar behaviour.

It is significant that the principal is the one who encourages the creation of the school culture and that he/she is responsible for preserving the school culture. As school principals are likely to be the ones to implement change, which can be affected by physical and human resources, the researcher suggests that a considerable amount of time be devoted to assessing the culture of the school in terms of its suitability to supporting change. This process of transformation should be owned and backed up by all members in the school. They must live up to the expectations of a culture which provides the best environment for change (Janson 1996:100). Quality education in the school, as an educational institution, depends on the qualities and potentials of the people in the school.

To summarise, some factors which influence the management of change are: 1) the quality of teaching and in-service training; 2) resistance to change and 3) the culture of the school. Correct regulation and monitoring of teaching and in-service training are essential to the effective management of change. Where change is resisted the staff are often fearful of the unknown, of losing control or of failing, to name a few aspects. Reactions can vary as the implementation of change progresses. Finally, the overall culture of a school can either boost or hinder the modification process. It must be adaptable to new changes and well-understood by the managing leader.

School principals are unlikely to implement change without knowing their roles. In the next section, the roles of school principals in managing change are discussed.

2.10 THE ROLE OF PRINCIPALS IN MANAGING CHANGE

Anderson and Anderson (2001:21) define management as working with and through individuals and groups to accomplish organisational goals. Everard, Morris and Wilson (2004:123) define management as setting direction, aims and objectives, planning how progress will be made, organising available resources so that the hoped for result is achieved whilst controlling the process and setting and improving organisational standards. Thus the researcher defines the management of change as a goal oriented activity that is practised by people. The roles are:

2.10.1 Monitoring and creating support

Effective change management needs the wholehearted support of senior managers in schools (Frankl 2005:77). Frankl claims that this active support should be visible and workable, as monitoring change management through support can ensure the consistency of practice across the school. He considers support as one of the roles of school principals in managing change. This support includes the availability of the framework, supplies, required skills and motivation. Galloway (2007:12) argues that one of the tenets of change management is that without adequate resources, such as, competent and hard-working staff, transformation cannot occur.

Harvey and Kamvounias (2008:31) outline support as one of the factors which can influence the success of a change management initiative. In addition, Biggs (as cited in Harvey & Kamvounias 2008:32), considers change management as an issue which deals with constructive support. This view has been supported by Coen and Nicol (2007:26), who argue that change management is about providing effective support during the process of reformation. Garvin and Roberto (2005:34) suggest that effective support should set the stage for acceptance which creates an appropriate framework for interpreting the change. They maintain that this contributes to positive attitudes amongst staff members and thereby reinforces new, desirable behaviours.

Palmer, Hardy and Akin (2006:69) understand the concept “to support” as meaning to bring about, to accomplish, to take charge of, or to take responsibility for. Managers are people who create support. They create support by emphasising stability and efficiency; by advising staff members to agree about what needs to be accomplished and by influencing staff to implement the desired change. These are the responsibilities of managers in facilitating change in a work environment such as a school. Motivating staff and the public is another role of the school principals, which is discussed in the next section.

2.10.2 Motivating staff and the public

Many researchers view principals as creators of motivation and stimulation in a work environment (Beer & Nohria 2000:66; Palmer & Dunford 2002:246). They claim that

when the entire school community is monitored and stimulated, the staff members can follow the operations more easily.

Davis and Thomas (as cited in Kantema 2001:65) regard the role of the principal as involving motivating staff, serving as spokesperson, disseminating information to the school staff and public and handling disturbances. This involves planning, consultation, co-ordinating the various activities in the school and providing feedback. Through motivation, the principal sets direction and supports the work of others in accomplishing the set objectives. In addition, Health (2008:321) suggests that the role of the principals in managing change is to motivate staff members to write up effective plans which set out activities, and completion dates, as well as identifying who will perform each task.

Principals motivate their staff members by engaging them in a two-way conversation which ensures mutual understanding of their role, responsibilities and tasks. By understanding their responsibilities and reasons for change, staff members begin to develop a clear culture of commitment. They feel at home in their new roles and are ready to accept the management of change. The role of the principal himself in creating a clear culture of commitment is considered in the following section.

2.10.3 Creating a clear culture of commitment

Creating a clear culture of commitment is one of the roles of the school principals in managing change effectively (Timmons & Holmes 2002:52; Axley 2000:19; Breen 2001:170). A clear culture of commitment is created in schools by encouraging and supporting the development of a collaborative school culture, with clear educational missions and resources which allow educational change to flourish. In this way, culture is shaped through the actions, words and deeds of the staff members.

In addition, a clear culture of commitment is created by the presences of equity and access to powerful learning (Farais & Johnson 2000:370). Working in teams facilitates the commitment which leads to improved initiatives and skills required for successful reform.

Through creating a culture of commitment, principals are able to better understand and cultivate new roles in their schools. This is discussed in the next section.

2.10.4 Understanding and cultivating roles

The literature on school organisations indicates that principals are a decisive element in determining whether organisational change efforts succeed or fail. According to Casio (2002:73), principals understand and cultivate their roles and the roles that others play within improvement initiatives. He suggests that principals who understand and follow a set of guidelines (cf. 2.7) for managing change in their schools are best able to cultivate the desired outcomes.

Many researchers (Burke 2002:87; Biggs 2003:53) believe that management of change is unlikely in a school without the active support of the principal. Therefore, overseeing people requires understanding the cultivated roles. In this context, school managers need to possess the necessary skills and knowledge in order to execute their duties and responsibilities effectively. Dealing with people is not an easy task. Other staff members need to try to initiate breakthroughs in the team's approach. They need to analyse problems and situations to help them to take balanced decisions. Furthermore, they should support principals in their strengths and underpin them in their shortcomings.

Moreover, staff members should strive to foster a good team spirit and attempts to prevent and reduce resistance. This view has been supported by Kilpatrick (2001:79) in stating that many principals often find it difficult to understand and motivate staff members to give their best within the school community. However, if a principal has no difficulty in motivating and understanding, he /she can be seen as "a catalyst for making school smarter" (Leithwood, Aitkin & Jansi 2004:59).

In short, much depends on the nature and approach of the individual principal as to whether or not reform will be effectively implemented. The principal must create a culture of commitment within the school and follow an appropriate set of guidelines. A principal must understand his/her own role in the process as well as that of the other staff members.

The successes and weaknesses in managing change are approached in the next section.

2.11 SUCCESSES AND WEAKNESSES IN MANAGING CHANGE

In this section, the successes and weaknesses experienced by school principals in Namibia and beyond are highlighted. A discussion on distinctions between more effective and less effective principals follows.

2.11.1 Successes in managing change

Research by Devitsiotis (2002:66) highlights the characteristics of effective principals, such as having clear, informed visions of what they want their schools to become.

These visions are translated into goals for the schools and staff to work towards. The progress of these goals is continuously monitored in a supportive or corrective manner. Struckman and Yammarinon (2003:238) contend that the ability to plan and organise work; to analyse problems and make decisions are some of the qualities of effective principals in managing change. Reeves (2007:74) characterises principals who are effective in change management as “inspiring the commitment, as raising the respect, and as enlisting the trust and support of parents and staff”. He further suggests that effective principals recognise shifts in the environment and guide schools to be responsive to those situations. They become aware of the realities of the environment and thus guide the school to rethink its’ vision.

As a result, Robbins and Decenzo (2001:153) claim that effective principals also become critical thinkers who develop an awareness of the assumptions under which they and others think and behave. This view has been supported by Day (2000:124) who mentions that the school principals should be sceptical of “quick fix” solutions to problems and be key actors in managing change effectively. The success of principals in organising change is based on their commitment, the presence of a clear and desirable vision, and giving required recognition. This is supported by Deal and Peterson (2000:241).

Sergiovanni (2001:163) finds school effectiveness, in change management, to have a common meaning and a technical meaning. From a common understanding, he describes school effectiveness as "... ability to produce desired effect". On the technical level he points out that school effectiveness refers to a school "... whose students achieve well in basic skills or basic competency standards as measured by achievement tests". Generally, Gunter (2001:18) argues, good results indicating school effectiveness can be challenged. There are many social factors which can contribute toward efficiency.

Gunter (2001:19) suggests that principals should enlist staff to support their vision, build consensus and convince them of the significance of what they are proposing for improvement. He further states that for the improvement to be achieved the principals should be open-minded and respectful of others' views.

2.11.2 Weaknesses in managing change

Inadequate knowledge and lack of information or in-service training relevant to the process of managing change are some reasons for the failure of school principals to bring about the desired reform (Dawson 2003:29). In the absence of in-service training and lack of theoretical knowledge, Bower (2001:85) maintains that some principals manage their schools by using common sense. Therefore, one can assume that principals who undergo training to gain team-building and empowerment strategies for change management stand a better chance of obtaining their set goals.

Overall, the principals who are empowered with successful characteristics and skills will be able to achieve their desired change. Subsequently, as visionaries, they identify a clear sense of what their schools can become. This facilitates the school's movement in a certain direction. Conversely, if a principal is lacking in information and proper training, failure to implement change can be the result.

2.12 CONCLUSION

In this chapter, the researcher explored the theories and guidelines which school principals should follow in managing change in their work environments by using the literature review. From the literature studied, it is evident that the management of change involves planning, innovating, controlling, reforming and stabilising reform in the school. Furthermore, the literature reviewed indicates that in each work environment effective change begins and ends with individuals acting in agreement. It further highlights that change requires leadership which can frame a clear vision inspiring the school community. It was also demonstrated that management of change could include the realisation that change is continuous and unpredictable, it is a process of realigning an organisation to its changing environment, and it depends on the active involvement of the staff and the public.

From the description of leadership one is able to see that a leader is a person who should have people skills, he or she should be intuitive, inspire trust and build consensus between people. In this context leadership is the ability to collaborate with others. From the discussions on leadership theories it can be assumed that school principals need to be people of integrity, trustworthy, compassionate, self-disciplined, and have positive attitudes and good relations with staff if they are to transform and empower others.

In this study, leadership in education refers to the facilitation of learning, the capacity to enable, empower or help those in school take charge of their lives and to identify problems and collectively to understand and change the situation causing these problems, as well as, building the capacity of the school and individual teachers. From the discussions on the TQM and strategic management, one can deduce that TQM develops principles and values which create an environment for continuous improvement while strategic management strives to introduce and sustain a capacity for adaptation and collective learning about change at all decision-making levels. This relies on organisational methods that have a solid and clear commitment, and communication of goals and processes. From the discussions on the phases and steps in managing change, one can deduce that leaders should implement or follow them accordingly to attain the success of the required reform.

With regard to the literature review on guidelines it can be assumed that a positive attitude is needed for achieving the realisation of proposed change. Resistance to change breaks down or reduces achievement; although this can be established through shared decision-making amongst the staff.

The establishment of the cluster system and the ETSIP programme need the support of managers through provision of resources and effective communication. Managers themselves also need training on management of change.

The successes and weaknesses experienced by managers were highlighted further on in this chapter. Several distinctions between more effective and less effective principals are also examined. The assertion by many researchers investigated in this review, is that the way to manage change in schools, is to first identify the problems, find alternatives to the problems and analyse the alternatives to make a concise choice between possible solutions. These principals could motivate all the aspects involved to implement changes, and how to sustain these changes through a strategic management style which continues to review strategies based on the situations that arise.

The research methodology is discussed in the subsequent chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In the literature review in Chapter 2 a theoretical framework for the investigation into managing change in schools of the Kavango region in Namibia was provided. A description of the research methodology for conducting the study is given in this chapter. An account of how the current research was designed and conducted within an interpretive orientation is also supplied. As stated in Chapter 1, an interpretive orientation is deemed suitable for this study as it unfolds or opens the research for information-rich data. These data are gathered through various data collection techniques such as interviews and document analysis.

The research design indicates the procedures involved in conducting the research and covers sampling, data analysis, validity, triangulation and ethical considerations of the study. A further description of the data collection techniques employed to gather information on the role of the school principals in managing change is also available in this chapter.

The data obtained through interviews and document analyses are narrated in the subsequent chapter.

3.2 THE ROLE OF THE RESEARCHER IN DATA COLLECTION

Prior to beginning data collection, permission for conducting the research was obtained from the Regional Director of Education (see Appendix A). Once the permission was granted, arrangements were made for selected school principals to be interviewed. Data collection also included analysis of the schools' written records and action plans. The information obtained through the interview process was recorded and transcribed. Written notes were made from analysis and examination of the documents. In addition to the formal interview framework it was interesting to have

the personal views of the school principals, who were invited to talk freely about their own experiences. Where appropriate, information from these subjective views was incorporated in the analysis of data.

The skills of the researcher in data collection are crucial. Whites (2000:69) maintains that validity in qualitative methods hinges to a great extent on the skills, competence and the rigour of the person doing the field work.

It was the responsibility of the researcher to create good relationships with the participants so that they felt free to communicate their experiences. It is also essential to treat all participants with appropriate respect. Mutual respect builds relationships of trust. In this study the researcher adopted a professional manner and avoided leading questions, excessive guidance and any other behaviour which might cause distortion.

Eight school principals were selected and interviewed individually, and their school action plans examined. Interview and document schedules were made available to the school principals. During the interviews an audio recording was made as well as a copy of the action plans. Written notes were also taken during the interviews in case the audio recording failed.

3.3 INTERPRETIVE ORIENTATION AND METHODOLOGY

This research is conducted within an interpretive orientation. According to Cohen, Manion and Morrison (2000:180), the interpretive orientation “affords the researcher an opportunity to understand and interpret the world in terms of its actors”. This orientation is suitable for this study, as it opens the research for information-rich data (cf. 3.1). The researcher adopted a case study methodology as it aligns consistently with an interpretive orientation. According to Yin (2003:280), a case study is “a careful study of some social unit that attempts to determine what factors led to its success or failure”. It gives an opportunity for one aspect of a problem to be studied in some depth within a limited time frame. The aim of a case study is to help understand, in the broadest possible terms, not the products of scientific inquiry but the process itself (Whites 2000:20). It can be argued that all case studies are inductive in that they report on the particular and specific, and then relate that to the general picture. Case

studies can be used either to generate theory and ideas about a topic, or to test out a theory in a real-life situation. A characteristic feature of case studies is that they employ a variety of different techniques including interviews and document analysis (McMillan & Schumacher 2001:41; Cohen et al. 2000:267).

