

**CHANGE MANAGEMENT: A CASE STUDY
OF IQMS IMPLEMENTATION
AT SAMUNGU WARD SCHOOL**

By

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DECLARATION

I, the undersigned, hereby declare that the work contained in this dissertation is my own original work and that I have not previously in its entirety or in part submitted it at any University for a degree.

SIGNED:

A handwritten signature in black ink, consisting of a large, stylized 'S' or 'G' shape, written over a horizontal dashed line.

DATE: 19. 07. 2006

SIGNED:

DATE: _____

SUPERVISOR

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DEDICATION

This dissertation is dedicated to my late grandmother, Mrs Getrude Mathonsi (who nurtured and groomed me, to who I am today) and to the community of Eshowe. May this dissertation inspire you to continue with your studies.

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CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

The momentum of change continued to build. Some schools adapt to ongoing change, whilst others are playing the difficult role of catch-up. The management of change is a challenge for school leaders, which requires an approach that will impact positively on educator attitudes, so that change is implemented successfully. The key to organisational change management included promoting effective change, by gaining the educators' support and commitment for implementation.

Therefore it has become clear that management has a responsibility to manage change so that everyone in the organisation will be involved (Task Team Report on Education management Development , 1996). McHugh (1997) states that if management is incompetent to manage change, it is likely that it might negatively affect the educator's attitudes to change and the entire process will be extremely stressful for individuals implementing the change. The adverse effects of this will manifest themselves in a variety of ways, which will be detrimental to the organisation.

It is against this challenge that this study set out to elicit the relationship between educator perceptions on change management and educator attitudes to the implementation of change. IQMS was used in the case study as a change program to illustrate the relationship between the management of change at the school and how it affected the educators' attitudes to implementing the policy.

IQMS was selected because it was a new policy that many schools are grappling with. IQMS is an integrated quality management system, which is aimed at enhancing the monitoring performance of the education system. It is integrated with Developmental Appraisal; Performance Measurement and Whole School Evaluation.

This chapter provides a general overview of the research dissertation. It begins with discussing the background and purpose of the study. The key questions for the

research and the research methodology used in conducting the research are then outlined. The final section outlines the structure of the dissertation.

1.2 BACKGROUND AND PURPOSE OF THE STUDY

The dawn of a democratic South Africa heralded major transformation in education policies, legislations, systems and practices for all schools. There are numerous changes that are prescribed by the National Department of Education and the SMTs (school management teams) are obliged to implement these changes in the school. Some of the changes include:

- ◆ Education Act 108 of 1996
- ◆ The South African Schools Act 84 of 1996
- ◆ The South African Council for Educators Act 31 of 2000
- ◆ Education Labour Relations Council (ELRC) Resolution 8 of 2002 - IQMS (Integrated Quality Management System).

The study focused on the implementation of IQMS. Therefore attention was given to the purpose of IQMS (Department of Education and Culture, 2002, p1) lists the purpose of IQMS as follows:

- ◆ To monitor the performance of educators with a view to determining areas of strength and weaknesses.
- ◆ To provide support for continued growth.
- ◆ To promote accountability.
- ◆ To evaluate individuals for salary progression and rewards.
- ◆ To evaluate the overall effectiveness of the school, as well as the quality of teaching and learning.

The Task Team on Educational Management's report, "Changing Management to Manage Change in Education (1996) states that the move to implement change (for example IQMS) in schools, in itself offers no guarantee of positive change. In this

connection some schools have done well under the new IQMS, whilst other schools are stumbling along.

As head of department of a secondary school, I had noticed that educators have different perceptions and views of IQMS. In consultation with educators from other schools in the area it appeared that schools were experiencing some problems with the implementation of IQMS. For example, some educators feared and were sceptic towards the process while others experienced low morale. Reasons given for these attitudes were that implementation occurred without consultation with educators.

The aim of the study was to investigate how informed and receptive the educators at the sample school were to change initiatives and whether they understood the end-result of IQMS. It examined the experiences and views of the educators on how IQMS was managed at the school and the extent to which management played in maintaining success or failure of IQMS implementation. Carnell's view (1990) cannot be ignored, namely that if the change process is not managed effectively it will lead to negative attitudes (depending on educator perceptions of how change is being processed).

The study also investigated whether change was well communicated to all organisational members. This would be seen as an effort from management to solicit ideas and suggestion from the educators with regard to what should be done and how. The other concern was to explore the extent to which educators participated in effecting change and ensuring success. This is essential, as any type of change affects them as shareholders in the organisation (Task Team on Education Management Development, 1996).

By understanding the deficiencies in the current organisational management approach to change, future change initiatives would be carried out with a much clearer understanding of the needs of the educators. The organisation could therefore reduce negative educator attitudes to effective implementation earlier on in the rollout of the change strategy.

1.3 THEORETICAL LOCATION OF THE STUDY

The Collegial Theory formed the basis for this study. The theory advocates for a participative approach, which builds capacity, ownership and commitment. As Robbins (1983) states, it allows for various viewpoints regarding decision-making for implementation. The theory also takes into account individuals in the organisation and policy implementation. This is based on the educators' personal values, attitudes and beliefs they might have (Cohen et al, 2000).

Collegial approaches as a theoretical framework, explained by Bush & West-Burnham (1994) rests on the following assumptions:

- ◆ Professional authority occurs when individuals make decisions.
- ◆ Common set of values is stressed.
- ◆ Decisions are reached by a process of discussion leading to consensus.

In consideration of Bush and West-Burnham's assumptions (1994) it is important that SMT acknowledges the participation of all educators in the organisation. It is not sufficient for managers to simply develop and implement policies. They must ensure the educators' acceptance and commitment to that policy. Managers must take into account the educators who would be affected by the change. According to this theory all educators and management need to work together to make the policy work efficiently (Bush and West-Burnham, 1994). This means that SMT do not simply allow their set of values and personal views to dominate change implementation processes.

The study also examined whether educators in the sample school participated with one another and established whether the policy implementation had the commitment from all parts of the organisation. An attempt was made in the study to focus on the following issues, namely, was decision-making done unilaterally or co-determined by all members? What approach had management adopted to the change policy? Did the educators simply do what the organisation required of them or did they participate actively in the decision-making process?

1.4 **KEY QUESTIONS**

The purpose of the study as to develop and understanding of the relationship between change management and educator attitudes to change implementation, at a particular secondary school. The key questions formulated to help in this regard were:

1. What are the educators' attitudes towards change in general?
2. What are the educators' attitudes towards IQMS in particular?
3. What was the management approach to IQMS at their school?
4. What was the correlation between the management of change and the corresponding attitudes towards change implementation?

1.5 **RESEARCH METHODOLOGY**

The research is a qualitative study. In essence it is a case study involving one secondary school in the Samungu Circuit in KwaZulu-Natal.

Thirty people were surveyed in this case study. The data was obtained:

- by means of a questionnaire,
- by structured interviews.

The goals of ethics in research were adhered to. For example it was ensured that no one was harmed or suffered adverse consequences from the research activities. Respondents' confidentiality was maintained and full assurance was given to all respondents in this regard (Nisbet and Entwistle, 1970).

1.6 **LIMITATIONS OF THE STUDY**

The limitations of the study were as follows:

- This case study is qualitative in nature, involving one secondary school. The findings of the study cannot be generalized, as it is limited to this particular school.

- There was resistance from a few educators to divulge some of the information because they feared that they might be exposing sensitive information. Therefore the validity and reliability of the research instruments might have limited the study.

The limitations of the study are discussed in greater detail in chapter three.

1.7 STRUCTURE OF THE STUDY

The study is presented in five chapters organised as follows:

Chapter 1 provides an overview of the research dissertation.

Chapter 2 presents a review of literature that provided a conceptual and theoretical framework for the study.

Chapter 3 presents the methodology adopted to collect and analyse data that helped to answer the research questions.

Chapter 4 presents the analysis and discussion of the research findings.

Chapter 5 concludes the presentation with a summary of the conclusions and recommendations from the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Saunders et al. (2003) are of the view that there are two main reasons for conducting a review of relevant literature. The first reason is to generate and refine the research ideas. The second is to demonstrate the researcher's awareness of the current state of knowledge of the subject and its limitations.

In view of the above this literature review was to explore how the literature review fits in this study. The study focused on four key issues, namely:

- change
- attitudes to change
- managing change
- implementation of change

2.2 CHANGE

Hellriegel et al. (2001) states that organisational change presents complex challenges. Carnall's (1990) adds, that change often creates conflict and uncertainty amongst people implementing the change program. Implementing change is difficult even for those managing change, irrespective of whether they are fully committed or not. Individual resistance to change can produce substantial time lag. To manage change effectively managers should have the knowledge and understanding of the "change" and the needs of the educator. Therefore this dissertation deems it necessary to discuss the need for change and the different types of changes. This is important because strategic change is managed in a deliberate as opposed to an emergent or opportunistic way (Grundy, 1993). A dilemma for SMT is to balance the need for change and consider the impact it has on its educators so that the process becomes a smooth transition.