As indicated in Chapter 1 (cf. 1.5) the theory of qualitative research enables the researcher to understand social phenomena from the participants' perspectives. It is deemed more suitable to locate the investigation within the broader framework of a qualitative research design as it allows the researcher to make probes as to the "why" questions of ideas and thoughts in this study. In qualitative research, concepts from the patterns in data, as well as from the participants' own perspectives, are developed. The concepts are grouped into themes and categories while data are verbally reported. Additionally, in qualitative research, the researcher wants to understand the meaning people attach to their everyday lives as it pertains to the research topic. In order to understand the meaning people attach to their everyday life it is appropriate to use an interpretive orientation. Such an orientation is suitable for interpreting the data collected and presents them accordingly.

Since the objective of this study is to investigate the topic of "Managing change in schools of the Kavango region in Namibia" the opinions and views of the participants are needed as they are the ones who are living and experiencing the realities of change management. Facts and figures alone are limiting in an investigation and report that aims to unveil the experiential realities within the current situation so that the information may enlighten others in their quest to effectively direct reform.

3.4 DATA COLLECTION TECHNIQUES

This study utilises interviews and document analysis to address the stated research goal. According to McMillan and Schumacher (2001:180), data collection techniques are methods used to gather quantitative or qualitative information and the purpose is to try to answer the research questions. For Cohen et al. (2000:44) methods are "that range of data collection techniques used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction".

3.4.1 Interviews

According to Brynard and Hanekom (2006:237), an interview is “an interchange of views between two or more people on a topic of mutual interest”. It sees the centrality of human interaction for knowledge production and emphasises the social context of research data. In addition, Creswell (2003:141) states that “interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view”. It could be argued that an interview is a two-way conversation, initiated by the interviewer, for the specific purpose of obtaining research-relevant information. This information focuses on content specified by the research aims of systematic description, prediction or explanation. It involves the gathering of data through direct verbal interaction between individuals.

The real benefit of an interview is that the researcher is face-to-face with the respondents, so that any misunderstandings can be cleared up immediately (Durrheim & Wassenaar 1999:213). Respondents can question what they do not understand and the researcher can re-word or re-order the questions if something unexpected happens. Consequently, the interview schedule is semi-structured. Interview protocols were developed based on change management and the Education and Training Sector Improvement Programme (ETSIP) models. A full outline of these interview protocols is shown in Appendix D.

Generally, semi-structured interviews use open-ended questions as these questions allow and encourage respondents to offer their opinions fully as well as allowing further probing by the interviewer. All interviews were recorded and transcribed verbatim.

During the interviews the researcher explored how the participating principals engage their staff members in managing change. Furthermore, he asked questions during the interviews about the training provided by the Ministry of Education to assist school principals in preparing for managing change.

3.4.2 Document analysis

The second data collection technique employed was document analysis. Document analysis proved to be one of the most useful data collection techniques. According to Lincoln and Guba (1985:276), document analysis is a useful source of information, readily available, stable and easily accessible. Document data affords the researcher an opportunity to gather relevant data from real life situations (Patton 2002:305). The following ETSIP documents (Namibia. MoE 2006:53) in the possession of the principals were analysed:

- Plan of Action for Academic Improvement [PAAI]
- School Development Plan [SDP]
- School Rules and Regulations or Policies
- Assessment Policies
- Minutes of Principals' Meetings
- Minutes of Staff Meetings
- The Mission Statements and Visions of Schools.

Neumann (2000:305) stated that document analysis enables researchers to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (for example, opinions in interviews). As this technique enables the researcher to move beyond perception-based data it was deemed a suitable technique to be used in this research study.

The principals' manual, as another source of information in determining the responsibilities of the principals, was also analysed. Moreover the researcher looked at the daily and weekly plan of action that deal with the management of change policies existing at school and circuit level including the role the cluster system plays in the implementation of these plans.

Through comparing information given in interviews with the content of the documents it was possible to carry out triangulation of the data. (cf. 3.10).

The researcher kept a research journal where notes were made of all data relating to the research study. This journal also recorded citations to books and other documents which contained useful information and views on the area of study.

The researcher adopted the eight-step change management protocol developed by Palmer, Dunford and Akin (2006:207) as well as the ETSIP model, as shown in Table 3.1 and Table 3.2 below. The full protocols of these tables are outlined in Appendix F and G respectively. These protocols were used to analyse managing change and in particular how school principals' direct change. In each document analysis the researcher scrutinised the way the school principals planned the involvement of staff members in their schools. Other document analyses were made concerning management strategies.

Table 3.1: The Palmer et al.'s eight-step change management model

<i>Step and Actions/activities</i>	<i>Quality of handling</i>					<i>comments</i>
	<i>Very good</i>	<i>Good</i>	<i>Neutral</i>	<i>Poor</i>	<i>Very poor</i>	
1. Establish the need for urgency, for example, use techniques to focus people's attention on the importance to change to meet these challenges						
2. Ensure there is a powerful change group to guide the change, for example, create team structures to help drive the change						
3. Develop a vision that provides a focus for the change						
4. Communicate the vision, for example, use multiple channels to constantly communicate the vision						
5. Empower staff, for example, encourage risk taking						
6. Ensure there are short-term wins, for example, rewarding "wins" that help to provide motivation						
7. Consolidate gains, for example, establish new related change projects						

8. Embed the change in the culture, for example, link change to organisational performance and leadership						
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(Source: Palmer, I, Dunford, R & Akin, G. 2006:207)

The researcher adopted this schedule to examine the knowledge and skills school principals need to master in order to facilitate managing change at the school level. He looked at how school principals determine problems and opportunities in their schools; and how they used techniques to focus people’s attention on the importance of change to meet challenges. For example, the researcher looked at the role of the school principals in creating team structures to help drive the change and to ensure teams have sufficient power to achieve the desired change. The activities identified in the schedule were evaluated against the practice of the principals and helped to show the strategies they used to facilitate the management of change in their schools. The managing skills of the selected principals were placed on a five-point scale. The skills are either very good, good, neutral, poor or very poor. In the table an additional column was left for any comments the researcher wished to make.

Table 3.2: The ETSIP document schedule

<i>Actions/ Activities</i>	<i>Quality of handling</i>					<i>comments</i>
	<i>Very good</i>	<i>Good</i>	<i>Neutral</i>	<i>Poor</i>	<i>Very poor</i>	
School principal involves people who are affected by the changes in the planning phase						
School principal notes the changes in writing and circulates them appropriately						
School principal clearly articulates the goals of the changes and clears with people involved with the changes						
School principal keeps the teachers informed of the suggested changes						
School principal contacts other heads who have already had experience of the suggested change if any						
School principal persuades the school community to accept the						

changes						
School principal values the resistance to change						

The researcher used the ETSIP document schedule and assessed the school principals on the activities described. These included the various activities that school principals use to assess, or facilitate the development of the willingness of staff members to participate in change.

Using the activities outlined in Table 3.2, the researcher analysed the way the principals:

- involve people who are affected by the changes in the planning phase
- note the changes in writing and circulate it appropriately
- communicate the aims of the changes to the school community
- evaluate the effect of the changes and change strategy
- clearly articulate the goals of the changes envisaged
- clarify issues with people involved with the changes
- keep the staff members informed of the suggested changes
- determine the procedures and methods for implementing change
- persuade the school community to accept the changes
- contact other heads who have already had experience of the suggested change.

The focus was to document the way managing change is innovated, accepted and implemented by the school to develop willingness and participation by the stakeholders.

These activities were rated or weighed against the school principal's practice to determine the way the selected school principals facilitated the participation of staff members in managing change. This ETSIP model uses a five-point scale, similar to the protocol constructed by Palmer et al. (2006:207).

3.5 PHASES OF DATA COLLECTION AND ANALYSIS

Cohen et al. (2000:267) argue that data analysis is not a separate phase which can be marked out at some singular time during the inquiry. Information gathered from the

data analysis is used to complement or confirm interview data. In this study the researcher was guided by the “five research phases to collect data” recommended by McMillan and Schumacher (2001:405-407). These phases demonstrate the interactive processes of sampling and selecting, data recording, analysis and display, and tentative interpretations during the data collection period. The five phases are:

3.5.1 Phase 1: Planning

When planning a qualitative study the focus is on the research goal and the research question. The research begins with a description of the type of setting; the selection of the participants and seeking permission to carry out the research in the chosen settings (see Appendices A, B and C).

3.5.2 Phase 2: Beginning data collection

This phase relates to the first days in the field when it is necessary to establish rapport, trust and reciprocal relationships with the individuals to be interviewed. In this phase the researcher secured the participation of selected principals. He also held initial interviews and refined his interview and document schedules (see Appendices D, F and G).

3.5.3 Phase 3: Basic data collection

In this phase the researcher completed his interviews and document analyses and began the transcription process (see Appendix H).

3.5.4 Phase 4: Closing data collection

At this stage attention was given to possible interpretations and the verification of emerging findings.

3.5.5 Phase 5: Completion

In this phase the researcher finalised the analysis and sought a holistic sense of the relationship of the parts to the whole. He concluded the dissertation by outlining the findings that emerged from the data which were compared with the literature study; followed by the potential value of the study; limitations of the study and recommendations for further research.

3.6 SAMPLING

In this study purposeful sampling was employed to select the three school principals from Rundu town in the Kavango region of northern Namibia. In purposeful sampling “researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality” (Denzin & Lincoln 2000:103). For Maree (2007:165), purposeful sampling “allows for variation and enables particular choices to be made relative to a particular research situation”.

In order to generate rich data, the selection criteria for the participant principals were based on their distinctive track record in dealing with administrative matters peacefully, without encountering public outcry. This was determined by their reputation as principals possessing good leadership qualities as reflected by their excellent examination results as well as by the overall positive image of the schools. Finally, the close proximity of the selected schools and clusters was taken into consideration as well, since they were more readily accessible to the researcher. Cohen et al. (2000:102) claimed that purposeful sampling is strategically appropriate for a study of this nature and scope.

3.7 DATA ANALYSIS

Data analysis was carried out on the transcripts of interviews and documents. McMillan and Schumacher (2001:213) refer to data analysis “as describing the data in meaningful terms”. Data analysis requires researchers to be comfortable with developing themes and making comparisons. This includes being open to the possibility of seeing contradictory or alternative explanations.

The data analysis generally begins with transcribing of data (Zikmund 2003:72) that emerge from interviews and documents. Following each interview the researcher listened to the recording and went through the interview notes to pinpoint anything that required further clarification.

As interviews progressed emerging themes were identified and noted. The data collected from interviews was checked against the information gathered from

documents. The interview data was transcribed which assisted in understanding the patterns and relationships of meaning in the data. Analysis was done to make sense of the data and to draw conclusions.

The next step involved coding of data (see Appendix H). Maxwell (2005:96) refers to coding in this way “to fracture and re-arrange them into themes that facilitate comparison between things in the same category and that aid in the development of concepts”. This process gave a better picture of information collected that culminates in the data presentation chapter.

Overall, the researcher’s analysis was done through identifying themes which are presented and discussed in Chapter 4. Analysis was constantly framed by the research goal which was to explore managing change in schools of the Kavango region in Namibia.

3.8 VALIDITY

According to McNiff (1996:320), validity “means the research design properly addresses the questions and objectives the researcher is trying to answer and achieve”. Threats to validity were minimised by choosing an appropriate time scale, selecting appropriate instrumentation for gathering the data and using an appropriate sample.

A practical way of achieving greater validity is to minimise the amount of bias. Harper (1991:214) defines bias “as allowing a particular influence to have more importance than it really warrants”. This relates to the attitudes, opinions, and expectations of both the respondents and the researcher. Other issues are the misperceptions and misunderstandings of both the respondents and the researcher of what is being said or asked which may also cause bias. The participants were encouraged to seek clarity on the questions they could not understand. Where possible questions were re-worded and re-directed in order to overcome any bias.

3.9 TRIANGULATION

“The idea of combining different methods to cross validate data and findings is termed triangulation. Triangulation has been described as cross-validation between data sources, data collection techniques, time periods and theoretical schemes” (Merriam 2002:478). In order to validate data, information and results from different sources, situations and methods were compared to determine common patterns.

According to Johnson (1994:74), a case study is “an enquiry which uses multiple sources of evidence”. Using a number of methods allows triangulation of the research and this makes it more robust and valid. For Polit, Beck and Hungler (2001:312), triangulation is “another technique to enhance credibility”. In this research interviews were complemented by document analyses; these methods of data-collection enhance the credibility of this study as both methods were used to check information (Connole 1998:267).

3.10 ETHICAL CONSIDERATIONS

Ethics is the study of moral principles and values which govern the way an individual or group conducts its activities (Churchill 1995:26). In the current study ethical measures are taken into account. The research data are kept confidential and not used for any other purpose. The anonymity of participants is protected. The essence of anonymity is that information provided by participants should in no way reveal their identity (Nieuwenhuis 2007:165). Other ethical issues were addressed by following the recommendations of McNiff (1996:75):

- negotiating access (written letter to principal)
- promising confidentiality
- ensuring the right of withdrawal from the research at any time
- keeping good faith and right to information.

The researcher employed a code of good practice as outlined by Churchill (1995:30) when carrying out this study. The eight principals were involved in the research only with their full consent and knowledge (see Appendix C). Participants were given enough information about the research to make an informed decision as to whether to

take part or not. During the research participants retained the right to withdraw. The researcher refrained from coercing any participant to take part in the research. Information about the nature of the research was fully and accurately explained and not withheld. Participants were never asked to say or do anything which might destroy their self-confidence or self-determination. The participant's right to privacy was respected and all participants were treated with consideration and respect.

Permission to conduct the research study in the selected schools of the Kavango region in Namibia was obtained from the Regional Director of Education and the school principals involved in this study. Obtaining the participants' informed consent to participate in the study was vital. The participants were assured that their participation in no way compromised their professional standing or their position with the Ministry of Education. Participants also had the right to know the results of the research before publication.

3.11 SUMMARY

In this chapter research design is described as well as the way of conducting it within an interpretive orientation. The use of a qualitative approach to research was highlighted and the methods used to obtain and analyse data have been described. The validity of the research is addressed and the measures used to ensure validity clarified.

Data for the study was collected from a sample of principals who were employed and working in schools of the Kavango region in Namibia. The selection of the sample was described. Data collection was categorised into five research phases, which demonstrated the interactive processes of sampling and selecting, data recording, analysis and display, and tentative interpretations during the data collection period.

The change management model and ETSIP schedule were applied to analyse the data from interviews and documents. Use of different techniques triangulated the data and added validity and credibility to this study. Themes were extracted from the data and these themes were used to clarify and present the data. This is presented and discussed in depth in the next chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

In this chapter the findings of the research study are presented and discussed. The data relates to managing change in schools in the Kavango region of Namibia (cf. 1.3) and is informed by records collected through individual semi-structured interviews and documents examined. There is a rigorous attempt to answer the following research questions:

- What is change management and what are the guidelines school principals need to follow in order to successfully manage change in their schools?
- Which factors influence change in Namibia and specifically the Kavango region, and what strategies does the Namibian education system follow to train school managers to cope with new demands and change?
- How do school principals in the Kavango region comply with the guidelines for change management?

Before attempting to answer these research questions, the researcher presents background information about the management structure, size, facilities and ethos of the schools participating in the study.

4.2 SCHOOLS INVOLVED IN THIS RESEARCH STUDY

Initially nine schools were chosen to participate in this study but due to unforeseen circumstances School A could not be interviewed. Therefore data is presented from interviews in the remaining eight schools. These schools were selected through purposeful sampling (cf. 3.6), allowing for variation and enabling particular choices to be made relative to a particular research situation.

A summary of background information relating to each participating school is presented in Table 4.1.

Table 4.1 Schools in the research

<i>Attributes of the schools</i>	<i>School B</i>	<i>School C</i>	<i>School D</i>	<i>School E</i>	<i>School F</i>	<i>School G</i>	<i>School H</i>	<i>School I</i>
Location	Rural	Urban	Urban	Rural	Urban	Rural	Urban	Rural
Number of learners	354	802	1093	302	710	307	835	430
Number of heads of department	3	3	5	1	4	1	4	0
Number of teachers	14	29	39	8	23	12	28	16
Number of male teachers	7	13	24	5	16	7	16	10
Number of female teachers	7	16	15	3	7	5	12	6
Number of classrooms	13	24	28	10	18	10	20	10
Number of staff rooms	1	1	1	1	1	1	1	0
Number of laboratories	None	1	2	None	1	None	2	None
Number of libraries	None	1	1	None	1	None	1	None
Number of computer rooms	None	1	1	None	1	None	1	None
Number of members on the school governing body	6	13	12	7	13	5	13	9
Grades offered	1-10	1-12	8-12	1-7	8-10	1-9	8-12	5-9

Table 4.1 shows that four of the participating schools have basic facilities such as laboratories, libraries and computer rooms while five of them don't have. However, School B, which does not have a laboratory, library or computer room, outperforms most of the other schools in the region in terms of academic results. School B ranks second in the region and 21 learners out of 22 learners (95.5per cent) passed grade 10 examinations in the 2008 academic year. The researcher suggests and believes that the reason that School B performs well is because the management team of this school has the good, cordial relationships required for managing reform or improvement (Principal B, line 13). Additionally, the management structure, based on the manageable intake of the learners, is suitable for the school.

In all schools participating in the research, the school principal is an automatic member of the school governing body.

4.2.1 School B

School B is a combined school consisting of primary phase (grades 1-7) and junior secondary phase (grades 8-10). The motto of School B is to “Strive for success” while the mission statement is to create a conducive, caring, nurturing and purposeful environment that will render quality and equitable education to the community and develop learners into caring, honest, disciplined and responsible citizens of the country. School B aims to achieve a ninety per cent pass rate for grade 10 learners by 2010. The school values are teamwork, co-operation, respect, discipline and hard work. Because of this School B performs well in general.

4.2.2 School C

School C is a combined school consisting of a primary phase (grades 1-7), junior secondary phase (grades 8-10) and senior secondary phase (grades 11-12). The motto of School C is to “Aim high.” The mission statement reads as follows: “Respect each other, work together as a team, take pride in your work, always be on time, always try to improve, be positive always, don’t criticise but bring solutions”. School C aims at obtaining 100 per cent pass rate in all examinations.

4.2.3 School D

School D is an urban secondary school consisting of a junior secondary phase (grades 8-10) and senior secondary phase (grades 11-12). The motto of School D, as written in one of the Kavango languages, reads as “Nondunge Ugawo.” This means “Knowledge is the kingdom.” The mission statement of School D reads: “We intend to provide quality education to all learners, encourage hard work and motivation through teamwork. We strive to develop and maintain mutual respect among the teachers, parents and learners as well as producing well-disciplined, committed and critical thinking learners.” The vision of School D is to strive to provide academic excellence and quality learning in all different fields of studies, creating a conducive-learning environment that is suited for effective learning and teaching. It ends by stating “We aim to produce learning with high moral, social and democratic values.”

4.2.4 School E

School E is a primary school offering grades 1 to 7. The mission statement of School E is: “To develop learners spiritually, morally, academically and to cultivate their learners to become responsible and acceptable future citizens”. The vision of School E is to expand the school physically and academically with expectation of achieving the Vision 2030.

4.2.5 School F

School F offers grades 8 to 10 and is a junior secondary school. The mission statement of School F is: “We strive to be a place of quality and a place to grow. We are committed to excellence in teaching, learning and responding in creative and critical ways to the needs of the learners. This will be accomplished by developing effective structures and conventions of governance, which are democratic, transparent and accountable.” The vision of School F is “We are committed to strive for excellence. It envisioned all learners will obtain a C-symbol as a minimum examination pass rate in each subject by the year 2010”.

4.2.6 School G

This school is a combined school consisting of a primary phase (grades 1-7) and junior secondary phase (grades 8-9). The mission statement of the school reads as follows: “We aim to inculcate quality education into all learners through teamwork.” The vision of the school is to “strive to provide quality teaching and learning in all the subjects”.

4.2.7 School H

School H is a secondary school consisting of a junior secondary phase (grades 8-10) and senior secondary phase (grades 11-12). The motto of the school is “Wisdom is true strength.” The mission statement of School H states: “We commit ourselves as a school, in co-operation with the parents and the government, to create, establish and keep up a favourable learning atmosphere in a neat, clean, peaceful, enjoyable and beautiful environment and to guide learners to develop their abilities and skills to obtain academic knowledge needed in future.” The school strives to embark on

character building or development by teaching learners biblical values, attitudes and principles in order to equip them with the capacity to live a successful life.

4.2.8 School I

This school is a combined school consisting of a primary phase (grades 5-7) and junior secondary phase (grades 8-9). The mission statement is “To provide quality education to all learners through commitment, co-operation and mutual understanding of staff members to attain the national education goals of Vision 2030.” The vision is “to upgrade our school to grade 10 and to ease the financial burden of the community”.

Before examining the views of the principals interviewed, the biographical data of these principals are presented in the next section.

4.3 BIOGRAPHICAL DATA OF RESPONDENTS

The researcher deemed it relevant to include biographical data of the eight school principals who were interviewed in this study. This information is necessary to enable the researcher to understand responses in relation to the background of the respondents. Data is outlined in Table 4.2.

Table 4.2 School principals

<i>Details of the principal</i>	<i>School B</i>	<i>School C</i>	<i>School D</i>	<i>School E</i>	<i>School F</i>	<i>School G</i>	<i>School H</i>	<i>School I</i>
Gender	M	M	F	M	F	F	F	M
Age	39	33	36	45	42	36	39	37
Academic qualifications	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12	Grade 12
Professional qualifications	B.ED	BTech	PGDE	B.ED	B.ED	HED	M.ED	MA
Years of experience as a teacher	14	11	16	18	10	13	10	11
Years of experience as a principal	5	8	2	3	7	3	3	6
Training in change management	None	None	None	None	None	None	None	None
Training in	None	None	None	None	None	None	None	None

leadership in general								
Training in leadership in education	None	None	None	None	None	None	None	None
Training in leadership theories	None	None	None	None	None	None	None	None
Training in cluster system	Yes	Yes	No	Yes	Yes	No	No	No
Training in ETSIP/PAAI/SDP	Yes	Yes	Yes	Yes	Yes	No	No	No

Table 4.2 shows that all the school principals are academically and professionally qualified and all have had more than two years service as principals. However, none have attended any training with regard to change management. In addition, they never attended training in leadership except training on SDP, ETSIP and the cluster system conducted by the Directorate of PQA and the Inspectorate. In-service training is a factor which influences the management of change [discussed in Chapter 2 (cf. 2.9.1)], thus one can surmise that the participating principals are likely to have experienced difficulties in managing change successfully in their schools.

The themes which emerged from the interview data are discussed in the subsequent section.

4.4 THEMES DISCUSSED IN THE INTERVIEWS

Commonly occurring themes investigated in the interviews were: initiating change; concept of change in education; concept of change management; necessary skills for managing change; concepts of leadership and management; role of a principal in managing change; factors which influence change; guidelines for managing change; training strategies; school vision; resistance to the proposed change; successes and weaknesses in managing change. The actual words of the participants are quoted throughout the presentation of data and where necessary an explanation is provided to give a clear meaning of the theme.

The themes are discussed and presented as follows:

4.4.1 Initiating change

This theme addresses a central aspect of this research. The principals gave their opinions and views on who initiates and manages change in schools. The principals interviewed see initiating change as a good thing as it empowers them to be in the forefront of almost all education activities in schools. They perceive change as a process and not an event which is inevitable. The interviews revealed that principals are the ones who initiate change when needed, which was expressed as follows:

<i>Principals</i>	<i>Views of the principals on who usually initiates change in their schools</i>
Principal B	“I think the principal is the main initiator of change; to ensure that a school is guided to move on the right direction. And it is done in consultation with the teachers because change is a process and not an event” (lines 11, 13 & 15).
Principal C	“I initiated change when I became a principal of this school and it was about afternoon studies. I usually initiate change through people by explaining to them the purpose of change and let them understand it” (line 61).
Principal D	“I sometimes initiate change with the support of the school management team, the School Board and teachers. We analyse it in detail before implementing it, i.e. consultation with staff members is needed” (line 104).
Principal E	“... but the principal is the main initiator of change” (lines 150).
Principal F	“The one who initiates change is me, the principal. The others are heads of departments, teachers and the School Board members. Normally change is a collective effort by all the stakeholders in the school” (line 201).
Principal G	“In most cases it is the head of the school who initiates change because the principal usually wants to achieve better and quality education in the school” (lines 245 & 247).
Principal H	“The school has the School Board members who have the interest of the school at heart and the management team, including the principal, they initiate change. Change can also come from any individual in the school, e.g. from the community, learners and staff members. The principals and their teams sit down to plan and analyse it to identify the benefits the community, learners and staff members will get out of it or from it because they are the beneficiaries of the intended change” (line 296).
Principal I	“I always take the drive to initiate change and implement it. Mainly the principal is in charge with the assistance of other staff members. In most cases the input of the School Board members is minimal as their level of understanding things academically is very much low. I am the only custodian who normally advises and helps them with what to do and how to do it” (lines 336 & 346).

The interviews show that the principals interviewed initiate change because they want to attain improvement and quality outcomes in order to run the school successfully. They also referred to their role in managing and monitoring change, for example Principal E described his responsibility as “to ensure that implementation of change is consistently monitored and evaluated” (Principal E, line 152). Principals acknowledged the necessary involvement of others, saying that the teachers, the management team members, the School Board members, the community and the learners are the people involved in the change process. Principal E commented that “there are stakeholders at school and not a one man show” (line 152). However, Principal I referred to the inadequate knowledge of the School Board thus limiting their involvement.

The interviews revealed that the principals’ suggestions were discussed with the management team and the School Board members which were usually accepted as very good ideas. In support of this Principal D said that “The management team accepted the suggested innovation” (line 114). “And we also consult the School Board especially when it comes to major decisions to be taken” (line106). The proposed innovations were then put to the teachers. Some supported them but others were negative. However, principals did not give up and tried to convince the School Board members, teachers and learners by explaining the advantages and disadvantages of the intended change. Principal D said that “I convinced teachers by pointing out the advantages and disadvantages of the intended change” (line114). Morrison (1997:13) argued that change is initiated by various factors involving individuals, group and a school as a whole to realign values, practices and outcomes. This seems to suggest that principals were right to involve and accept views of other people in initiating change.

Some of the principals interviewed indicated that “change is inevitable” and needs to be planned and handled with care in order to attain the desired goals (Principal C, line 63).

In the next section the views of the participants on the concept of change in education are presented.

4.4.2 The concept of change in education

Change in education refers not only to changes in classrooms or schools but includes all schools within a cluster and beyond. It refers to any activity initiated by the principal or other school community member to the benefit of a school. Principals generally believed that change is brought about through improved communication, creating better learning and teaching atmosphere. Improved communication leads to the sharing of information amongst principals and their staff members.