2.2.1 The need for change

There is a wide range of forces acting upon the organisation, which makes the need for change inevitable. Reddin (1987) states that organisations embark on change programmes if they are faced with the following:

- Old ways of thinking and doing things become obsolete.
- SMT (school management team) has a clear idea of making the organisation better and change is made to move towards a new state.
- External forces, for example, new government legislation, technological innovation, which requires that schools keep abreast of the change and developments. In this study the change program is IQMS.

The need for change implies that managers implement change either because they want to change or because they have to do so. As these changes occur they have an impact on the management and educators within the organisation. They have to change in order to adapt to new ways of doing things (Task Team on Education Management Development, 1996).

According to Daft (1990) this includes changing how people think, their attitudes about work and generally to renew commitment and empowerment of educators and to create a stronger bond among educators. Therefore it becomes necessary for SMT to have a clear idea of the different types of changes for them to apply the necessary management approach to change.

2.2.2 Types of change

Torrington and Hall (1998) provides the following as types of organisational change:

- **On-going organisational change** is characterised by minor adjustments to configuration and external relationships in an attempt to optimise efficiencies.

- **Strategic change** refers to any major, long-term change, which requires the reshaping of strategy, structure and culture and management processes of the organisation.
- **Revolutionary change** is where the organisational change is characterised by radical shifts and revolutionary changes throughout the whole organisation.

Therefore, according to Torrington and Hall's contribution IQMS is characterised as a strategic change. SMT would have to manage IQMS strategically to bring about effective implementation.

French et al. (1999) describes two types of change viz. first-order and second order change, as developed by Warner Burke and George Litwin. These are as follows:

- ❖ **First-order change** is also described as "transactional change". The transactional leadership approach is found in a more stable system. In transactional change maintenance has a higher priority than development. Management is seen as playing a major role in protecting and promoting the interests of the system. Emphasis tends to be on the management of the school's system and structure, on creating efficiency and on achieving prescribed outcomes. The role of the transactional leader is to focus upon the key purposes of the organisation and to assist people to recognise what needs to be done in order to reach the desired outcomes. Transactional leadership seems best suited to static school systems and communities.
- ❖ **Second-order change** is described as "transformational change". The organisation is transformed, where the nature of the organisation is fundamentally and substantially altered. Transformational leaders inspire followers to transcend their own self-interest for the good of the organisation. They are capable of having a profound and extraordinary effect on their followers. Transformational leadership is required to make a fundamental change in an organisation's culture rather than the organisational climate.

In view of the above it was deemed important to explore whether transactional or transformational change was adopted in the sample school and how this approach affected educator attitudes to change.

2.3 ATTITUDES

The purpose of this study is to explore the co-relation between managing change and educator attitudes to implementation. Therefore it was necessary to understand the concept "attitudes", before exploring the possible link of educator attitudes to change management.

Ajzen (1988:4) states that an attitude is "a disposition to respond favourably or unfavourably to an object, subject, person, institution or event. For example IQMS could be seen as either a favourable or unfavourable response to a change program. This is usually expressed in terms of the person's beliefs, feelings, and intentions of the implementation process.

Rajeckitt (1990) points out that people's attitudes are unavoidable and are devolved on personal factors, such as anxiety and alienation. What emerge as fundamental to the management of change are the cultural and organisational factors in the organisation that contribute to peoples' attitudes to change. The general view is that, "when attitudes are hostile or negative, problems are created out of opportunities, which alienate and irritate other people. Alternatively it is argued that with positive attitudes a sense of perspective is maintained, which allows members to draw positive elements out of each situation" (<http://www.stressededucationcentre.com>).

With reference to the above, the study wanted to investigate whether educator attitudes to IQMS and the management of IQMS were positive or negative and how their attitudes impacted on the realisation of the change implementation.

2.3.1 Components of attitudes

It is important for managers to be informed of the different levels at which peoples' attitudes are affected. When a problem is early detected, SMT could intervene and guide the educator to renew their confidence and security. Attitudes are discussed under the three components, viz, affective, behavioural and cognitive.

2.3.1.1 Affective attitudes

According to Rajeckitt (1990) attitudes are accompanied by positive or negative feelings; conversely positive or negative feelings have a certain attitude behind them. This is basically the evaluative element in an attitude (namely, feelings and emotions), which the attitude holder judges, for example, IQMS to be good or bad. What this suggests is that attitudes are often subconscious and are not based on rational explanation. The affective component of attitudes influences feelings and emotions irrationally. It is possible that even though the rational expectation is that a certain management theory is effective for the management of change, this may not necessarily be the case in particular circumstances and that the study is open to the possibility.

2.3.1.2 Behavioural attitudes

Wetherell (1996) explains that the behavioural aspect of attitudes involves a person's intentions to act in a certain way towards an event and these intentions are related to the affective component. This suggests that one who has some emotional reaction to IQMS or the management of the process might be assumed to act on this basis. However, there could be inconsistency between attitude and behaviour. For example, educators who express negative attitudes towards IQMS could be working hard to be rated with a high score. For these educators their motivation for working hard is not their attitude towards the instrument, but for the monetary gain. This suggests that a range of factors affect attitudes, which influences the behaviour of individuals. As Ajzen (1988:45) argues:

Every particular instance of human action is, in this way, determined by a unique set of factors. Any change in circumstances, be it ever so light, might produce a different reaction.

2.3.1.3 Cognitive attitudes

Thirdly, attitudes may have a cognitive component. This incorporates knowledge and beliefs about the process. According to Gagne (1985) an individual will have a positive attitude towards an aspect he fully understands and knows. For example, if educators were provided with free-flowing information about IQMS, they would be able to quickly grasp the new issues. Thus they will feel more confident because they have a better chance of understanding what is expected of them.

It was of interest to explore whether the management of change in the sample school considered these components of attitudes.

2.3.2 Different reactions towards change

Individuals implementing change have different attitudes towards change. This leads to different reactions to change. Individuals subjected to the change go through various reactions in dealing with change (<http://www.stressededucationcentre.com>). People's view are coloured by their perceptions and attitudes, and their attitudes are reflected in their reactions to the object or implementation process. These attitudes take on the character of frames of reference (or theories), which could influence future reactions to the change process (Bush et al., 2002). For example if an educator had a bad experience with one aspect of the IQMS implementation process, it could affect the educator's attitude to future experiences with IQMS.

Beynon (1992:24) states that, "to ignore the impact of people's attitudes and reactions to change is to build a mistake into the process, thus reducing the chances than an initiative will succeed". Strebel (1996) claims that leading practitioners of major change projects reported that success in organisations are less than 50%. The failure is attributed to insufficient management attention towards human resource dimensions. This illustrates the benefit of SMT's awareness of the different ways in

which educator attitudes to change implementation is affected. An understanding of factors that affect educators' attitudes to change would enhance the managerial approach to change.

Both favourable and unfavourable reactions to change are summarized in the first column of Table 1. The second column refers to how managers need to respond to the educator attitudes to change (Kanter et al., 1992):

Table 1: Educator attitudes to change and the related management approach (Kanter et al., 1992)

Attitudes to change	Management approach
Satisfaction/complacency	<ul style="list-style-type: none"> • convey urgency • give facts • provide evidence
Rejection/denial - pretending that things will go on as in the past.	<ul style="list-style-type: none"> • listen • show concern • unless they are addressed in a proactive way, the process can take too long • SMT should continue to communicate about the change and what will happen.
Anger/resistance - increased anger or disagreements, or withdrawal from the team can occur. Educators may feel that they are treated unfairly, having given their best.	<ul style="list-style-type: none"> • listen/demonstrate concern • restate facts • convey commitment
Acceptance/curious - it is positive, as energy begins to flow again.	<ul style="list-style-type: none"> • restate big picture • communicate vision • ask for help
Enthusiasm/exploration or emerging	<ul style="list-style-type: none"> • give feedback

2.4 MANAGEMENT

The concept of management is complex. Therefore there is no single, simplistic sequential classification of education management. West-Burnham (1994:3) says:

The danger of an attempt at classifying a complex evolutionary process is that artificial boundaries are created to facilitate understanding.