On the issue of defining the concept of change in education the principals expressed their opinions as follows:

<i>Principals</i>	<i>Their understandings of the concept of change in education</i>
Principal B	“It is a process of bringing in new methods, approaches, strategies, hints or improvements in education, whereby all stakeholders work together for achieving an intended goal. Change is a process and not an event. It is a dynamic process of development; it must take place slowly to be accepted by the majority of the stakeholders.” (line 17)
Principal C	“I think it is bringing in new ways of doing things, for example, to improve the examination results. In other words it is bringing in new initiatives that move from point A to point B where point B is a better place.” (line 63)
Principal D	“Change in education is moving away from an old way or system of doing things to a new one as the old one is no longer bearing fruit. It is about moving away from what we have been doing that is no longer fruitful and does not produce good results, and come up with new ways, or a new system to bring about change. It brings improvement in the school.” (line 108)
Principal E	“To me change in education is how the principal is going to initiate new things which can improve the running of education in the country. Thus one can also affect the human resources, financial resources and material resources.” (line 154)
Principal F	“The concept of change in education...to implement the new ones and leave out the old ones... such as the introduction of new curriculum, new policies phase in and phase out at a later stage. To me this is a change in education.” (line 203)
Principal G	“Change in education is always about teaching and learning and has more emphasis on the development of quality education.” (line 249)
Principal H	“Change in education is a broader concept and cannot come forthright but it requires planning. We in schools strive to achieve quality education and to me this is a change... In fact, change starts with the school itself and it should not come from outside the school but from within the school. For example, heads of department, teachers and learners should always be punctual at the workplace as coming late cannot keep the name of the school high but it can destroy the positive image of the school.” (line 300)

Principal I	“Change in education is a dynamic process which aims to achieve fruitful results. For example, during the change process one can expect to see that new infrastructures are built, new teachers have been appointed, the school is upgraded, and new developmental activities are taking place. This is a transition or dynamic process of change.” (line 340)
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When probed to provide an example of any change they had initiated, the principals commented as follows:

<i>Principals</i>	<i>An example of changes they initiated in their schools</i>
Principal C	“Firstly I initiated afternoon studies ... Secondly, I initiated remedial teaching... Thirdly, I initiated correct placement or shifting of teachers from one subject to another, e.g. Geography was correctly placed based on the subject specialisation (knowledge, skills and content). I realised that there were things that needed to be changed like how to improve the performance of the learners. For example learners were not coming back to school for afternoon studies. Then I felt that learners need to come in for study. I discussed the ideas with my staff members and it was accepted because during this time teachers also can provide remedial teaching and learners get enough time to read their work. This is one of the practical changes I initiated and the colleagues bought the ideas and it helped improve the school results taking into consideration the exam results.” (line 65)
Principal D	“I initiated compensatory teaching to grade 10 and grade 12 learners which replaced the extra classes. It is taking place everyday from Monday to Friday from three o’clock to five o’clock in the afternoon. Teachers work with small group of learners to give remedial teaching. The management team accepted the suggested innovation. Some supported and others were negative. I convinced teachers by pointing out the advantages and disadvantages of the intended change.” (line 114)
Principal E	“I initiated a readathon programme in the school because I realised that learners lacked the skills of literacy and their literacy level was very low. Parents accepted the innovation after I informed them about the pro and cons of literacy problems.” (line 156)
Principal G	“I brought in language policy because upon my arrival at the school I found that learners were taught in local language. But after the implementation of language policy, learners are taught in English and are expressing or communicating in English during school hours. I think both teachers and learners are benefiting from this change.” (line 259)
Principal H	“Ah, first of all upon my arrival, I looked at the environment and it was very much unpleasant. The school did not have a fence at all. The people moved in and out through the school ground during school hours. A lot of movements were taking place in the school and I did not want them to occur. Therefore, I initiated the change of erecting a fence around the whole school. Before implementing it, I discussed it with my management team. After reaching an agreement the team consulted

	the School Board members for their discussion and approval. The fear was the size of the school which was so big but eventually we agreed to implement it and started with the project. There it stands.” (line 298)
Principal I	“Currently, the school is upgraded to grade 9 and due to lack of infrastructures we cannot proceed to grade 10. I initiated a staff attendance register and leave register in the school. I don’t want teachers to be absent from the school; otherwise next they have to go for paid leave if evidence is provided if not face unpaid leave. I read the regulations on the absenteeism to them and currently the problem is minimised.” (lines 336 & 346)

These findings show that the majority of principals interviewed [six out of eight] saw change as a process aiming for improvement. Change was viewed by them as a process of bringing in new methods, approaches, strategies or improvements in education whereby all stakeholders work together. They recognised that change takes place very slowly if it is to be accepted by most stakeholders. Change brings in new ways of doing things. Principal C commented on one of the things he told the teachers to change in order to improve the results in their subject areas. For example, he said that he does not just tell the teachers and then stay aside, but also is involved as he is himself a subject teacher. This helps to produce good results as he is not only there to control what is happening but he is also doing what the teachers are doing, making sure that he does it the right way. Thus they can emulate his example. He further pointed out that it does not make sense if he tells teachers to improve their results to A, B, C and D and yet his results are U, G, and F.

Change in education is about moving away from what a school or institution has been doing, and is no longer beneficial, to come up with new ways, or a new system which is more effective. Change in education covers a variety of modifications carried out in a school, for example, directing the school environment toward producing aspects and cultures which motivate toward better examination results. Reform includes everything in the school which is changed to achieve better performances and the general improvement of the school. The research findings correlate with views of other researchers, such as, Galloway (2007:12) who sees change as a process shifting from one prominent state to another through a sequence of steps which represents the struggle between what is and what is desired.

Based on the views of the principals interviewed, the researcher concluded that they do understand change in their own ways. The findings revealed that participants' views were in line with the views of many researchers noted in this study (see Chapter 2).

Having examined the views of principals on the concept of change in education, the understanding of change management is discussed in the next section.

4.4.3 The concept of change management

Principals interviewed understood change management as a process which includes decision-making, problem-solving and drawing up plans of action. In this context, one can claim or suggest that principals organise, direct, supervise and evaluate activities which are to be changed. Examples of the views of the participants on the concept of change management are given below.

<i>Principals</i>	<i>The views of the participants on the concept of change management</i>
Principal B	"I think it is a collection of processes which includes decision-making, problem-solving and action planning. For the change management to take place the school managers need to plan, organise, direct, supervise and evaluate what need to be changed." (line 23)
Principal C	"Change management is about overseeing the process of change. Process must not bring conflict. People must get clear view about what change is. They need to be guided throughout the process of change. They must understand change and are guided from step one to step two." (line 67)
Principal D	"Change management is basically managing change through thorough discussion, looking at the advantages and disadvantages of the desired change. The proposed innovations are further put to teachers; encourage them to accept change so that they feel positive about change. During the implementation of change managers continuously monitor what have been put in place or decided upon. It is the process of discussing the new idea, selling it to teachers for their inputs and support." (line 110)
Principal E	"I think change management is how to co-ordinate, control and organise all things which are important for innovations at the particular time for new initiatives." (line 159)
Principal F	"Change management is the way we try to create a conducive learning environment for everyone at school. Be it the teachers or secretaries or cleaners or learners and everyone who forms part of the school." (line 209)
Principal G	"I think change management is about planning, controlling, monitoring and so forth, and nothing more." (lines 253 & 255)
Principal H	"Change management means to get away from unnecessary negative

	behaviours, not be against the change but planning and implementing it. In fact, people are having unnecessary difficulty concerning change.” (line 302)
Principal I	“Change management is about administering, being in charge of day to day activities of the school, controlling an existing system, monitoring curriculum, meeting parents, incorporating other stakeholders, such as, NGO’s, moulding, managing and guiding people as well as resources within the system and so forth.” (line 342)

Principal C asserted that teachers need to be guided through the process of change so that they cannot get lost and to ensure they thoroughly understand what is taking place. He felt that if change is managed in such a way, teachers understand what is taking place and the change is more likely to have fruitful results.

Principal D maintained that they, the school managers, decide to bring about change when it is realised that something they have been doing for the past years is not effective. Then they choose to bring in something new, firstly discussing the desired change as managers, thereafter - when they think that it can work - they talk about the proposed changes to the teachers to get their input and support. Furthermore, they work to make them feel positive about the change, and listen to their views. All this helps to ensure the change is implemented according to plan.

Principal D further suggested that when change is being implemented, the managers need to continuously monitor what they have put in place. They evaluate change throughout the process, to see that it really can work and, where necessary, to make adjustments. She commented that the principal is just one person and this is not enough - there is a need for other managers to assist if the school is to manage the proposed change effectively. This comment was supported by Principal E who stated that there are stakeholders in the school and it is not “a one man show” (Principal E, line 152) who usually initiate changes.

The interviews revealed that principals usually consult those involved about the desired changes or innovations that must be put into action, especially with regard to the formulation of aims/goals, policy making, responsibilities, decision-making and problem-solving. Although the principal has a final responsibility and the last word, s/he must still consult the staff members when it comes to making decisions and

delegating tasks (Principal B, line 25). If the principal does not consult others in the school, staff members will be frustrated, unsupportive of the decisions taken and implementation of change will not take place (Principal B, line 27).

The interviews show that the principals managed changes through other staff members, such as, heads of department, superintendents, and the School Board members, and almost always through teachers (Principal D, line 112; Principal H, line 304 & Principal I, line 344). In short the principals involved other people in the change process. They clearly communicated the intended modifications and managed the changes by bringing people to the negotiation table, explaining to them the purpose of reform and so enabling them to understand change. (Principal C, line 69) Principal I commented that “will and love are the tools used to run the school, without them change cannot take place” (Principal I, line 344).

Principal F said that to manage change there must be a means of information sharing and sharing of ideas. She said that, “The principal should not regard him or herself as an expert or manager who alone can bring change in the school. But he or she allow information to be shared by all members in the school” (line 213). For example, if there are concerns about teaching and learning in the school the principal should call those who are concerned - be it teachers or team managers - and share ideas with them to reach a consensus. This principal also provided advice to other principals, advising them not to force matters on the staff. She maintained that principals are not “there as bosses who point fingers to others only, who provide instruction to others but rather we have to consult our members and sometimes negotiate” (line 213).

Literature reviews revealed that change management is about modifying or transforming organisations in order to maintain or improve their effectiveness (Hayes 2007:30). Furthermore it is evident from the literature that change management is about active communication, active involvement of people, co-ordination, co-operation and realigning a school to its changing environment (cf. 2.3). The current research findings show that not all of the principals could correctly define or clearly explain the concept of change management. It appears that lack of training on change management skills has placed them in such a situation. However, the views of some principals on the concept of change management are consistent with views described

by previous researchers (Principal B, line 23) when they defined change management as being about planning, organising, directing and evaluating what needs to be changed through an effective communication channel. These four managerial functions rely on the active communication and involvement of staff members.

4.4.4 The necessary skills for managing change

It was noted by many researchers in Chapter 2 (cf. 2.2) that managing change is regarded as one of the problem areas in any institution of learning, and skills need to be acquired to cope with new demands. The principals interviewed felt that they are in dire need of training to acquire such skills. They were worried that lack of skills made many changes difficult for them to handle and led to feelings of frustration when change was rejected. Skills on how to consult staff members on issues of concern need to be acquired. Examples of views expressed by participants include:

<i>Principals</i>	<i>The necessary skills for managing change</i>
Principal B	“A principal needs to consult others if change is initiated, using consultation and negotiation skills. He should have good planning skills, handling skills to handle activities with care, able to explain the objective of the change and motivate staff to accept and implement that change.” (line 33)
Principal C	“He must be honest, lead people by example, treat them fairly, and explain the purpose of change.” (line 73)
Principal D	“He must be honest and lead people by example, and not be afraid of rejections or challenges”. (line 118)
Principal E	“The principal should have an open door policy to allow people come closer to him. He must be approachable, accessible and possess a positive attitude towards change”. (line 167)
Principal F	“He should be a good listener, have good investigative skills, good communication skills, have good problem solving skills and should have greater influence on people.” (line 217)
Principal G	“He must acquire the planning skills, controlling skills, and guiding skills.” (line 265)
Principal H	“I think management skills include planning, organising, controlling, leading and guiding. Managers should acquire the quality knowledge and quality personnel skills, the relevant experience for an appointment in a certain job category and the abilities to do work effectively. Leadership qualities is to have greater influence to influence others and application of value and norms.” (line 308)
Principal I	“He must be honest, frank and to the point, lead people by example, be transparent, avoid unnecessary favouritism or bias, provide clear information about the intended change, be brave and not afraid of problems and challenges, treat them fairly, and refrain from gossip and so forth.” (line 350)

The interviews indicate that principals recognise that managing change requires good people with managing skills, including effective communication and consultation. They also recognise that they do not always have the level of skill needed to manage change successfully. In support of this finding Principal B claimed that “almost all things are changing. Even if I work hard, I cannot keep up; one needs training to do that because the training I received on these skills is out of date” (line 41). To complement this view Principal C stated that “the principal should have an open door policy to allow people to come closer to him. He must be approachable, accessible and have a positive attitude towards change” (Principal C, line 167) whilst Principal H contributed that, “Managers should acquire the quality knowledge and quality personnel skills, the relevant experience ... and the abilities to do work effectively. Leadership qualities are to have greater influence to influence others” (Principal H, line 308).

Participants recognised that all stakeholders must be consulted about proposed changes, especially with regard to the formulation of aims, goals, policy-making, responsibilities, decision-making and problem-solving. Principal B mentioned that, “a principal needs to consult others if change is initiated, using consultation and negotiation skills; he should acquire good planning skills, handling skills to handle activities with care, and be able to explain the objective of the change and motivate staff to accept and implement that change” (line 33). All the principals realised they need special skills to assist them in managing change.

Skills allowing principals to solve problems, to take effective decisions and manage change are needed to enable them to administer all educational activities. This view is voiced by Principal F when she suggested that, “the principal should be a good listener, have good investigative skills, good communication skills, have good problem-solving skills and should have greater influence on people” (line 217). Such skills may be gained through training but, as indicated in the table 4.2 above, none of the eight participating principals have attended any training in change management. It could be postulated that lack of training in change management skills might discourage principals from initiating change as they don’t have the knowledge to deal with change. In Chapter 2, the literature reviewed revealed that Dinham (2004:3400)

considered that leaders need a sound understanding of human nature if they are to lead effectively. To acquire such an understanding of human nature and management, Principal G stated that “principals must acquire the planning skills, controlling skills and guiding skills” (line 265). In addition, Fullan (2001:3) claimed that school principals who lack these leadership strategies are likely experience difficulties in managing change.

Based on these research findings, the researcher concludes that principals need training in change management theories to enable them to face change with full confidence and perseverance.

4.4.5 The concepts of leadership and management

This theme outlines the responses of the participants with regard to their understanding of the concepts of leadership and management, especially in relation to their responsibility as school principals.