To clarify the use of the term "management" Task Team (1996:28) reports it to mean the process for creating and supporting effective educational organisations. West-Burnham (1992) states that management is concerned with planning, organising and controlling and leading the institution. According to Bush (1994) management monitors and controls the organisational activities, makes decisions and allocates resources. Bush goes on to say that generally managers are expected to lead. Van Maurik (2001) adds that without good management schools cannot perform their functional tasks effectively. Education managers play an active role in changing the system so that it performs better. The Task Team on Education Management Development (1996:30) contributes, that "management creates the opportunity for negotiating targets for action and provide guidelines for optimal effective working of individuals."

Essentially, the definition of education management that frames this study is that education management is concerned with the transformation of the school so that ultimately effective changes could take place. South Africa's new education policy and legislation promotes that all schools should accept responsibility for developing the capacity to manage the change. Management therefore refers to the process which includes the capacity to diagnose the educators' needs, provide training, information, supervision and conduct evaluations.

As there is no single all embracing approach to education management, several perspectives may be valid simultaneously. Each approach has something to offer in

explaining attitudes, behaviour and events in educational situations. These approaches form a frame within which management base their practices and decide what action to take.

2.4.1 Management theories

There are different perspectives presented on management by the different management theories. According to Owen (1998) theories are useful for influencing practice, predicting future events under given circumstances and essentially to think about ways to exercise control over new changes. Bush (1995) states that without a frame of reference decisions could become purely arbitrary. Therefore theories are relevant for the study.

In view of the above the management theories that informed this study are: Bureaucratic Theory, Collegial Theory, Political Theory, Subjective Theory, Ambiguity Theory and Over-arching Theory.

2.4.1.1 Bureaucratic approach

Bush (1995) indicates that the main features of bureaucratic structures are hierarchical authority structures with formal chains of command between the different positions in the hierarchy. This pyramidal structure is based on the legal authority vested in the office-bearers who hold positions in the chain of command. They are responsible for the satisfactory conduct of the duties of the school. Top-down authority epitomizes bureaucratic management. Decisions and the behaviour of individuals are governed by rules and regulations.

Livingstone cited in (Bush et al., 2002) suggests that this approach is more suitable when making changes in the organization because bureaucratic structures provide a degree of clarity which maybe necessary in times of change. For example the leadership team drives the changes from the top with very little, if any, involvement from staff on the ground. Change programs could be more successful when led from top as opposed to bottom-up. The thrust of this argument revolves around the position of the principal as leader of the organisation and it is thought that this gives

him/her a vantage point that no other person in the organisation can have (Livingstone cited in Bush et al., 2002). Weber cited in (Bush et al., 47) argues that bureaucracy is the most efficient form of management, "*capable of attaining the highest degree of efficiency and ... the most rational means of carrying out imperative control over human beings.*"

Bush's (1995) challenge to this view is that the organisation should not ignore or underestimate the contributions of individuals within the organisation. The collegial theory discusses this aspect in greater detail.

2.4.1.2 Collegial approach

The collegial approach is increasingly advocated as the most appropriate way to manage change; as most people desire increased involvement and participation (Bush, 1995). This management style is an integrative and collaborative one, involving all people working together towards a common goal. The concept involves mutual sharing and commitment through joint diagnosis of problems. Structures are lateral or horizontal, reflecting the view that all educators should be involved in decision-making (Bush, 1995). Thus there is maximum sharing of information. This open decision-making process will lead to equity and fairness among educators (Task Team on Education Management Development, 1996). Stacey (1999, cited in Morrison, 1998) comments that good communication and collaboration in the organization replaces organizational silos because people are connected to the issues and to each other. Creativity is sparked when people from all levels contribute their best ideas. This approach is underpinned by a great deal of team building, diverse groups working together and intense communication and information sharing (Little, 1990, cited in Denzin, 1992).

Thus, authority in collegial structures is based on professional expertise rather than position. The management team develops a shared vision of how to organize and spread revitalization to all departments without pushing it from the top. Bush (1995) points out, that the approach invited involvement and participation of members to produce better solutions to problems and greatly enhances acceptance of decisions. A collegial approach increases the ownership of the change by all those involved, by

giving educators the authority to make decisions, to contribute their ideas, to exert influences and to be responsible. Thus people in the organization feel valued (Stoll & Finks, 1996).

But the collegial model fails to deal adequately with the problems of conflicts that precede consensus. Its effectiveness depends primarily on the attitudes of the principals who have to cede power to empower their colleagues. The political theories, however, give attention to conflicts in the organization, as discussed below.

2.4.1.3 Political theories

Political theories are immersed strongly in "power and conflict between individuals and groups" (Daft, 1999). It is based on the assumption that the goals of the organisation are ambiguous and should be contested. Decisions emerge after a process of bargaining and negotiations (Bush, 1995).

Although political approaches are valid and plausible during change process, the application thereof has limitations. Dalin (1998) emphasises that political theories are immersed strongly in "power", which could allow principals to exert pressure on the educators, by making promises or threats to seek acceptance of the change policies. He adds that a more appropriate approach would be for educators to engage in genuine debates about the change implementation policy for the school than considering personal or group advantages, because change affects everyone in the organisation.

2.4.1.4 Subjective theories

Subjective theories serve to illustrate that schools do not function with a single set of objectives pursued enthusiastically by all members of the institution. Bush (1995) states that events and situations have different meanings for each person in the organisation. Therefore each educator brings a perspective to the school, which is to some extent unique. According to Bush and West Burnham (1994) subjective theories emphasise the perceptions, attitudes and interpretations of individuals but neglects the institution within which individuals behave and interact. It provides no

guidelines for managerial action beyond the need to acknowledge the legitimacy of individual meanings.

2.4.1.5 Ambiguity theories

Carnall (1990) stresses that the rapid pace of change in schools leads to multiple conflict and uncertainty. This can be explained adequately only within the ambiguity framework. Ambiguity theories stress uncertainty and complexity in the organisation. This theory can be used to describe the instability and unpredictability of the organisation, which is consistently changing ideas. The application of the ambiguity theory depends crucially on the degree of turbulence in the organisation. It uncouples problems and choices rather than assuming a rational decision process (Bush et al., 2002).

2.4.1.6 Overarching theories

The managers of change in schools cannot afford to adopt only one theory to manage change. This would be a very narrow approach to manage change. With the rapid changes that dominate our schools the challenge is to adopt alternative approaches and theories to effectively manage the reforms. Van Maurik's (2001) views are that:

... each theory is one-dimensional. Individually theories give only partial and selective understanding of the organisation's reality, but together they represent a powerful means of analyzing and understanding events and situations.

Therefore managers can increase their effectiveness through the mutual interdependency of all 5 theories: Bureaucratic theory, collegial theory, political theory, subjective theory, ambiguity theory; than adopting any single approach (Bush, 1995). Each theory individually provides important insights into the school and management. But overarching theories together represent a powerful means of analysing and understanding events and situations in education.

An attempt would be made to explore which management theories were incorporated in managing change at the sample school!. What were the effects that the theories had

on the educators' attitudes towards the implementation of IQMS at the school? Consequently, each theory can be expected to give only partial understanding of the organisational reality. It might be possible to obtain a more comprehensive understanding of the educators' attitudes to change and the management of change by integrating the theories into an over-arching framework.

2.5 MANAGING CHANGE IMPLEMENTATION

Managing the implementation of change is not an easy task. Whilst some organisations seem to implement change successfully, other organisations' initiatives fail. There are many reasons for this, one of which is the approach to managing change. Another reason is the commitment and capability of the educators to the change program (Kotter, 1994). However, this study seeks to explore the relationship between the management approach and the educators' attitudes to the management approach.

Higgs (2000) carried out extensive research into educators' attitudes to change management implementation and identified the following: SMT must be able to sustain commitment throughout the change process, by creating a sense of urgency for change. They must encourage and support educators to accept their own accountability for the change. Management must uncover tension and differences between people by supporting them throughout their change endeavours. Managing change implementation involves networking with others and using this to get support and resource for the change. Building individual relationships with educators should occur through personal influence rather than just personal authority. This also includes the ability to listen effectively to the contributions of others and managing the dissemination of knowledge. In this way educators will be engaged appropriately in the change process (Fullan, 1999).

Performance can suffer when educators have a negative attitude to change. If the educator feels exploited by the organisation, they may start to distance themselves from the change. If this attitude continues without relief the educator may ultimately experience depression or burnout. However, if these symptoms are early detected by management, they could remedy the situation before it becomes a bigger problem.

2.5.1 Negative attitudes to change implementation

Fullan (1993) argues that change is sometimes inflicted on educators and they are expected to implement change without complaint. This may lead to negative attitudes towards the change program. The following are some symptoms of negative attitudes to change implementation:

- ❖ withdrawing from the change issues
- ❖ frequent late coming
- ❖ frequent early leaving
- ❖ reduced enjoyment of work
- ❖ anxiety/frustration/temper
- ❖ emotional upsets e.g. depression, hostility
- ❖ increased absenteeism
- ❖ difficulty in making decisions and solving problems

(<http://www.stressededucationcentre.com>).