Principals in this study defined leadership either as a trait or position or post held, by which they lead others usually by setting a standard or an example and thus influencing people to follow them. They stressed that it is very important for leaders to follow the rules of the organisation as managers drive the people and facilities in the school according to the stipulated policy of an organisation or institution. Principal C maintained that good leaders are also good managers. Examples of the views of the principals interviewed are:

<i>Principals</i>	<i>The views of the principals on leadership and management</i>
Principal B	“We cannot discuss the two concepts without touching each other. With leadership a person has to lead the human resources and others but with management a person manages the activities carried out by the staff members.” (line 31)
Principal C	“The two concepts (leadership and management) share more or less the same definition but of course in a way they differ. Manager manages people and whatever facilities in the school. While leader leads people by example, influences them to follow the rules of the organisation or school. Otherwise a good leader is also a good manager and vice versa but the two concepts go together.” (line 71)
Principal D	“Leadership is about leading others and taking along, with my enthusiasm, all staff with me to achieve the targeted goal. Management is the way things or activities are managed at school. It

	is about the smooth running of the activities of the school. I think leadership means to lead others by virtue of the post occupied. It has characteristics of autocracy.” (line 116)
Principal E	“I think management is co-ordinating, controlling, organising and monitoring the activities of the school, materials or resource but more training is needed. Leadership is the influence a head is having on his or her subordinates in order to achieve set objectives. Most of the aspects of leadership are an instinct within a person.” (line 165)
Principal F	”The leader is leading a group of people and they have followers. But managers are the way the administration work is carried out and show them the way forward but not instruct them. To sum up the managers are trained by institution of learning on how to manage people, to delegate work to other people, to plan and organise work or activities in the school while leaders are appointed by the group of people without acquiring training to lead them but through their culture within given norms, values and guidelines.” (line 215)
Principal G	“Leadership is the way someone leads the staff and learners in the school. And management is the way someone manages activities of the school as a whole.” (line 261)
Principal H	“Leaders influence others to follow them. Managers make other people understand the reason for change. They further create a platform for debate and people understand that it is right or wrong and why is it right or wrong.” (line 306)
Principal I	“A leader is someone who leads by example. He leads the followers for achieving a common goal. A manager is someone who manages the school resources such as human and physical resources to achieve a common goal as well.” (line 348)

The interviews revealed that the principals understand the two concepts to share a similar definition but with different connotations. This view is supported by Principal C when he states that “the two concepts (leadership and management) share more or less the same definition but of course in a way they differ” (line 71). Further interviews indicated that a leader leads people by example and influences them to follow the rules of the organisation. For example Principal F said that “a leader is leading a group of people and they have followers” (line 215). Similarly Principal E defined leadership as, “the influence a head is having on his or her subordinates in order to achieve set objectives. Most of the aspects of leadership are instinct within a person” (line 165) while Principal H stated that, “leaders influence others to follow them” (line 306).

Some principals see the communication as the prime management tool. For instance Principal H stated that, “managers make other people understand the reason for

change. They create a platform for debate and people understand that it is right or wrong and why is it right or wrong” (line 306). This interviews also indicate that a school manager doesn’t manage only the people but the facilities as well, a view expressed by Principal C when he said that, “a manager manages people and whatever facilities in the school” (line 71).

Without a clear understanding of what is meant by leadership and management, one cannot have the confidence to solve complicated problems. The principals defined management as the way one co-ordinates activities and people in the school. This was stated by Principal G when he said that, “management is the way someone manages activities of the school as a whole” (line 261). Principal D echoed that, “management is the way things or activities are managed at school” (line 116). It has to do with co-ordinating everyday activities of the school through instruction or guidelines set by the Ministry of Education. The view was confirmed by Principal F when she stated that, “managers are trained by an institution of learning on how to manage people, to delegate work to other people, to plan and organise work or activities in the school while leaders are appointed by the group of people without acquiring training to lead them but through their culture within given norms, values and guidelines” (line 215).

Kitavi (2006:97) indicated that leadership in education refers to the facilitation of learning, the capacity to enable, empower or help those in school take charge of their lives and to identify problems and to collectively understand and change the situation causing these problems. Principal F supported this view by stating, “managers are the way the administration work is carried out and show staff the way forward but not instruct them” (line 215). Moreover the literature indicates that management in education is about establishing certainty, confidence and security for the organisation; about ensuring the school as a whole is functioning effectively;... about looking after the people in the school (Sterling & Davidoff 2000:12-13). This was evidenced in the interviews when Principal B referred to management in education as, “a person who manages the activities carried out in an organisation by the staff members” (line 31).

From the above findings one can deduce that the principals interviewed are not well informed or deeply rooted in the concepts of leadership and management.

Nevertheless these skills are needed as they will assist principals in understanding and expressing their role in managing change.

4.4.6 The role of a principal in managing change

The interviews reveal that principals see themselves as responsible for creating the vision of the school, initiating programmes of change and ensuring participation of all staff members in the suggested reform. Participants in the study felt that honesty and punctuality at work contribute significantly to sharing good practice.

<i>Principals</i>	<i>Views on the role of the principals interviewed in managing change</i>
Principal B	“He creates school vision, initiates change programmes, develops an implementation plan, and motivates staff to implement the change programme, creates a sense of support, ensures participation and honesty and evaluates results.” (line 29)
Principal C	“very interesting question... he monitors, be a front runner, be punctual at workplace, practices the talks, leads by example, explains to people their duties and responsibilities towards implementing that change and what is expected of them towards change”. (line 75)
Principal D	“He monitors, creates support, motivates teachers, and informs staff members about staff development, have action plans in place, and avail funds if change needs money.” (line 120)
Principal E	“A principal is a catalyst or a person who is influencing people, controlling change activities and making sure that change motives are implemented... He develops instrument, checklist and he should manage the activities by example. He should implement the concept of MBWA which means management by walking around”. (lines 169 &171)
Principal F	“The principal supervises and puts it into practice, controls the activities of change and evaluates or assesses the intended change, for example he checks for success and failure of change.” (line 219)
Principal G	“He provides support to staff and encourages and motivates them, as well as the learners.” (line 267)
Principal H	“ The principal should be in the forefront of the school, have a plan of action in place of the activities to be carried out; feel proud to associate himself with the desired change”. (line 310)
Principal I	“He serves as a mouth piece, representative and custodian of the Ministries of Education and Health, etc. He has diverse roles like being accountable for change and accommodative for others’ views”. (line 352)

Findings from the current study indicate that principals are monitoring and supporting change and providing motivation to their staff members as best as they can. For example, they emphasise and demonstrate being punctual at work and they serve as

the front-runner in any intended school activities. Principal C stated that, "...principal monitors, be a front-runner, be punctual at workplace, practices the talks, leads by example, explains to people their duties and responsibilities towards implementing that change and what is expected of them towards change" (line 75). Principal H concurred by saying mentioned that, "...principal should be in the forefront of the school, have plan of action in place of the activities to be carried out; feel proud to associate himself with the desired change" (line 310). Furthermore, they are create the vision and identify needs of the schools and make a plan of action, which they implement showing what needs to be done. This view is supported by Principal E when he states, "a principal is a catalyst or a person who is influencing people, controlling change activities and making sure that change motives are implemented. He develops instrument, checklist and he should manage the activities by example. He should implement the concept of **MBWA** which means management by walking around" (lines 169 & 171).

In accordance with the above findings, a research study by Palmer, Hardy and Akin (2006:69) found that principals create support by emphasising stability and efficiency; by encouraging staff members to agree about what needs to be accomplished and by influencing staff to implement the desired change. These findings showed that principals monitor, create support, culture and vision of their schools, and motivate staff. They appreciate their role or responsibility in managing change to shape and inform their schools accordingly. For example, Principal F said that, "the principal supervises and puts intended change into practice, controls the activities of change and evaluates or assesses the intended change, e.g. check for success and failure of change" (line 219). Principal G endorsed this view by saying that "...principal provides support to staff and encourages and motivates them, as well as the learners" (line 267).

The interviews revealed factors which influence change. These are presented in the next section.

4.4.7 Factors which influence change

The principals interviewed stressed that they need advice from the Ministry of Education on factors which influence change. They feel hindered when they come up with new ideas to improve the situation and then are challenged by factors which affect the change process. The issue of discipline and attitude of the staff members seems to present a particular problem to most of the principals interviewed. Respect and teamwork are common school values and require good discipline and a positive attitude amongst the staff members. These aspects, which influence change, need to be recognised and realised when change is undertaken (see line 35 of the transcription of the interviews).

Below are the views of the participants:

<i>Principals</i>	<i>The views of participants on factors which influence change</i>
Principal B	“The school values such as teamwork, discipline, co-operation, respect and hard work are factors which can influence change in my school. They need to be recognised and realised when change is undertaken.” (line 35)
Principal C	“That is a very good question and definitely every time when change is introduced not everybody will take it from the day one or from the onset. Always there will be some people who will pull from the opposite direction or who are not willing to accept change. I think factors are the commitment of people in the work environment, the understanding thereof, the social environment (e.g. afternoon studies-some learners were commuting from far places to school), and the financial implications play very important role as they hinder the effective use of change the school intends to achieve or brings in.” (line 77)
Principal D	“The most important one is the performance of the school because every school’s goal is to achieve excellent results. My vision is that the school should move up in the ranking regionally or nationally. Second is the experience. It is gained during day to day running of the activities of the school. The others are discipline, suspension of learners from the school and absenteeism of learners and teachers from the school.” (line 122)
Principal E	“The staff, the environment and the resources are factors which influence change in the school. For example, the staff if their literacy level is low, they can be negative; the environment in the context of the community if they are having negative attitude; the resources if not enough or available may influence change.” (lines 173 & 175)
Principal F	“First of all is the attitude of the staff members, lack of support from the management team as well as staff members, unclear message causes people not to understand the objective of change.” (line 221)
Principal G	“I think the community is one of the factors which influences change. For example, if they encourage and stimulate their children to work hard the children can take their education seriously and become

	committed to their work.” (line 269)
Principal H	“I think schools are divided into three categories, namely the non-performing schools, the low- performing schools and the high-performing schools. The non- performing schools always complain about hunger, poverty and salaries; the low -performing schools complain about personalities and gossip and the high- performing schools complain about teaching and learning. They concentrate highly on the effective examination results. Other factors are lack of in-service training within the staff, lack of understanding, and lack of portraying good example. These are factors which influence change.” (line 312)
Principal I	“The most important one in my view I think is teamwork, co-operation, respect amongst staff, support, motivation such as help them when they are struggling with their education, encourage teachers to enrol in in-service training because they feel demoralised and marginalised if left without assisting them.” (line 354)

These interviews suggest that when a change is introduced but people do not understand it, it is most likely to fail. For example Principal C mentioned that, “...every time when change is introduced not everybody will take it from the day one or from the onset. Always there will be some people who will pull from the opposite direction or not willing to accept change” (line 77). In addition he outlined, “I think the commitment of people in the work environment, the understanding thereof, the social environment (e.g. afternoon studies some learners were commuting from far places to school), and the financial implications are factors that play a very important role as they hinder the effective use of change the school intends to achieve or brings in” (line 77). To reiterate commitment, the understanding thereof, the social environment and finance are some of the factors Principal C mentioned which can hinder improvement or effective change. One of the practical examples of change which he introduced was to encourage those learners who live far away from the school to remain for afternoon study. They were advised to bring along lunch packs to eat at school and then only go back home after study time.

The interviews further revealed that performance is a fundamental issue differing from learner to learner, from teacher to teacher but in the end affecting the school as a whole. Performance correlates with the assessment of learners as revealed by examination results. The assessment of learners can affect the general feeling of the public concerning the school, either positively or negatively. Moreover when the school principal fails to manage the school efficiently staff members and others

outside the school publicly criticise and put the blame squarely on him/ her. Principal D expresses these aspects thus "...the most important one of the factors is the performance of the school because every school's goal is to achieve excellent results. Second is the experience as it is gained during day to day running of the activities of the school. The other factors are discipline, suspension of learners from the school and absenteeism of learners and teachers from the school" (Principal D, line 122). When teachers are not teaching as expected, their poor performance can lead to the school being given a bad name. Principal D said she would like to see her school perform better and move up in the rankings. She stated that "...my vision is the school should move up in the ranking regionally or nationally" (line 122). Attitude, behaviour and discipline amongst learners and teachers in the school are viewed by the participating principals as factors contributing the performance of the school, either good or bad. Coinciding with this statement Principal F mentioned that "...the attitude of the staff members, lack of support from the management team as well as staff members, unclear messages causes people not to understand the objective of change" (line 221). In addition Principal B said "...the school values such as teamwork, discipline, co-operation, respect and hard work are factors which can influence change in my school. They need to be recognised and realised when change is undertaken" (line 35).

Furthermore, the interviews indicate that absenteeism is another factor affecting learning and teaching. Principal D claimed that, "... suspension of learners from the school and absenteeism of learners and teachers from the school" (line 122) are other factors. For example, when learners are sent back home or given punishment during school hours they lose lesson time and this ultimately impacts on the poor performance of the school. Principal D said that the absenteeism of learners and teachers greatly influences change, as no teaching can take place if a teacher is absent from the classroom, and no learning can take place if the learner is absent when teaching is given. To improve the results of the performance of the school, absenteeism should be minimised.

The interviews signify that the staff, the environment and the resources are factors which influence change in the school. For example, Principal E said, "...the staff if their literacy level is low, they can be negative; the environment in the context of the

community if they are having negative attitude; the resources if not enough or not available may influence change” (lines 173 & 175).

In summary, the interviews outlined factors such as teamwork, discipline, co-operation, hard work, commitment, social environment, distance from school, financial implications, performance, absenteeism, staff members’ negative attitudes, minimum support from the management team as well as staff members, unclear messages, the involvement of the community, limited in-service training for staff, inadequate understanding, poor role models, support, motivation and encouragement as contributing to the management of change.

Guidelines provided by the Ministry of Education need to be adhered to eliminate some factors which hinder change. These guidelines are outlined in the next section.