It was interesting to explore which of these factors, if any, were revealed in the participant's responses in the questionnaire and the interviews. This formed part of the discussion in chapter four.

2.6 CONCLUSION

The literature review played a very important role in this study because it provided knowledge and guidelines on the theoretical background of the study. It shows that there are various factors that cause negative attitudes to change. However, the study focussed on how the management of change affects educator attitudes to change. Neff (1985) states that the management approach to change may cause difficulty for some educators to adapt. McGuire (cited in Wetherell, 1996) adds that before change is implemented educators and managers must be fully prepared for the change process.

CHAPTER THREE

3.1 INTRODUCTION

In this chapter, the methodology used to conduct the research is explained. The chapter focuses upon the method of research, research instruments, design of the research instruments and the process of data collection. The reasons for each choice are given in relation to the objectives of the study.

The main objective of this study was to establish educator perceptions on change management and to determine the effect this had on the educator attitudes towards the implementation of change. To help achieve this objective, the study examined how IQMS was managed to facilitate its implementation at the school and how this related to the educator attitudes towards this change process.

The chapter is divided as follows:

Section 3.2 outlines the method of research that informed this study.

Section 3.3 focuses on the two instruments used to collect data, namely: questionnaires and interviews.

Section 3.4 discusses the design of these two instruments, based on the information the researcher intended to elicit.

Section 3.5 outlines the procedure followed to collect data for this study.

Section 3.6 discusses the processing of data.

Lastly, section 3.7 provides a conclusion of this chapter.

3.2 METHODS OF RESEARCH

The methodology followed for the research is qualitative in nature. Creswell (1994, 1-2) defines a qualitative study as *"an inquiry process of understanding a social or human problem based on building a holistic picture, reporting detailed views of informants, and conducted in a natural setting."* A case study method was used to conduct the research on the educator perceptions on change (IQMS) management and to determine the effect this had on the educator attitudes to the implementation of

IQMS. Bell (1993:93) claims that a case study is *"an inquiry that uses multiple sources of evidence. It investigates a contemporary phenomenon within its real life context."*

The case study took place in a natural setting within an actual organisation. Through the process of questionnaires and interviews, the perceptions of the individuals were sought on the management approach to change and educator attitudes to change.

The next section outlines the instruments, which were used for the collection of data for the study.

3.3 RESEARCH INSTRUMENTS

Two methods for data collection used in the study were:

- The survey questionnaire. According to Churchill & Peter (cited in Schnetler, 1993) a questionnaire is a formalised set of written questions for eliciting information from respondents.
- The semi-structured interview. Cohen and Manion (1994:271) describe an interview "as a two-person conversation initiated by the interviewer, for the specific purpose of obtaining research-relevant information."

The use of the questionnaire in conjunction with the interview was decided on the basis of Cohen and Manion's (1994) advice, who maintains that it is generally a good practice to use questionnaires in conjunction with at least one other collection instrument. This method of combining the two instruments is referred to as the triangular method. The triangular method is, *"the study of two or more methods of data collection of some aspect of human behaviour"* (Cohen and Manion, 1994:208).

Combining the two methods maximized the advantages and offset the limitations of each. Namely, using the triangular method helped to approach the phenomenon from different angles, thus get a better understanding of it. The triangular process was not so rigid that it prevented implicit issues relevant to the study from surfacing. For

example by probing during the interviews it allowed for different views or patterns to arise that may not have been obvious in the response obtained in the questionnaire. The triangular method generated a lot of information. Cohen and Manion (1994:209) claim that a research should also be perceptive of those unexpected issues that is relevant to the study, but may only surface through the process of research. the triangular method was also used as an important dimension, as *"exclusive reliance on one method ... may bias or distort the researcher's picture of the particular case which is investigated"*.

The advantages and disadvantages of each of the instruments and how each was utilized to optimum benefit are discussed below.

3.3.1 Questionnaire

Reasons for selecting the questionnaire were as follows: sometimes the way the question was asked in the interview might have influenced the respondent's answers. The questionnaire permitted anonymity and this would have increased the chances of responses, which genuinely represented a respondent's attitudes, feelings, opinions or perceptions. Respondents were permitted sufficient time to consider answers before responding.

Questionnaires were given to many people simultaneously, that is according to (Terreblanche and Durrheim, 1999:295) a "large sample of the population can be reached". Another advantage offered by the questionnaire was that it provided greater uniformity across measurement situations than the interviews. Each person responded to the same questions because standard instructions were given to all the respondents. This in turn made it easy to analyse and interpret the data as compared to verbal responses.

Although questionnaire offered a number of advantages, there were some weaknesses as well. The questionnaires did not provide the flexibility of interviews, as supported by Marshall and Rossman (1995). In the interview an idea or comment could be explored. This made it possible to establish how people were interpreting the question. Some educators were able to express their views better verbally than in

writing. Furthermore, answers to the questionnaires were final, as rechecking of responses could not be done. Therefore interviews were conducted for the study. Interviews made it possible to investigate beyond the given answer for clarification of ambiguous answers.

Herbert and Herbert (1990) cited another weakness, that if questions were interpreted differently as intended to by the researcher, the validity of the information obtained could be jeopardised. In anticipation of such a shortcoming on this study, a pilot study was conducted. This enabled the researcher to revise the questions to minimise any confusion or ambiguities (see 3.5). Fraenkel and Wallen (1990) indicate that, even though the questionnaire provides important information, they are subjective in nature, making their validity and reliability difficult to determine. This view is also shared by Nisbet and Entwistle (1970:53), citing Flexner, who points out that the questionnaires show what people say, not what they do or are. In order to overcome the problem as cited in Flexner, interviews were conducted to prove the respondents, in order to get a deeper understanding of their views.

3.3.2 Interviews

An interview involves the collection of data through direct verbal interaction (face to face). Kitwood (1977, cited in Cohen and Manion, 1994, 252-253) defines interviews as:

".. in an interpersonal encounter people are more likely to disclose aspects of themselves, their thoughts, their feelings and values, than they would in a less human situation. At least for some purposes, it is necessary to generate a kind of conversation in which the "respondent" feels at ease. In other words, the distinctively human element in the interview is necessary to its "validity".

The interview situations permit much greater depth than the questionnaires. The topics and questions from the questionnaire determine the course of the interview, as informed by Behr (1983). The interviews ensure that the respondents understands the structured questions. Interviews are conducted to gain a deeper understanding for the reasons for some of the responses, which the respondents may not have otherwise

revealed in the questionnaire. For example in the study questions in the questionnaire included "closed" questions (encouraging respondents to put a cross in the relevant block). Thus interviews were helpful as it provided ideas; approaches and clues not revealed in the questionnaire. Interviews allow for probing the interviewees for responses.

3.4 DESIGN OF THE RESEARCH INSTRUMENTS

The construction and design of the questionnaire went through several drafts. This entailed a fair amount of time for refinement until the final research instruments were formulated. The research instruments were designed so that it would achieve the intended goal. This included the steps taken to minimise biasness. In this section the design of the questionnaire is described and subsequently the design of the interview are discussed.

3.4.1 The questionnaire

The questionnaire comprised of 5 main sections with a varying number of sub-questions in each section. Most questions were "closed" in format. These questions did not allow the respondent to provide answers in their own words, but encouraged the respondents to select one answer from a list of given answers. The advantage of this type of questioning is that it elicited a standardised set of responses from all respondents. This allowed for easy comparative analysis (Terreblanche and Durrheim, 1999). Another reason was to ensure that respondents were not burdened with a time-consuming task or caused undue stress while trying to think of a possible answer.

The survey also made use of open-ended questions. This encouraged participants to explain their responses or views in their own words without any restriction.

SECTION A: THE DEMOGRAPHICAL DETAILS

The first set of questions (1-4) gathered some personal information about the educator who answered the questionnaire and elicited the context in which they work. This was in line with the view expressed by Cohen and Manion (2000), that it is necessary to have biographical information at the beginning of the questionnaire as most people enjoy introducing themselves. Moreover, the researcher needed such information for analysing responses across various variables since attitudes are usually evaluated within the context of many interrelated factors such as age, sex and rank of the educator. The researcher also wanted to find out which of these variables affected attitudes in major or minor ways. The researcher considered it preferable not to require participants to include their names to allow for sincerity and openness.

The most important aim of this survey was to investigate the relationship between the management of change and the educators' attitudes to implementation. The rest of the questions were for this reason directed at addressing this important aim.

SECTION B: EDUCATORS' ATTITUDES TOWARDS CHANGE IN GENERAL

With this first variable the questions posed investigated at the onset how the educators felt about change in general. It defined whether educators saw the need and the driving force for change. The items that measured attitudes were contained in closed questions, however question 5 required that participants support their choice. Questions 2 and 3 were to determine the frequency of change that the educators were subjected to. Question 4 was to establish how change made the educator feel. The latter part of the questionnaire was related to the educators' perceptions on the management of change in the school.

SECTION C: EDUCATORS' ATTITUDES TOWARDS IQMS

Section C, titled "educator attitudes towards IQMS", was measured by 6 question items. The researcher wanted to establish how educators felt about one change in particular. IQMS was selected because it was the most recent change policy, which

all schools had to implement. Question 6 was to establish whether educators understood the purpose of IQMS and question 7 was to determine whether educators knew what was their role function in terms of this policy. These questions were linked to the management function, as it was necessary to establish the intensity with which the need for this change and vision were communicated to the educators. Question 9 was set to establish the educators' attitudes towards IQMS and question 10 was to determine whether the educators' attitudes had any relevance to the management of the change policy at school.

SECTION D: HOW IS IQMS MANAGED AT YOUR SCHOOL?

Section D focussed on the management of change process. It was designed to explore how the educators perceived the capabilities and the leadership approach of their change management. This section focused on vision and strategy for change; regular briefing sessions; training before implementation and time spent on implementation. These responses were elicited by 4 closed questions and one open-ended question. These questions captured data on the educators' attitudes towards the management of IQMS.

The above questions gave the researcher some indication of how other change processes are managed at the school. This was to explore whether the organisation adopted a management approach that allowed them to embrace change. Conversely, as pointed out by Fullan (2001), organisations that fail with one innovation would most likely fail with others, simply because they do not effectively embrace the change.

SECTION E: EDUCATORS' PERCEPTIONS ON HOW THE MANAGEMENT OF CHANGE IS AFFECTING THEM

Section E formed the major part of the questionnaire. Respondents had to select options from a choice of answers.

- Question 21, is SMT supportive of IQMS, was motivated by the fact that if the SMT was not supportive of the change aspect at the school, it was very unlikely that the program would be well planned or much would be time spent on the implementation.
- The next question concerned work-related decisions, which required educators to indicate how it affected them when they were either consulted or not consulted on decisions that affected them.
- To establish what the respondents thought about the authority at their school they were asked to indicate which of the management style most described their school. The reason is that the study intended to gauge the management approach to change and how this affected the attitudes of educators towards change.
- It was also essential to investigate the relationships: namely SMT's relationship with the educators and the relationships amongst educators who had to work as teams. It was to determine whether educators or SMT members took their relationship for granted. It was felt that relationships are necessary for change to take place successfully. It could also affect educators' attitude to implementation to change (Behr, 1998).

3.4.2 **The interviews**

This instrument was designed only after the analyses of data gathered by means of the questionnaire. The reason for this was to establish the questions that needed further probing, which are attached in appendix 2. Discussions of the interview findings are combined with the findings from the questionnaire, which are presented in the next chapter.

3.5 PROCESS FOR DATA COLLECTION

This section outlines the process followed in data collection. Section 3.5.1 deals with the pilot-test. Section 3.5.2 deals with the administration of the questionnaire. The administration of the second instrument, which is the interviews, is considered in 3.5.3. Section 3.5.4 outlines the processing of the data collected. Finally section 3.6 ends with an examination of some of the limitations for the study.

3.5.1 Pilot study

A pilot study was conducted. Dane (1990:42) provides a definition of a pilot study as "an abbreviated version of the research project in which the researcher practices or tests the procedures to be used in the subsequent project". The number of participants in the pilot study was smaller than the number of participants in the actual study. For the purpose of the pilot study, 10 colleagues from the researcher's school were participants.

The pre-test was necessary to correct and modify the research instruments because what seems perfectly clear to the researcher could have been confusing to the respondent. The basic purpose of the pilot study was that it determined how the design of the study could be improved and it identified flaws in the measuring instruments (Cohen et al, 2000). It helped to eliminate ambiguities in the phrasing or choice of words in question items and improvements were made from comments, queries, complaints and suggestions made by the respondents. Piloting of a questionnaire was also crucial in determining whether respondents understood the directions provided and it determined the amount of time it took to fill in a questionnaire (Bell, 1993).

After the responses from the questionnaires were analysed there were a few problems that needed to be addressed. For example respondents indicated that in section B, the questions were initially phrased in a manner that took long to respond. The standardised set of responses included: strongly agree, agree, strongly disagree, disagree, unsure. This section was revised by requiring participants to select either

yes, no or unsure. The respondents indicated that they took about 10-15 minutes to complete the final draft of the questionnaire.

3.5.2 Administration of the questionnaire

The questionnaire was handed to all the educators in the sample school. There was no selection of educators in this case. Cohen and Manion states that this method of selection is referred to as "probability sampling", in which each element in the school has a known and equal chance of being selected. None of the educators objected to participating in the study. In the course of one week, responses to 30 questionnaires were collected. This enabled the researcher to analyse the data with the intention of identifying issues that needed further probing through interviews.

3.5.3 Administration of the interviews

The individual interviews were conducted with 23% of the staff, which included the principal, deputy principal, two head of department members, and three level one educators. The sampling units represented people from various positions because they would be able to provide different perspectives on the field of study. Non-probability sampling was chosen for the selection of interviewees. Selection of educators for the interview was every tenth educator on the staff attendance register.

The interviews ranged in time from 15 to 30 minutes. Every attempt was made to make the interviewees feel comfortable and at ease. All interviewees were assured of anonymity and the confidentiality of the information they provided. Data was collected by recording the information with pen and paper rather with a tape recorder. This was guided by Terreblanche and Durrheim (1999) who state that recording the interview could have caused tension to the interviewees.

3.5.4 Processing of the data

Once the data was collected it was captured in frequency tables. This permitted analysis and interpretation of the data. According to Van den Aardweg & Van den Aardweg (1988) frequency tables are useful in forming impressions about the

distribution of data. Frequency distribution was used in the study to organise data obtained from the questionnaires to simplify statistical analysis. The frequency tables provided the following information for the study:

- It indicated how many times a particular response appeared on the completed questionnaire.
- It provided percentages that reflect the number of responses to certain question in relation to the total number of responses.
- The average was calculated by adding all the scores and dividing it by the number of respondents.

3.6 LIMITATIONS OF THE STUDY

This investigation was constrained by the following factors, namely:

This study involved a case study of one secondary school. Although the study provided qualitative findings, the limited number of samples in this study makes it difficult to generalize the findings. The results of the study are specific to the school constituting the subject of the study. It would be of interest to compare the findings of the sample school against other schools in the area/region.

As this was a people management subject, some information from the respondents may be overloaded with bias and emotion. This affected the validity and reliability of the study, which are of crucial importance (Huysamen, 1989). Validity refers to the degree to which the research conclusions are sound and reliability refers to consistency (Dane, 1990). In this study there was resistance from a few educators to divulge some of the information because they feared that they might be exposing sensitive information. Once anonymity and confidentiality was guaranteed to the said educators, they completed the questionnaire. However, the possibility of bias and emotion still existed: because of their cautiousness the respondents might not have been frank and truthful in their responses. Also, it is possible that the SMT could

have provided untrue responses for fear that the project would expose their weaknesses.

Despite the possible limitations the necessary measures were taken to improve both validity and reliability of the research instruments. Basic to the validity of the research instruments was asking the right questions phrased in the least ambiguous manner. The measuring instruments satisfied the purpose for which it was constructed (Huysamen, 1989). Various methods were taken for validity checks such as the pilot study; expert review of the draft reports and using the triangular method of data collection. This gave an indication of the validity of the findings. However, the reliability of the questions are no proof that the answers given reflected the respondents' true feelings (Dane, 1990).

Researchers can never guarantee that, "an educational measuring instrument produces precisely what it was intended to measure" (Van der Aardweg & Van den Aardweg, 1988:198).

3.7 CONCLUSION

The research design served as the platform for the study. This chapter has tried to outline the methods employed in the collection and analysis of data and the reasons for choosing them were discussed. The findings of the research are discussed in the following chapter.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The findings of the research conducted are presented in this chapter. These findings are based on the data collected from the questionnaires and the interviews. To facilitate the analysis and discussion of the findings a voluminous amount of information was taken and reduced to certain categories or themes and then the information were interpreted, as advised by Nisbet and Entwistle (1970). For the study the data was reduced according to the following categories:

- Personal details of respondents.
- Educator attitudes towards change in general.
- Educator attitudes towards IQMS.
- Educator attitudes towards the management of IQMS.