4.4.8 Guidelines for managing change

Interviews revealed that principals are not given sufficient guidelines for managing change. In practice they come together and draw up their own programme of activities based on PAAI. Views on guidelines are as follows:

<i>Principals</i>	<i>Views of the participants on guidelines for managing change</i>
Principal B	“Principals receive guidelines on the four managerial functions of a school manager. The first is planning which defines the goals and target for the school and the principal always should take initiative. The second is organising. Here the principals bring order to establish healthy environment for teamwork and remove conflict. The third is leading and guiding. Within this managerial function the principals provide necessary direction and support to all teachers to attain desired grades. The fourth is monitoring and supervising. Here he monitors school activities ensuring that they are accomplished as planned.” (line 39)
Principal C	“Well we receive Education Act, subject policy guide and other policies which are not much detailed. Therefore, principal should adapt and make them user friendly and understandable to people to fit their circumstances.” (line 79)
Principal D	“I never received any guideline in managing change since I became a principal. But if given I will implement and follow it. In the absence of guidelines I consult other principals to learn from them the way they implement change.” (line 124)
Principal E	“We receive guidelines on the upgrading of a school. Previously letters were written and sent to the Planning and Development division to be approved but now we follow structures, e.g. Before the

	letter about upgrading of a school reaches the Planning and Development division in the Regional Office of Education, it should be discussed by the various committees such as the village development committee, the cluster centre committee, the circuit management committee together with the Inspector of Education and then finally forwarded to the Planning and Development committee together with the Constituency Councillor for discussions and approval.” (line 177)
Principal F	“The schools receive guidelines on the NSPI and PAA/SDP (line 223). In most case these are given to the cluster centre principals. They receive them each term”. (line 207)
Principal G	“Nothing I received so far”. (line 271)
Principal H	“The Ministry of Education provides us with the guidelines regarding policies and job description. My observation is that principals don’t read policies and this reading skills lack in them.” (line 314)
Principal I	“There are circulars on National Standards and Performance Indicators (NSPI), admission of learners to schools, pass requirements and nothing on managing change.” (line 356)

The interviews demonstrate that most principal’s plan, organise, lead, guide, monitor and supervise educational activities using information from the Ministry of Education. Principal B said that “Principals receive guidelines on the four managerial functions of a school manager. The first is planning which defines the goals and target for the school and the principal always should take initiative. The second is organising. Here the principals bring order to establish a healthy environment for teamwork and remove conflict. The third is leading and guiding. Within this managerial function the principals provide necessary direction and support to all teachers to attain desired grades. The fourth is monitoring and supervising. Here he monitors school activities ensuring that they are accomplished as planned” (line 39).

Certain directives are given to principals by the Ministry of Education to be used for planning their activities. Based on these directives schools plan their goals, strategies and targets and these are formulated under the principals’ supervision. For example, Principal C stated that “...we receive the Education Act, subject policy guide and other policies which are not much detailed. Therefore, principal should adapt and make them user friendly and understandable to people to fit their circumstances” (line 79). Responses indicate that principals are not given comprehensive guidelines and it is up to them, as leaders, to make what they receive user-friendly and understandable

to staff. In most cases principals have to see that the directives given are adapted to suit all staff members. This view is supported by Principal C who stated that, “Principals should adapt and make them user friendly and understandable to people to fit their circumstances” (line 79).

Results from this research show that the principals interviewed did not receive comprehensive guidelines for facilitating the management of change. However, interviews reveal, as indicated by Principal F, that “... the schools receive guidelines on the NSPI and PAA/SDP (line 223). These are given to the cluster centre principals. They receive them each term” (line 207). Eadie (2008:47) points out that principals need to be provided with guidelines which enable them to persuade and motivate others to agree in order to achieve the desired change.

Principal H observed that most principals don’t read the policies given to them, stating “my observation is that principals don’t read policies and this reading skills lack in them” (line 314). Her comments reveal that in order to follow a set of guidelines one needs to believe. This helps when it comes to providing motivation to teachers, for example, to be on time and committed.

Some principals suggested that schools could learn, share and develop good practice through discussion with nearby schools within the cluster. Principal C said, “In our cluster we conduct cluster meetings and principals draw up the schedule of subject cluster meetings. The subject teachers gather to discuss issues which pertain to their subjects. Furthermore, the cluster examinations are organised and conducted, subject teachers follow the same scheme of work, disciplinary committee meetings and School Board meetings in the cluster are held and all these are the responsibilities of the cluster head, like me” (line 81). He further stated that knowledge and skills required thorough information-sharing should continuously be reviewed, assessed, and improved to obtain the intended achievement.

It is evident from the findings that in the main the principals administer their schools without guidelines. They manage schools by using their own initiatives.

4.4.9 Training strategies

The Namibian education system is establishing a cluster system country wide (cf. 2.9). Each cluster is supported with ETSIP documents which are intended to give principals the necessary information to manage change and other educational activities.

The views of participants on this issue are presented below.

<i>Principals</i>	<i>The views of participants on training strategies</i>
Principal B	“Yes we do attend but not training in managing change. During workshops principals share ideas and experience on how to run or administer the school.” (line 41)
Principal C	“Yes but not on changes. In our cluster we conduct cluster meetings and principals draw up the schedule of subject cluster meetings. The subject teachers gather to discuss issues pertaining to their subjects. Furthermore, the cluster examinations are organised and conducted, subject teachers follow the same scheme of work, disciplinary committee meetings and School Board meetings in the cluster are held and all these are the responsibilities of the cluster head, like me.” (line 81)
Principal D	“Yes and nothing on demands. I attended a conference organised by PQA and I learnt a lot from that. Many times the NSPI document that is provided to the principals by the MoE is assisting me a lot. I received training on SDP and PAAI organised by the Inspectors of Education.” (line 126)
Principal E	“Yes but not in managing change. It was on how to run a cluster system.” (line 179)
Principal F	“Yes we do attend training in ETSIP but not training in managing change. It was on ETSIP.” (line 225)
Principal G	“No, not yet maybe in the near future.” (line 273)
Principal H	“They don’t because no training was conducted. I never attended training on how to manage change.” (line 316)
Principal I	“No, since I was appointed nothing on changes or demands.” (line 358)

The interviews revealed that the principals received training in managing change at cluster level only through workshops where principals they shared their own ideas and experience. All the principals interviewed indicated that they had never attended training in managing change. For example, Principal I said, “No, since I was appointed nothing on changes or demands” (line 358). Principal F stated, “Yes we do attend training in ETSIP but not training in managing change” (line 225).

Interviews further indicated that cluster subjects are mutually agreed on at cluster meetings which are attended by the principals. Principal C puts this succinctly when he says, “In our cluster we conduct cluster meetings and principals draw up the schedule of subject cluster meetings” (line 81). Teachers from different schools within the cluster are brought together to discuss or plan issues around their subjects. He confirmed this by saying, “...the subject teachers gather to discuss issues pertaining to their subjects”. At the cluster level other cluster activities take place, such as, disciplinary meetings and cluster School Board committees. Such meetings help ensure that those schools within the same cluster are doing similar things. For example, Principal C also stated, “The cluster examinations are organised and conducted, subject teachers follow the same scheme of work, disciplinary committee meetings and School Board meetings in the cluster are held” (line 81). It is the duty and responsibility of a cluster head to make sure that the cluster meetings take place. Principal C said that “... all these are the responsibilities of the cluster head, like me” (line 81). The cluster meetings should take place at least once a term. In addition when the need arises a lot of training may take place at the cluster meeting and, if finances allow, there are meetings more often than the minimum of once a term.

As indicated in Chapter 2 (cf. 2.8), numerous studies (Carron & de Grauwe 1997:141; du Toit & Squazzin 2000:182; Dittmar, Mendelsohn & Ward 2002:38; Namibia. MoE 2005a:32) found that the cluster system and ETSIP are strategies used in Namibia to facilitate managing change in schools. The findings revealed that the cluster system brings together all principals and their teachers to discuss issues that concern them, with the aim of enhancing their co-operation and cordial relationships. These strategies assist the principals in running their schools and making them more user-friendly. The ETSIP strategy focuses on the implementation of the National Standards Indicators, School Development Plan (SDP) and the Action Plan for Academic Improvement (PAAI).

However it was evident from the findings that not all principals attend ETSIP workshops. Principal G, when asked if he had attended ETSIP training said, “No, not yet maybe in the near future” (line 273). It was also clear that not all principals plan

and carry out the activities according to the SDP, PAAI and the school vision. There is a need for more rigorous training on the ETSIP strategy.

To create the vision of a school, one has to acquire necessary skills. This is presented in the next section.

4.4.10 School vision

The interviews conducted revealed that the vision of the school needs to be shared by the vast majority of staff members if it is to be implemented and the staff are to work together as a team. A strong foundation is laid through the sharing of ideas. When asked if and how their school developed a school vision and mission statement the participants answered as follows:

<i>Principals</i>	<i>The opinions of the participants on the school vision/mission statement</i>
Principal B	“Yes. My school has a vision and was set up by the teachers in the school. All of them designed their Plan of Action for Academic Improvement (PAAI) in their respective subjects. It is monitored throughout the year by the school management team.” (line 43)
Principal C	“Yes. These documents are developed by the teachers.” (line 85)
Principal D	“Yes. The management team, such as, heads of department and superintendent of the hostel, develop these documents. We are decision-makers here in our school. We also consult the School Board especially when it comes to major decisions to be taken. The staff members take part in the creation of the school vision.” (line 128)
Principal E	“Yes. The school vision was developed by the teachers in the school in line with the SDP and PAAI. The school vision and mission statement address the project of SDP and PAAI. I use the SWOT analysis to project the vision as well as the mission statement.” (lines 181&183)
Principal F	“Yes. The principal and heads of departments, teachers and the School Board members are responsible for the development of these documents.” (line 227)
Principal G	“Yes. They are developed by the teachers with the support of the parents.” (line 275)
Principal H	“Yes. I think will provide you with copies but they are developed by the teachers with the support of the School Board members.” (line 318)
Principal I	“Yes. I develop these two documents with support of my teaching staff.” (line 360)

These interviews show that all the schools in the study developed a school vision and a mission statement. The school visions were set up or developed by the teachers, School Board members and the management team members of the school. Involving

teachers in setting up the school vision was the case in all the schools studied. Principal B said, “All of them (teachers) designed their Plan of Action for Academic Improvement (PAAI) in their respective subjects” (line 43). Principal D and Principal E stated, “The staff members take part in the creation of the school vision,” (line 128) and that “The school visions are developed by the teachers in the school which are in line with the SDP and PAAI” (lines 181 & 183) respectively.

The interviews also revealed that SDP and PAAI are developed by the teachers, School Board members and the management team members gathered together to discuss the process of development in detail, in line with the guidelines set by the M of E. In the process of developing these documents the SWOT analysis is used to analyse the vision and mission statement and plan action. This is evident from the response of the Principal E when he stated, “I use the SWOT analysis to project the vision as well as the mission statement” (line 183). During the parents’ and teachers’ meetings, discussion on the school vision and the mission statements of the schools are tabled to seek the parents’ support, inputs and approval. Interviews revealed that “The parents’ and teachers’ meetings have greater inputs regarding the development of the vision and mission statement of the school because decisions are made there based on their support and approval” (line 183, School E) The development of the related documents (SDP and PAAI documents) is accepted by parents and is monitored throughout the year by the school management team who ensures that every staff member implements the desired action. This echoed by Principal B and Principal E when they state that, “It (school vision and mission statement) is monitored throughout the year by the school management team” (lines 43 & 183).

The interviews also showed that teachers guide learners to set their own realistic academic targets. The academic targets of the schools are monitored by the principals who ensure the implementation of the planned changes. The developed school visions encourage “all learners to become morally, physically, intellectually and spiritually matured and have acceptable standards in society.” as stated by Principal E (line 181).

Documentary evidence of the school vision was provided for the researcher - Principal F and Principal H both said, “I will provide you with the copies” (lines 227 & 318).

The interviews further revealed that all teachers have a share in the vision of the school. Literature reveals that the generation of a shared vision depends heavily on the effective leadership of the principal (Leithwood & Reihl 2003:123). The research findings indicate that the shared vision of the school needs to be monitored by all members in order to achieve the objective (Pfau 2002:67). The goal of the vision is reflected in the PAAI as designed by all teachers and applied throughout the year. This means that every teacher sets challenging subject targets each term, aimed at improving results. Teachers guide learners to set their own realistic, academic targets as monitored by the principal, ensuring the implementation of the planned change.

The researcher concludes that the participating schools have workable school visions as their schools perform well according to the responses of the participants.

4.4.11 Resistance to change

The principals interviewed noted that resistance to change may appear due to shortcomings in design. They claimed that failure at the planning stage to involve staff members who are affected by the changes motivates others to resist. The principals suggested that changes that are not noted in writing and communicated appropriately amongst staff members contribute towards opposition; especially if the goals of the changes are not clearly articulated and cleared beforehand with the people involved.

The views of the participating principals on the reason why staff members resist change are expressed as follows:

<i>Principals</i>	<i>Reasons why staff members resist change</i>
Principal B	“I think it is due to lack of motivation, encouragement, information-skills sharing and lack of open communication. These are the challenges and problems that I think why staff members resist change.” (line 45)
Principal C	“Many people don’t understand that change is inevitable. They resist it due to lack of understanding and the clear purpose of change, not made clear to them and they don’t know the reason why change is initiated.” (line 87)
Principal D	“Teachers resist because of their negative attitudes. It is my responsibility to change the negativity of those teachers into a positive

	attitude towards achieving the ideas based on majority of teachers.” (line 130)
Principal E	“I think it can affect their wishes. For example, when I initiated the use of a government bus or transport for transporting learners, teachers who owned vehicles were very much unhappy as they lost a bit of income.” (line 185)
Principal F	“It could be lack of understanding, explanation and information about the desired change.” (line 229)
Principal G	“Teachers resist because they are afraid of their personal problems, attitudes and behaviours which are not at par with change.” (line 277)
Principal H	“I think because of their attitudes and behaviours towards the suggested change.” (line 320)
Principal I	“Teachers resist because of their laziness, or they want to tarnish the image of the school or principal.” (line 362)

In summary, responses indicate the reasons why staff members resist changes to be:

- lack of motivation, encouragement, information-skills sharing and open communication (line 45)
- lack of understanding about the purpose of change as it has not been clearly explained to them (line 87)
- their negative attitudes (line 130)
- it can affect the teachers self-interest (line 185)
- lack of understanding, explanation and information about the desired change (line 229)
- difficulty in putting the interests of the school before their personal problems which in turn affects their attitudes and behaviours about change (line 277)
- their attitudes and behaviours towards the suggested to change (line 320)
- their laziness and desire to tarnish school or principal’s image (line 362).

In terms of dealing with resistance, the participants suggested that they should invite those individuals who might resist change to discuss the matter with them in order to find out what is bothering them in implementing these new changes. Principal C and Principal D stated, “I also manage change through people by bringing them to the negotiation table and explain to them the purpose of change and try to let them understand change.” “... and I am not the only one. Before implementing the change I consult and inform them, and create a platform for discussing it” (lines 69 & 106 respectively).

The literature reviewed revealed that staff members are always afraid of the unknown, of control, failure, uncertainty and ambiguity (Wagner 2001:54). Consistent with the views expressed by Wagner (2001:54) Principal E and Principal G indicated, “Teachers resist because they are afraid of their personal problems, attitudes and

behaviours which are not at par with change” (line 277) and “I think it can affect their wishes” (line 185).

As part of dealing with resistance to change, principals should increase effective communication amongst staff in order to avoid confusion. The success or weakness of change management depends on the individual principal handling it capably. The participants’ views on successes and weaknesses are discussed in the subsequent section.

4.4.12 Successes and weaknesses

Interviews with principals have shown that it most schools are administered by principals who are not trained in change management. Principals expressed the following comments on successes and weaknesses of change management:

<i>Principals</i>	<i>Successes</i>	<i>Weaknesses</i>
Principal B	“The principals should have a vision that is focused and honest and they should treat staff fairly, be a good listener and take advice. A decisive principal takes decisions that take risk.”	“A principal who does not motivate, influence, encourage and lead by examples has an element of weakness.” (line 47)
Principal C	“I think he must apply the four managerial functions, namely the planning, controlling, leading and organising.” (line 89)	“No proper planning done means that change cannot take place and would not be effective or a fruitful one but a failure.”
Principal D	“I think he must be strong to accept defeat because people learn through mistakes and this is a success.” (line 132)	“... and be scared to implement change, be afraid of change, and be afraid of rejection are weaknesses”.
Principal E	“I think one is the staff, the way they support to foster change; the negative or positive attitude of the staff and school community and also the environment.” (line 187)	“Lack of problem-solving skills; innovation, tolerance and endurance of principal; shortcoming or blocks in the change.”
Principal F	“I think the relationship amongst staff, honest with the staff; be aware of action to be taken and the evaluation thereof; be consistent in the work, ensure information is shared before the implementation, policy at school is communicated amongst staff members and attitude of staff and other members	“...lack of conducive-working environment for teachers and other staff members”.

	towards change.” (line 231)	
Principal G	“I think hard work and commitment...” (line 279)	“The incapability of the principal is one of them.”
Principal H	“I think competent, honest, fair treatment, hard work and commitment are the successes.” (line 322)	“... and incompetent, lacks of confidence, unfair treatment and fear of unknown are factors which determine weaknesses of a principal”.
Principal I	“I think he must be a dynamic and responsible, be committed, punctual at work, and be dedicated.” (line 364)	

The interviews revealed that “principals should have a vision that is focused and honest and they should treat staff fairly, be good listeners and take advice” in order to succeed in managing change as stated by Principal B. Additionally, the interviews further express the following opinions if principals aim for success: “...takes decisions that take risk. The principal must apply the four managerial functions, namely the planning, controlling, leading and guidance and organising. He must be strong to accept defeat because people learn through mistakes. He must have positive or good relationships amongst staff, honest with the staff; be aware of action to be taken and the evaluation thereof; be consistent in the work, ensure information is shared before the implementation policy at school is communicated amongst staff members and attitude of staff members towards change. The staff, the way they support to foster change; the positive attitude of the staff and school community and also the environment. Competent, fair treatment, hard work and commitment are the successes. He must be a dynamic and responsible, be committed and dedicated, punctual at work.”

Interviews also revealed that a principal who does not motivate, influence, encourage, convince and lead by example has an element of weakness (Principal B, line 47). It further indicates that “...no proper planning done means that change cannot take place and would not be effective or a fruitful one but a failure” (Principal C). Furthermore, other aspects cited as weaknesses are: “scared or afraid of change because of rejection; the negative attitude of the staff, school community and the environment towards change; lack of problem

solving skills, innovation, tolerance and endurance of principal are shortcomings or blocks in the process of change. An uncondusive-working environment for staff members, lack of confidence, and incompetence or the incapability of the principal, unfair treatment and fear of the unknown are among the weaknesses of a principal (transcriptions of interviews).

To sum up, principals who motivate and encourage their staff members in dealing with change can expect cordial relationships amongst them and success. In Chapter 2, the literature reviewed revealed that principals who convince staff, build consensus through open communication and respect for the views of others, manage change successfully (Gunter 2001:19). These findings correlate with those views of the participating principals who indicated that when there is no proper guidance given, the chances are that the change will not be effective. Therefore, change must be clearly explained to the people concerned. They need to understand exactly what is expected of them, and their duties and responsibilities towards implementing that change. These are factors contributing towards the success of a principal. In the absence of clear understanding and communication people will end up rejecting change.

Principals, who cannot share the proposed change with other colleagues or, ensure their understanding, end up not achieving the desired change. Results also showed that some principals experience problems in convincing staff members because they are afraid that their ideas or suggestions will be rejected thus indicating a lack of confidence in themselves and/or the proposed change. They are also afraid to fail because previous ideas were rebuffed.

4.5 DOCUMENT ANALYSIS

Following the interviews, documents in the schools were examined. The documents requested were the Plan of Action for Academic Improvement [PAAI], the School Development Plan [SDP], the minutes of principals' meetings, the minutes of staff meetings and those containing the school vision. However, it was found that many of the relevant data or information regarding change management in the documents was not available in most of the participating schools.

The document protocol designed incorporated elements of Palmer et al.'s eight-step change management model (see Appendix F), and the ETSIP model (see Appendix G). The researcher was specifically interested in analysing by whom and how change was initiated, developed and communicated, how it was introduced and managed, as well as how principals dealt with resistance to change.

As stated in Chapter 3 (cf. 3.4.2), the researcher adopted Palmer et al.'s eight-step change management model (2006:207) to examine the knowledge and skills school principals need to master in order to facilitate managing change at school level. The activities identified in the Table 3.1 were assessed against the practice of the principals and helped to show the strategies they used to facilitate the management of change in their schools. Their managing skills were placed on a five-point scale, namely very good, good, neutral, poor and very poor.

Generally, the quality of handling Palmer et al.'s eight-step change management model varied from steps to step. Step 1 which establishes the need for urgency, for example, uses techniques to focus people's attention on the importance of change to meet these challenges. When it was evaluated it was found that the quality of handling it was poor because no evidence was recorded. Step 2 was about ensuring that a powerful change group exists to guide the change by creating team structures to help drive the change. When analysed this step revealed that the school team structures were put into place (see 4.2) except for School I. Steps three and four concerning developing a vision that provides a focus for the change and clearly communicates the vision; for example, using multiple channels to constantly communicate the vision. When these steps were evaluated the quality of handling them was neutral or poor due to very little evidence or no records in the SDP and PAAI except for some that were pasted onto notice boards in the staff rooms.

The interviewees thus failed to provide the researcher with evidence, for instance, on the way they use techniques to focus people's attention on the significance of change to meet these challenges. It also showed that the quality of handling the developed vision was poor because there was not even evidence that a vision that providing focus for the proposed change was developed.

The document analysis showed no record of principals receiving training in managing change (e.g. no attendance list or minutes of any meetings was found). The steps five and six concerned embedding a change in the culture by, for example, linking change to organisational performance and leadership; and empowering staff by, for example, encouraging risk taking also lacked documented verification.. In addition, the capacity for ensuring that there are short-term wins by providing incentives was also not documented. Many documents that were provided did not clearly indicate how principals motivate their teachers or others to take part in the intended change. Finally the vision was ineffectively communicated to staff members as multiple channels, such as letters and written memorandums, were continually not utilised.

Nevertheless this analysis did show that the principals interviewed created team structures in their schools to help drive the change. They incorporated heads of department, teachers and School Board members. The Principals interviewed used these teams to initiate new changes and demands. Additionally, the way the participants enabled the team to guide the change was commendable. The management team members were usually consulted and served as the core group to drive the changes. Further analysis of the documentation revealed a capacity to consolidate gains, such as, directing supplementary change projects. Most principals indicated that the innovations they initiated, like Principal C's afternoon studies and extra transport, and Principal H's erecting of a school fence for security were successful. These initiatives are documented in their SDP and PAAI documents.

The researcher noted that mention was made in the School Development Plan that some schools developed a vision which provided a focus for the change.. It was constantly communicated through the use of multiple channels such as letters, radio and meetings.

Regarding the ETSIP document schedule (Table 3.2), it was evident that people affected by the changes were not involved in the planning of change. The changes were not recorded although it was revealed by principals during the interviews. This view was supported by Principal I who stated, "No, like I said the input of the School Board members is minimal; in most cases their level of understanding things academically is very much low. I am the only custodian who normally advises and

helps them with what to do and how to do it” (line 338). Further perusal of the documentation showed that the goals of the changes were not clearly articulated nor were the people involved adequately consulted. For example, there was no evidence (a letter from the school to serve as evidence concerning the upgrading of the School I from grade 7 to grade 9) to show the existence of a working group to provide recommendations for change. This was the most likely cause of the difficulties in adhering to the procedures and methods for implementing change in schools.

However, while recommendations are scarce, analysis of the records show evidence of principals contacting each other and meeting the other heads in the cluster to share information. The minutes of cluster meetings served as confirmation. The aims of envisaged changes were communicated to the school community and meetings held which enabled principals to identify their own and others’ strengths and weaknesses. Document analysis further revealed that, through those meetings, some principals learned how to use resistance to evaluate and diagnose the reasons for the opposition to change. For example, principals determined which members of the school or community did not want to change and they invited them to a negotiation table to debate the issues.

4.6 CONCLUSION

The data were examined to identify the important themes. The themes were presented using verbatim quotations and discussion of the data. By correlating data with specific literature references, a better understanding is achieved. As stated in the introduction section of the Chapter 4 (cf.4.1), the main purpose was to present and discuss data which attempted to answer the research questions and so establish pertinent results.

The findings revealed that:

- the participating principals were not well versed in the concept of change management due to lack of training
- they were not provided with tailor-made guidelines as most of them were drawn up at school management teams or principals
- the factors which influence change were identified and these factors are listed in section 4.4.7

- the Ministry of Education used certain strategies to train staff members in dealing with challenges that face them and these strategies, highlighted in this chapter, included the ETSIP programme and cluster system
- the programme of activities set out in the Plan of Action for each school indicated that the principals were complying with the inadequate guidelines obtained from the Ministry of Education.

4.7 SUMMARY

The principals interviewed reported that change is a challenge which can be positive or negative. Some changes may be associated with benefits and be perceived as progress; others may produce contradictions, frustration and conflict if an adverse reaction amongst staff members arises. Almost all participants stated that change is inevitable and not an event. A variety of changes were evident in most of the schools, as revealed in the interviews. The changes identified in this chapter are largely congruent with the theoretical perspectives discussed in Chapter 2.

The issue of change management was a difficult matter to deal with as most of the principals interviewed indicated that they had never attended a training workshop on the subject. Generally principals experience problems when changes arise and need to be managed in the school environment. It was recognised that change could result in improvements for the education system, and/or produce stress and conflict. With this in mind, principals need to be trained and informed on how to handle any new innovations or initiatives in their workplaces. They are the people who should take the lead in managing change, ensure that the subjects available at their schools are taught, learnt and administered according to best practice by committed teachers and learners alike. They should not be autocratic but involve the people with whom they are working. As for any organisation, the rise or fall depends on the leader and the way he/she manages it. Principals should take care to introduce changes that are communicated and planned carefully.

In the next chapter the conclusions and recommendations of the study are discussed.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

A summary of the main findings of the study, together with conclusions and recommendations are presented in this chapter. Limitations of the study and implications for future research are also addressed. As indicated in Chapter 1 (cf. 1.3 & 1.4) the purpose of the study was to explore the management of change in schools in the Kavango region in Namibia. The aim in undertaking the research was to determine the guidelines which govern change and the factors which influence it. The researcher also endeavours to explore the role of principals in managing change, strategies the education system follows to train school managers and how principals in the Kavango region comply with the guidelines for change management. Recommendations, (provided in the section 5.5) for improved practice in schools of the Kavango region, are made.

To achieve the aims of the research two data collection techniques were employed; namely, interviews and document analysis (cf. 3.4). In this study the purposeful sampling method was used to select the respondents in order to gather data as outlined in Chapter 3 (cf. 3.6). Both interviews, as well as, document analyses revealed that training in management of change was never specifically conducted in schools of the Kavango region (cf. 4.4 & 4.5). In brief, the literature reviewed and interview responses and results determined the guidelines which govern change and identified factors which influence it. They further revealed the role of principals in managing change, strategies the education system follows to train school managers and how principals comply with the guidelines for change management. Based on the above-mentioned research findings the researcher confidently suggests that the research aims have been achieved.

The literature reviews in Chapter 2 addressed the theories of change management and identified guidelines for school principals to be successful change agents. Factors influencing change and strategies the education department employs to drive the change process in regions and schools were identified. The literature reviews also outlined the role and successes of schools principals in managing change. The literature examined revealed that, a lack of information sharing relating to skills amongst staff members in general and principals in particular,

The description of the methodology in Chapter 3 addressed how the research questions were approached using purposeful sampling and semi-structured interviews as part of an interpretive approach. A thematic analysis of the data was undertaken in which important recurring concepts were derived. This process continued during data collection. When no new themes were forthcoming from participants, data saturation had occurred and the sample size was considered to be sufficient.

Chapter 4 presented and described findings from the data analysis in terms of twelve themes (cf. 4.4). Related concepts were grouped into themes. Findings showed that participating principals lack skills in managing change, but it appears that there is potential for these skills to be developed and refined if they are trained to professionally approach and understand the management of change and concomitant leadership theories.