The findings were analysed qualitatively, which is in accordance with Nisbet and Entwistle (1970:154) who claims that, "the process of qualitative analysis and discussion is based on data reduction and interpretation." The information obtained from the interview and the self-administered questionnaire was interrelated and complements each other, therefore the findings are combined in the discussions.

4.2 PERSONAL DETAILS

4.2.1 Analysis of findings

An overview of the biographical profile of the sample group accessed in this study is presented in the form of a frequency table.

Table 2: Distribution of the respondents' demographic characteristics

Variable	EDUCATORS (26)			SMT (4)		
	Category	Nos.	Percent	Category	Nos.	Percent
Rank	level 1	26	87%	level 2	2	7%
				3	1	3%
				4	1	3%
Gender	Male	2	8.5	Male	2	50
Teaching experience in years	Female	24	91.5	Female	2	50
	1-5	0	0	1-5	0	0
	6-10	4	15%	6-10	0	0
	11-15	2	7%	11-15	0	0
	16-20	11	41%	16-20	0	0
	21-25	8	30%	21-25	2	50%
	26-30	2	7%	26-30	2	50%
	31-40	0	0	31-40	0	0
Higher academic and professional qualification		Matric	30	B.A.	2	
		Higher Edu.	30	B.Ed	1	
		Diploma				

4.2.2 Discussion of findings

From the above table, it was apparent that the management team was fairly well balanced in terms of gender. However there were more female educators than male educators on the staff. A possible reason may be that most females are satisfied with their hours of duty and therefore do not seek alternative employment. This imbalance of gender does not affect the analysis of the findings on how change management related to educator attitudes to change implementation at this school.

From the analysis of the demographics it appeared that the principal's experience put him in a position where he was able to meet the challenges of his position. At the interview the principal indicated that he was holding the portfolio as principal for 5

years. Thus one would expect that he would impact significantly on the management of changes at the school and become more receptive to new management strategies (Owens, 1998).

It is also interesting to note from the analysis that most of the respondents held the necessary academic and professional qualifications background. However most management members did not have higher education qualification in management. Respondents indicated that they were disinclined to better their qualifications since no salary increment was given for improved qualification. The South African educator sector seems to be in a unique situation in that it demands little or no managerial qualification for entry to management positions. It is the researcher's view that continuous education or in-service study is necessary to keep one abreast of changes and the theory prepares one better for the challenges of the real situation.

The study also focussed on the educators' number of years of service in the Education Department. This was to investigate whether the educators' number of years of service to the Education Department impacted on change implementation. It was apparent that fewer educators at this school were in the "teaching experience" categories of 1-10 years because the teaching profession is not attracting as many people as it used to. However it is advantageous to the study to also obtain the young educators' perceptions to the management of change at their school and to investigate how these educators' attitudes are affected by the management approach to change.

There were only 4 educators (management included) whom were in the "26-30 years service category." A possible reason could be that the older educators experienced difficulties adjusting to the numerous changes that were bombarding them. Therefore they had opted for the Voluntary Severance Package before retirement.

Majority of the staff (about 70%) are teaching between 16-25 years. These educators were long in the profession and were exposed to more change policies and change implementation programs as compared to the younger educators. They might be able to provide more details on the management of change and state how this impacted on their attitudes to change implementation at this school.

4.3 EDUCATOR PERCEPTIONS ON EDUCATORS' ATTITUDES TO CHANGE IN GENERAL

4.3.1 Analysis of findings

Table 3: Perceptions on whether educators have been subjected to changes?

Have you been subjected to changes at your school?	Nos.	%
Yes	30	100%
No	0	0

Table 3 shows that 100% of the sample group were subjected to some form of change at the school. This satisfied the objectives of the study in determining the educator perceptions to the management of change. It would defeat the purpose of the study to include participants in the research if they were not exposed to any form of change in the school, particularly that of IQMS.

Table 4: Perceptions on frequency of change innovation

How often have you been subjected to changes?	Nos.	%
Very many times	4	13%
Many times	19	64%
A few times	7	23%

Although all respondents were subjected to change implementation, there was however no common agreement on how often educators were subjected to change in the school. During the interview SMT felt strongly that it was very many times, whilst 64% of the level one educators indicated many times and 23% of the respondents stated few times. One possible explanation for the difference of perceptions on the frequency of change could be on what was exactly meant by "very many times" as opposed to "many times."

Table 5: Perceptions on when change was last implemented

When was the last time you were subjected to change?	Nos.	%
Less than one month ago	17	57%
3 months ago	10	33%
6 months ago	3	10%
12 months ago	0	0

It is obvious from the data on table 5 that the respondents were referring to different change policies. The response was as follows: 57% were subjected to change in less than a month previously, 33% were involved with change 3 months previously and 10% were subjected to change 6 months previously. This was probed during the interviews and respondents indicated that IQMS was the most recent change implemented in their school. However different departments of the school implemented it at various times in the year.

Table 6: Perceptions on feelings about change

How does change make you feel?	Nos.	%
Happy	8	27%
Sad	0	0
Apprehensive	22	73%

Fewer (27%) of the respondents indicated that change made them feel happy. None of the respondents felt sad about changes in the organisation. A large percentage (73%) of the respondents felt apprehensive of the change process. Possible reasons for this are that change affects individuals in different ways; whilst some people welcome the challenge that change demands, others are more comfortable and secure with routine. In view of this it was of interest to explore the degree to which the

perceptions regarding the management of IQMS at their school were similar or dissimilar. In addition it was necessary to explore the degree to which these affected educator attitudes towards the management of change. These concerns were dealt with in the following section.

Table 7: Perceptions on whether change is necessary

Do you believe that change is necessary in the running of an effective school?	Nos.	%
Yes	30	100%
No	0	0
Unsure	0	0

According to the data there was a unanimous response (100%) that change is necessary in the running of an effective school.

Reasons cited for the importance of change were as follows:

- It is necessary for accountability and the effective running of the school.
- Education is ever changing therefore policies need to be updated, to keep in line with educational trends.
- Schools can only be successful in yielding the desired results, with constant evaluation of the present methods. This implies changing what is not working.
- Change is necessary for growth. If one is not prepared to change - especially in this phase of transformation, then one risks the possibility of being overwhelmed and left for dead.
- Old systems need to be changed, as schools have become self-managing.

- Doing the same things for too long, one tends to become complacent and service delivery is not effective.
- Our community is dynamic therefore the needs of the pupils change as well. Schools have to up-date their policies/curriculum to cater for these needs.
- Transformation (change) brings about new challenges, which makes teaching an enjoyable experience.

4.4 PERCEPTIONS ON EDUCATORS' ATTITUDE TOWARDS IQMS

4.4.1 Analysis of findings

The findings of the respondents' attitudes towards IQMS will be presented below.

Table 8: Perceptions on the purpose of IQMS

Do you understand the purpose of IQMS?	Nos.	%
Yes	25	75%
No	0	0
Vaguely	0	0
Unsure	5	25%

The intention of the question was to establish whether all the respondents understood the purpose of IQMS. According to the data collected 75% of the respondents indicated that they understood the purpose of IQMS, whilst 25% felt unsure of the purpose. During the interview all SMT members indicated that they understood the purpose of IQMS, as they had attended a three-day workshop (arranged by the Regional office of the Education Department).

Table 9: Perceptions on role function

Do you understand what is expected of you, in respect of IQMS?	Nos.	%
Yes	30	100%
No	0	0
Vaguely	0	0
Unsure	0	0

All the respondents understood what was expected of them in terms of IQMS.

Table 10: Perceptions on commitment to IQMS

Are you committed to complying with this change strategy?	Nos.	%
Yes	22	73%
No	5	17%
Unsure	3	10%

The question, are you committed to complying with this change strategy, was supported by 73% of the respondents; 17% were not committed and 10% were unsure of how they felt.

Positive reasons given for the response were as follows:

- IQMS was aimed at development. It did not only focus on the educator as an individual, but the school as a whole.
- Educators felt committed because IQMS is related to progression pay salary increase.

- IQMS is a non-negotiable department policy, which every educator had to implement. Educators felt that they had no choice on whether they choose to implement the policy or not.
- If educators choose to adopt a negative attitude towards IQMS it would have more consequences for the individual, not the process.
- Educators felt that they had to go with the flow than be left behind.
- The process was unavoidable. Since it is compulsory for school based education to implement educators felt that would give it their best.

From a management perspective the following were established from the interview responses:

- Supervision of educators was necessary. It was good to relate appraisal of educators to pay progression because it motivated educators to work harder.
- It was used as an instrument at the school to ascertain the level of teaching and learning at the school. It also gave due recognition for work done by individual educators.
- IQMS assisted management to establish areas of educator weaknesses and it was used to develop and improve educators in these areas.