There were also indications that communication gaps existed with regard to the facilitation of managing change in the schools studied. Indeed this seems to be the case in many schools in Namibia. In addition there is lack of support, monitoring and co-ordination of the management of change programmes at the regional level. Reference was made to leadership and management programmes such as the Education and Training Sector Improvement Programme [ETSIP] (Namibia. Ministry of Education [MoE] 2006:27) initiated by the MoE to assist principals. The findings suggest that programmes came to an end due to insufficient follow-up. Harvey and Kamvounias (2008:31) point out that the lack of supervision and support on the part of immediate supervisors is a major stumbling block to the implementation of change management programmes.

Examination of the findings suggests that the selected principals in the study generally used rudimentary and intuitive strategies to manage change because they had not received any direct training about the management of change and leadership. Findings confirm that suitable training would empower the principals to more capably manage change.

5.2 CONCLUSIONS FROM DATA ANALYSIS

This study has highlighted the unique personal experience and management strategies of the participating school principals. Data gathered through interviews, observation and document analysis were compared and extended mainly by considering the personal reflections of the participating principals. The conclusions are structured according to themes identified in Chapter 4. From the analysis of data certain key themes emerged, as described below.

5.2.1 Conclusions with regard to change in education

In this particular instance change in education referred not only to change in classrooms or a school but across schools within a cluster and beyond. It referred to any educational activity initiated by the principals or other school community members for the benefit of a school (cf. 2.2). Generally principals believed that changes are brought about by improved communication which creates a better learning and teaching atmosphere at school (cf. 4.4.2). Improved communication leads to the sharing of information and ideas amongst principals and their staff members.

From explanations by the principals about changes in education, the researcher concludes that they understand change in their own ways - they view it as a process of bringing in new methods, approaches, strategies, or improvements in education whereby all stakeholders work together. Overall, change in education is about improvement.

5.2.2 Conclusions with regard to change management

In brief, change management is about planning, organising, directing and evaluating what needs to be changed by using an effective communication channel (cf. 2.3).

Understanding the conceptual thinking about change management emerged as a key issue. Principals interviewed felt that change management is a process whereby they make decisions, solve problems and draw up plans of action (cf. 4.4.3). Interviews revealed that participating principals do organise, direct, supervise and evaluate the activities to be changed in their own way. It was evident though, that principals had not been trained in change management (cf. 4.4.3).

Drawing on the information from the interviews in this study, it was clear that most principals could understand and explain change management. During the interviews the principals used their common sense and everyday life experience to define change management, thus demonstrating a limited conceptual understanding.

5.2.3 Conclusions with regard to skills for managing change

Principals need skills to manage change if they are to meet the challenges inherent in managing change in schools. This situation can lead to frustration contradiction and rejection (cf. 2.5.1 & 2.5.2). Most of the participating principals had inadequate consultation skills when trying to motivate staff members (cf. 4.4.4).

In most cases, due to lack of skills training, the principals' management styles were questioned by other members of staff and challenges were not faced. The lack of skills to solve problems, to take effective decisions and manage change, severely affects most managers in education in the schools studied (cf. 2.5).

5.2.4 Conclusions with regard to leadership and management

Examining the research interviews revealed that participants argue that the leadership is about the position or post held by the person who is leading others (cf. 4.4.5). Some said that leaders lead people by example, influencing them to follow them and very importantly to follow the rules of the organisation. Other

participants felt that managers manage the people according to the stipulated policy or regulations of a school.

Almost all the principals interviewed suggested that management is the way one manages activities and people in the school. It has to do with co-ordinating everyday activities of the school (cf. 4.4.5). These activities are run on a day-to-day basis through instruction or guidelines set by the Ministry of Education.

From their responses one can deduce that the principals interviewed were not familiar with theoretical concepts of leadership and management. Without understanding these concepts it is difficult to solve complicated problems with confidence. Therefore proficiency acquired during training in leadership and management are important, as they will empower principals and enlighten them about their roles.

5.2.5 Conclusions with regard to the roles in managing change

It emerged during research that the principals are responsible for creating the vision of the school; initiating change programmes and ensuring participation of all staff members in the suggested change process (cf. 4.4.6). Participants in the study felt that honesty and punctuality at work were key features in achieving good practice.

Overall, participants indicated that they monitor and support the suggested changes and provide motivation to teachers. They are always punctual at work and serve as an example at all school activities (cf. 4.4.6). Furthermore they consider that they create a school vision and identify needs of the schools through Action Plans which are supported by well developed implementation plans (cf. 2.10.1).

5.2.6 Conclusions with regard to factors that influence change

Factors influencing change is one of the themes that the principals stressed they need help with. They feel it hinders them when they want to come up with new ideas to improve the situation at hand but then are faced with so many factors affecting the change process that they are not confident about which steps to take. The issue of discipline and the disrespectful attitude of the staff members seem to present

particular problems to most of the principals interviewed (cf. 4.4.7). Mutual respect is a significant school value, along with teamwork, discipline, co-operation and hard work, when change is proposed (cf. 4.4.7).

Furthermore factors such as commitment, social environment, distance, financial implications, performance and absenteeism amongst learners and staff members all contribute to poor management of change (cf. 4.4.7).

5.2.7 Conclusions with regard to guidance in change management

The research revealed that principals are not given sufficient guidelines and they end up drawing up their own programme of activities according to PAAI (cf. 4.4.8). In planning they indicate who leads, what is to be done and how to attain the desired goals (cf. 2.7). Through the execution of programmes and management activities at cluster levels, direction and support are given to all staff members. The school activities are monitored and supervised ensuring that they are accomplished as planned (cf. 4.4.8).

Interviews also revealed that for one to follow a set of guidelines he/she needs to believe in them (Principal D). This is important when it comes to providing instructions to teachers on tasks to be done. It was discouraging to observe that the required knowledge and skills are not regularly reviewed in order to obtain the intended achievement (cf. 4.4.8).

5.2.8 Conclusions with regard to the training strategies

The interviews and literature revealed that the cluster system is a strategy established by the Namibian education system country wide (cf. 2.8). Each cluster is supported with ETSIP documents which enable principals to manage change and other educational activities (cf. 2.8.2). The principals interviewed maintained that cluster meetings are held at least once a term (cf. 4.4.9). The cluster examinations, subject meetings, cluster disciplinary meetings and cluster School Board committees are organised at cluster level and are spearheaded by cluster heads who make sure that cluster activities are undertaken.

The training in the School Development Plan (SDP) and the Action Plans for Academic Improvement (PAAI) are also conducted and organised by the Directorate of PQA and the Inspectorate of Schools at a cluster level (cf. 2.8.1 & 4.4.7).

5.2.9 Conclusions with regard to the school vision

Research showed that the school vision has to be shared by all staff members to enable them to build together. A strong foundation is laid through the sharing of ideas and data gathered (cf. 2.8.4.2 & 4.4.10). Research further revealed that all teachers should have a share in the vision of the school and constant monitoring is needed to achieve the objectives set.

Principals interviewed also argued that the objective of the vision is reflected in the PAAI document designed by all teachers (cf. 4.4.10). They further observed that learners also are guided by teachers to set their own realistic, academic targets which are monitored by principals.

5.2.10 Conclusions with regard to resistance to proposed change

The principals interviewed suggested that resistance to change may appear in the school environment if there are shortcomings in the change design. They stressed that failure to involve staff members who are affected by the changes in the planning stage cause them to resist change (cf. 4.4.11). Furthermore, they suggested that if changes that are not noted in writing and communicated appropriately amongst staff members it will cause opposition to change, especially if the goals are not clearly articulated and cleared with the people involved (cf. 4.4.11).

It is essential to deal appropriately with resistance. This was demonstrated by the principals who were generally sensitive to the process and not only the product. In all aspects of the facilitation, principals discussed and clarified the suggested changes to be made. They also assessed how staff members interpret change by engaging them in practical activities.

Additionally, principals continuously engaged in analysing the difficulties their staff members encountered in understanding a particular concept and adapted their management accordingly. Most of the participants suggested that they would invite to their office those individuals who resisted change, to discuss their reasons and anxieties about implementing changes. Depending on what the individuals might say the principals would provide advice or, if necessary, review the proposed change (cf. 4.4.11).

5.2.11 Conclusions with regard to the successes and weaknesses

It is a general phenomenon, as revealed by the interviews conducted with principals, that most schools are administered by principals who are not trained in change management (cf. 4.4.12). In the interviews, principals said they should have a vision which is focused, they should be transparent in their dealings with teachers and treat them fairly, and they should be good listeners and heed advice (cf. 4.4.12). Principals who do not motivate and lead by example are usually weak and ineffective.

The interview revealed that the four management functions of planning, leading, controlling and guidance need to be mastered. Most significantly change must be explained to the people involved as they need to understand exactly what is expected of them concerning their duties and responsibilities towards realising change. A principal should avoid being hesitant when it is necessary to bring about change.

5.3 POTENTIAL VALUE OF THE STUDY

As previously stated, the main thrust of this study was to explore the extent to which school principals are managing change in schools in the Kavango region in Namibia. The potential value of the study lies in the identification of key issues which can inform principals how to use the management of change theory to bolster their management and thus develop logical thinking, understanding and achievement of the intended change.

The overall conclusion is that the participating principals in this study generally managed to facilitate the management of change in their schools. The principals used appropriate strategies to facilitate change and helped develop the understanding of concept change management thinking of the staff members.

5.4 LIMITATIONS OF THE STUDY

As this study was a small scale case study, the research findings are not necessarily applicable in a broader context. The availability of school principals willing to participate in this study was limited. Since only a small number of Kavango school principals were involved, the same results may not apply to other parts of Namibia, or even to other parts of the Kavango region.

There is also a possible limitation in terms of how fully participants responded in interviews and how they performed in the school. Given that the researcher works as an advisor in the Kavango region, the principals participating in this research were all known to him. It is possible this influenced the responses given. The respondents may have felt the need to maintain a certain degree of restraint.

To date, there is not much literature available on the management of change in a Namibian context. Thus comparative data within the Namibian situation is scarce. The findings and recommendations must be viewed in the context of these limitations. Nevertheless this study identified limitations in training the participating principals on managing change. However it can be seen that principals still find ways of managing change despite having little or no formal training and inadequate guidance.

Based on the positive responses by the three principals in this study about the importance of change, it would seem that they concurred with other researchers who emphasise the importance of change in the school environment.

5.5 RECOMMENDATIONS

The recommendations address the conclusions highlighted in this chapter in section 5.2 which is structured according to themes identified in Chapter 4.

5.5.1 Recommendations for managing change

In order to strengthen the management of change, the following strategies should be encouraged:

- there should be a clear and desirable vision of what the school will be like once the change is complete (cf. 2.5.1 & 2.11.1)
- there should be clear-cut strategic goals as the school undergoes the change process, and milestones should be established to guide the path of the change (cf. 2.3)
- detailed tactical plans should be decided upon and made available in accessible language to all who participate in the change process (cf. 2.9.2 & 2.10.2)
- there should be a commitment to the change by all the principals and staff members (cf. 2.4.3.4)
- training should be provided for those individuals who do not have the skills for the management of change (cf. 2.4.2 & 2.11.2)
- adequate time and other resources must be provided to enhance the probability of successful change (cf. 2.10.1)
- comprehensive and frequent two-way communication should take place throughout the entire change process (cf. 2.10.2)
- people affected by change should be involved in the planning (cf. 2.2 & 2.3)
- changes should be noted in writing and circulated appropriately (cf. 2.6.2.6)
- the procedures and methods for implementing change should be determined (cf. 2.5.2 & 2.6.2.8)
- good interpersonal relationship and ease of manner should be observed (cf. 2.4.3.4)
- a willingness to confront people where necessary without generating hostility (cf. 2.5.2)
- change should be viewed as an improvement (cf. 2.2).

5.5.2 Recommendations for principal training

- Principals should be equipped with the necessary knowledge about management and leadership theory during their training. This would enhance the content knowledge of change management and training strategies employed in the cluster in general and in the schools in particular.
- Principals should be motivated and encouraged to facilitate the management of change consistent with the management and leadership theories through training.

5.5.3 Recommendations for future research

Since no other research has been conducted on the management of change theory in the Namibian context, it is hoped that this investigation will act as a catalyst for further research. This study presents several research opportunities and the following recommendations are made:

- A bigger and more heterogeneous sample of school principals is recommended for further research
- Similar studies should be conducted with school principals in other regions of Namibia
- Similar studies should be conducted with Inspectors of Education, parent representatives and teachers in schools of the Kavango region in Namibia and in other regions of Namibia

5.6 PERSONAL REFLECTION

The researcher has gained a unique experience through his research study at the University of South Africa. He also found the exercise of conducting research very stimulating and adventurous. This included developing the ability to be open-minded and respectful of other peoples' views; to display optimism and enthusiasm, confidence and decisiveness; to understand setbacks that derail an important initiative; and be flexible and willing to try a different approach if the first effort is blocked.

The process of conducting research afforded the researcher the opportunity to learn from other research in his field of research interest, and especially, to learn from the participants in the study. As he learnt about the experience of other people and phenomena under investigation he began to reflect on his own practice. This reflection provided him the opportunity to view the role of school principles differently, and reshaped his thinking to enable him to appreciate the challenges facing principals in the 21st century.

This personal paradigm shift will help him to take a different approach in dealing with principals in his work situation. As a novice researcher, he found the exercise of conducting research fascinating and encouraging. Through it, he gained satisfaction from the knowledge that he has made a small contribution to the ETSIP debate, and helped to fill the gap that exists in literature about the management of change in the Namibian context.

5.7 FINAL WORD

In conclusion, there is a dearth of data on the management of change as it applies to Namibian schools. It is regrettable to report that the concept of change management needs to be addressed in order to develop the understanding of principals and other staff members if Namibian schools are to gain a competitive edge in the management of change.

Although extensive data on the application of the management of change is lacking, it is the researcher's opinion that the change management theory should reflect a view of managerial design in the management profession. In this regard the management of change, complemented by the leadership theory, should be taught to staff members and implemented in a wide range of authentic settings, with ample opportunities for reflection and feedback. In this way, staff members in the field of change could contribute towards the existing body of knowledge about these theories and thus assist in developing the logical and conceptual thinking of staff members and meeting the planned and desired needs. The researcher hopes that the findings and recommendations for future research made in this study will inform many school principals in Namibia.

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