Those whom were UNSURE or stated NO to this commitment felt that:

- Change was appreciated, but it must be done in consultation with all stakeholders.
- Some educators felt that the department wanted to control their work rather than see it as growth and self-directed learning. They felt that this implied external intervention rather than internal development.

- Educators felt that IQMS should be totally scrapped because it was time and energy consuming, it depressed and de-motivated people, it destroyed trust and teamwork and delivered little demonstrable value.
- The process was a farce. Teachers needed to be consistent in their teaching. A once off classroom observation could be very deceiving to the appraisers.
- Classroom appraisal should be an on-going process to develop the educator and improve the school.
- These respondents felt that the process was based on the subjectivity and accuracy of the rating of scores.
- Educators could be victimized if they did not have a good relationship with their immediate supervisors, who would be assessing and rating their work. They suggested that preferably a panel from department should be appointed to evaluate the educators, as the standard of rating would be more consistent in the district.

Table 11: Perceptions on the statement: Change is a personal experience

Change is a highly personal experience; therefore every educator should be given the opportunity to work through this experience (IQMS). Your response to this statement.	Nos.	%
Agree	30	100%
Disagree	0	0
Unsure	0	0

There was a clear indication (100% response) that change was a highly personal experience.

Educators' responses to how they worked through the above experience included the following:

- Read related documents made available by the SMT.
- Networked with educators from other schools.
- Attended Union meetings.
- Interacted with staff members.
- Some educators went through the process and learnt through trial and error.
- Educators took IQMS as a challenge. They were positive to make it work, as they had no choice.
- Team-work was of benefit in adjusting to the policy.
- Management members had indicated that they had attended a 3-day workshop presented by departmental officials.

Some of the respondents (8%) who agreed that change is a personal experience responded to dealing with the change as follows:

- They were not really interested in IQMS so they went with the flow.
- It was implemented because it was essential for keeping a job.
- Went through a trial period to evaluate its effects, because the directives from management were not sufficient.

4.5 PERCEPTIONS ON MANAGEMENT OF IQMS

4.5.1 Analysis of findings

The findings on educator perceptions on the management of IQMS will be presented in the next section.

Table 12: Perceptions on vision and strategy for IQMS

Management has a clear vision and strategy for IQMS	Nos.	%
Yes	4	13%
No	23	77%
Unsure	3	10%

Thirteen percent of the respondents stated that SMT had a clear vision and strategy for the implementation of IQMS (all of SMT members fell into this category). Ten percent (10%) of level one educators indicated that they were unsure whether management had a strategy for change and 77% of level ones indicated that management did not have a vision and strategy for IQMS.

Table 13: Perceptions on regular briefing sessions

Does management have regular briefing sessions to advise staff about changes (IQMS) taking place in the organisation?	Nos.	%
Agree	10	33%
Disagree	18	60%
Unsure	2	7%

Most of the respondents (60%) disagreed with the statement that management had regular briefing sessions to advise staff about changes (IQMS) taking place in the organisation. Thirty-three percent (33%) of the respondents agreed with the statement (all SMT members fell into this category) and 7% were not sure if the meetings were regular.

Table 14: Perception on training before IQMS implementation

Were educators trained on IQMS before implementation?	Nos.	%
Yes	4	13%
No	22	74%
Vaguely/unsure	4	13%

Thirteen percent (13%) of the respondents stated that they were trained on IQMS before implementation. However all these were SMT members. Seventy four percent (74%) indicated that they did not receive training, whilst 13% stated that they were unsure whether they had received training or whether information on IQMS was disseminated to them prior to implementation.

Who conducted the training programme?
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This was an open-ended question with no options given. The question encouraged individuals to give their own response.

- Some educators (74%) said that they had received no training at their school (this response was probed during the interviews). It was explained that some educators had attended an hours meeting on IQMS, which was arranged by the **Teacher Union**. It was not compulsory for all members to attend. Educators indicated that they did not feel that a meeting for one hour constitutes training.
- A small percentage (13%) said that some information had been imparted by SMT, but it was not a well-structured program (these respondents fell under the categories "vaguely/unsure").
- Management members (13%) indicated that they had received training from the **Department of Education** (arranged by the Regional Office).

Table 15: Perception on time spent on implementation

Do you think that enough time is being spent on implementation of IQMS at your school?	Nos.	%
Yes	0	0
No	27	90%
Unsure	3	10%

A large percentage (90%) stated that not enough time was spent on implementation of IQMS at the school. A small percentage (10%) claimed that they were unsure whether enough time was spent on implementation. During the interview it was revealed that the principal was not very confident about the details of the process. As a result the educators were not clear about how the school would implement certain aspects of IQMS. Some educators claimed that it was left to the heads of departments to implement the process. They added that there was no consistency on the whole school implementation as the staff did not sit as a unit and plan together.

4.6 EDUCATORS' PERCEPTIONS ON HOW THE MANAGEMENT OF CHANGE IS AFFECTING THEM

4.6.1 Analysis of finding

The findings on the management of change and its impact on educator attitudes will be presented next.

Table 16: Perceptions on management support of IQMS

Do you believe that the SMT is supportive of IQMS?	Nos.	%
Yes	19	63%
No	8	27%
Unsure	3	10%

Most (63%) of the respondents were in agreement that SMT was supportive of the process whilst 27% of the respondents felt that some of the SMT members were not taking this process seriously. Ten percent (10%) felt unsure and that most times the principal was not consistent in his practices. The SMT interviewees expressed their support of IQMS, however the level one interviewees claimed that the management actions were not in support of IQMS. Many (about 90%) of the responses in the questionnaire (refer to table 21) revealed that SMT showed no perseverance in trying to resolve conflicts and problems that arose during implementation.

Table 17: Perceptions on how SMT led the process

Is the SMT instrumental in leading the change process?	Nos.	%
Yes	6	20%
No	22	70%
Unsure	2	10%

Explanations for the above responses included the following:

According to table 17, 20% of the respondents felt that the SMT (the HODs in particular) led the process whilst the findings reflect that 70% felt that the SMT did not lead the process. When probed during the interview it was established that respondents who fell in this category, considered the SMT as a whole (they did not

separate the HODs from the SMT). Few (10%) of the respondents were unsure of who was leading the process in the school.

Table 18: Perceptions on management consultation with staff

Does the SMT consult with educators before making work-related decisions?	Nos.	%
Yes	20	70%
No	2	7%
Sometimes	5	13%
Unsure	3	10%

The next question requested that the participants explain how they felt when they either participated or not in work-related decisions. The findings were that 70% of the respondents felt that they were consulted on the decisions taken at school. These respondents stated that they had a positive attitude to SMT because SMT perceive them to be committed and prepared for their work. The respondents indicated that they had a voice at meetings and are consulted in formulating aims and planning of activities.

A small percentage (7%) stated that they were not given a voice and therefore they did not feel important. This group felt that the management approach did affect their attitude to their work. These educators stated that they were not consulted for inputs and did not feel a sense of belonging or part of the institution.

Thirteen percent (13%) of the respondents stated that sometimes they were consulted, depending on the issue. These educators felt that the principal should be more consistent in decision-making processes. The principal engaged in "selective participation," which means that educators were invited to participate only in certain issues, which the SMT deemed necessary. This approach had affected educator attitudes to participation in decision-making. Educators stated that sometimes they withdrew their services when approached for extended hours of duty.

Only 10% did not feel strongly of either of the options. (At the interview 1 member did not wish to comment any further on the question).

Table 19: Perceptions on the management approach at the school

Which management approach epitomizes the authority structure at your school?	Nos.	%
Autocratic	2	7%
Democratic	20	70%
Laize-faire	8	23%

Only 7% of the respondents felt that the authority in the school was autocratic. These respondents felt that authority was vested only in the principal, which did not include other SMT members. However according to 70% of the respondents the principal adopted a democratic approach. When respondents were probed during the interview, interviewees indicated that because of the principal's absence in school, opportunities to participate in decision-making were not frequent. The other 23% of the respondents felt that the management style of the SMT was that of a Laize-faire approach. At the interviews it was ascertained that the principal's management style moved from autocratic to democratic to Laize-faire approach depending on his moods and the importance of the issue. However most (70%) of the respondents agreed that the principal was frequently absent from school. This meant that their response was based on those days that he was present at school.

Table 20: Perceptions on teamwork

Does the SMT emphasise teamwork?	Nos.	%
Yes	19	63%
No	0	0%
Sometimes	9	30%
Unsure	2	7%

The perceptions of the respondents to whether SMT emphasized teamwork were as follows: the data reflected that 63% of the respondents stated that the SMT emphasized teamwork. Thirty percent (30%) indicated that sometimes teamwork was emphasized and 7% were unsure whether SMT emphasized working in teams or whether educators themselves chose this option because sharing of the work-load made the task easier.

Table 21: Perceptions on managing work related problems

Does the principal attend to work related problems and disturbances?	Nos.	%
Yes	3	10%
No	8	27%
Sometimes	19	63%
Unsure	0	0

The indication from the questionnaire and interviews was that there was 33% positive response to the principal attending to work related problems while 27% responded negatively and the majority (63%) of the respondents indicated that sometimes the principal discussed the problems with the educators concerned.

Positive response to how the principal attended to work related problems are as follows:

- The principal would call both parties to the office and the issue was sorted out.

Negative responses were as follows:

- He will ignore the issue and hope that the problem will pass.
- He will leave school early, on a pretense of some error and pass the problem to other SMT members to resolve.
- He does not wish to get involved; therefore issues are "swept under the carpet."

The explanation for "sometimes" were:

- If the principal thought that the complaint was legitimate, he will call the respective parties to the office.
- If he thought it was a trivial matter; educators are expected to resolve it themselves.

Table 22: Perceptions on relationship with staff members

How are the interpersonal relationships between SMT and educators?	Nos.	%
Good	23	77%
Bad	0	0
Indifferent	2	7%
Unsure	5	16%

A large number of the respondents (77%) stated that the SMT and educators shared a good relationship. None of the respondents felt that they did not share a good relationship with the SMT. However 7% felt that the relationship was one of indifference while 16% were unsure of which category to place the relationship because SMT members were closer to some educators whilst others were treated more formally.

Table 23: Perceptions on collegiality

Is there an atmosphere of collegiality where staff ideas are shared and everyone co-operates with one another?	Nos.	%
Yes	14	41%
No	4	13%
Sometimes	7	24%
Unsure	5	22%

Approximately 41% of the respondents felt that collegiality existed amongst educators and SMT members while 13% felt that an atmosphere of collegiality did not exist at the school. The latter group of educators were faced with problems of being excluded from certain teams or leadership roles. These educators stated that they felt isolated. Only 24% felt that an atmosphere of collegiality did not prevail at all times. There were periods of tension amongst educators, for example when educators did not support one another when decisions were taken. Twenty-two percent (22%) of the respondents were unsure if educators shared ideas or co-operated with each other in all the grades and in other departments other than theirs.

In your opinion, what can be done to improve the management of changes?
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The findings provided evidence that the management as change agents could improve in the following ways:

- Almost all the respondents felt that their school had been sufficiently challenged to meet the needs of the learners and had achieved good results in many of their events and projects. However this was done in the absence of the motivation of the principal. The principal needed to take a more active role in the academic matters of the school.
- Management should give individual recognition for the extra efforts the educators put in. Educators felt that they were not recognised as individuals.
- All the respondents emphasized the importance of setting time frames and bench markings to bring about changes in the school.
- The principal, who has the authority to delegate duties to committees, should drive the change process.
- The educators stressed the importance of relevant training in the change implementation policy. They stated that they would benefit from regular meetings, as change is a continuous process.

- Educators felt that some sort of supervision by the principal was necessary, as it was possible for educators (and SMT members) to become complacent due to the lack of control over the implementation process.
- The principal needed to interact with the HODs and other educators regularly to evaluate their performance and results. In other words the principal must "let his actions do the talking."

4.7 CONCLUSION

The above responses indicate that educators felt that change was necessary. Therefore the findings on educator attitudes towards IQMS would not have resulted from their general attitude towards change but from the manner they perceived IQMS to be managed at their school.

A collegial approach was adopted in this school where educators were allowed to participate in decision-making. This had a more positive impact on the educators, as it flattened the vertical management structure of bringing ideas of how change policy should be implemented. This concurs with Behr's (1998) view that when there are more horizontal structures in the school, educators do not feel threatened by the principal's authority.

However, most of the educators at the school felt that there was no consistency in the management approach. It appears that the management team did not adopt a transformational approach, which could have had a profound and extraordinary effect on the educators' attitudes to implementation of IQMS. According to French et al (1999), establishing and maintaining positive attitudes towards IQMS implementation is a significant transformational strategy for the management of changes at the school.

The next chapter highlights the conclusion of the findings in greater detail and makes practical recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to explore the correlation between the management of change and educator attitudes towards change implementation. The literature review provided insights into the close relationship between these variables, which provided the basis for this study. In this chapter the main conclusions drawn from the study as well as some recommendations are presented.

5.2 CONCLUSIONS

There were four key questions that guided this study, namely: educator attitudes to change in general; educator attitudes to IQMS; educators' perceptions of the management approach to IQMS and finally the link between the management of change and educators' attitudes to change implementation.

Information obtained from the questionnaire and interviews indicated that the respondents agreed that there was a need for change in the organisation. Although changes made educators feel apprehensive, there was a unanimous approval for change in the school. There were varying degrees of educator attitudes towards IQMS, which was a policy that was externally enforced by the Department of Education to be implemented at all schools.

Respondents came strongly in their perceptions about the limitations of the *management strategies to drive the change process and meet the challenges of transformation taking place in the school*. It was evident from the information that educators were not fully aware if there was a clear vision and strategy for the implementation of IQMS in their school.

Respondents indicated that the leaders of change at the organisation were not qualified to lead the change in terms of skill and know-how. This was supported by the management response that no training was given as they (SMT) were not absolutely confident of their knowledge of the system to train the educators. It seemed that the different departments were left on their own to implement IQMS. This could be due to a lack of importance accorded to IQMS and that the SMT did not put much effort in driving the change process in the school.

Educators' perceptions were that they had not received feedback, support and some educators slowly developed a "don't care" attitude towards IQMS. In response to the above Carnall (1990) stresses the importance of management having the attitude, knowledge and understanding of the change. He elaborates that they must be prepared to manage change because this could promote educator resistance to change, educator conflict and uncertainty.

There was evidence of management consulting with some educators on decisions that affected their work. These educators indicated that this had generated positive results on their productivity of IQMS. There were other educators who felt that management did not invite much participation for the decision making of IQMS. Therefore it was evident from the findings that some educators did not take ownership of the system. Everard and Morris (1996) stress the importance of "taking ownership of the policy" as essential for effective implementation of change.

The positive factor revealed by the findings is that "relationships" were ranked satisfactory, signifying that educators were happy with their working relationships with colleagues and superiors. Department of Education (1996) claims that healthy participative relationships are good because it builds upon communication, trust, respect and support for each other.

5.3 RECOMMENDATIONS

The following recommendations are made in view of the findings in this study and the literature review.

Whilst changes are important, it is essential that change managers are aware of how educators feel about the change process. They must recognise that individuals subjected to change go through various emotions and attitudes in dealing with change. This is normal but needs to be taken into consideration when managing and implementing change.

Respondents were unanimous in their acceptance of the need to spend more time on the implementation of IQMS. It is important not to rush through the change program. There is a need for continuous renewal of knowledge and skills to meet the challenges of the changes. This is in line with Van Veltzen et al (1985) who maintains, that change takes place over time. His view is that change is a process not an event. Therefore a few occasional meetings on the organisational change usually do not address the elements involved in an organisation's functioning.

It is also vital that SMT communicate and support educators throughout the process. They must create an atmosphere in which educators feel important, accepted and valued. This has been found to be an important precondition for successful change implementation (Fullan, 1999).

Wetherell (1996) lends support that while communication, trust, respect, and support are cornerstone of effective change strategies; there must be room for conflicting opinions and healthy debates. This means that if the management structures were more lateral, participation in decision-making would be greater. As suggested by Caldwell (1994) educators must be invited to take a more active part in decision-making processes. They need to be consulted and make inputs about matters that concern them. This will ensure that educators accept the change and take ownership of it. This will eliminate resistance to the proposed change.

In order to understand the nature of educator attitudes and to design appropriate management programmes, it is suggested that educator attitude assessment be conducted. This is necessary to identify and measure the sources of negative educator attitudes that exist in the workplace. This could include the sources of negativity that spill from the home and family life, to act as barriers to performance effectiveness and

well-being. This will provide useful insight to the change manager on how best to help and support educators during change programmes.

It is hoped that the findings and recommendations made in this study will be a challenge to managers and educators.

5.4 FUTURE RESEARCH DIRECTIONS

There are several dimensions in need of research, arising from this study. For example, the study provided insight into the close relationship between teamwork and change management. This could provide the basis for investigating the degree of commitment by management and educators to implement teamwork in the school. The related issues of teamwork and school cultures warrant further research in this school.

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