

**MANAGING AND REDUCING
EDUCATORS' RESISTANCE TO
CHANGE IN SEDIBENG-WEST (D8)**

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DEDICATION

This thesis is dedicated to my parents, Mamoroho and Fanana Motsoeneng, who, despite their little formal education, always wished that I would be educated and become the light of the family;

to my mother, Mamoroho, a teacher, a family keeper who nourishes hope and never gives up;

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SUMMARY

The following key words were used: resistance, change, renewal, conflict, change management, resistance management, restructuring.

All economies, and especially an economy like that of The New South Africa, depend on a well-educated, adaptable and continuously teaching work force to generate and implement change and innovation in schools. This requires a high quality and standard of education. Furthermore, education has a critical role to play in attempts to develop and maintain successful democratic societies. To address these objectives, order in the practical teaching situation is a prerequisite.

Educators play a key role in creating quality and order in the practical teaching situation. Quality and order in education mean that the education process and outcomes must realise the best potential of the learners and meet the expectations of the community. Other factors such as resources may also contribute, but educators are mainly responsible for such quality and order since these aspects are rooted in their knowledge, skills and dedication.

At present large numbers of pupils leave school with a school record of failure and without sufficient knowledge, understanding and competence to pursue successful careers. One of the reasons for this sense of failure is the almost complete absence of order in some schools since educators are resisting change which is brought about in the education system.

There are many reasons for the apparent resistance to change. It is believed that educators can, to a certain extent, be regarded as a significant factor (perhaps a key factor) causing lack of order and discipline in schools, because of lack of support from the education department in meeting the needs of educators to enable educators to be productive.

The management of resistance to change by school principals in Sedibeng-West (D8) was investigated in this study. Changes are continually occurring on all levels of a rapidly developing community. The school principal, as education manager, should be trained in a firm variety of skills, which will enable him to implement the management of resistance to change efficiently. Examples of large-scale changes that occurred in

education during the past six years are the implementation of Curriculum 2005 and the transformation of Model C schools.

It would therefore appear that it might be sensible to focus on reducing educators' resistance to change as part of a strategy to re-establish and promote order in education.

The aim of this research centred on the following questions:

- How can the concept "resistance" be interpreted to create positive attitudes amongst educators to accept change in the education system?
- What is the role of principals as managers of resistance to change?

Firstly, a literature study was undertaken to ascertain the nature of resistance to change, as well as methods and models according to which resistance to change can be managed. Findings from the literature study point to a number of aspects of resistance to change that play a decisive role in the management of change. These include factors giving rise to resistance to change, types of resistance to change, manifestation of resistance to change and reaction phases of resistance to change.

Secondly, an empirical investigation was undertaken to investigate the degree and way in which school principals manage resistance to change and how educators' attitudes can be changed to accept change positively. For this purpose structured questionnaires were used.

OPSOMMING

Die volgende sleutelwoorde is gebruik: weerstand, verandering, vernuwing, konflik, bestuur van verandering, bestuur van weerstand, herstrukturering.

Alle ekonomieë, en veral 'n ekonomie soos in Die Nuwe Suid-Afrika, is afhanklik van 'n werkersgemeenskap wat goed opgelei en aanpasbaar is, en wat voortgaande studeer om verandering en innovasie op skool te genereer en te implementeer. Wat meer is, onderwys speel 'n kritieke rol in pogings om suksesvolle demokratiese samelewings te skep en onderhou. Orde in die praktiese onderwyssituasie is 'n voorvereiste om hierdie doelwitte aan te spreek.

Opvoeders speel 'n sleutelrol by die skep van gehalte en orde in die praktiese onderwyssituasie. In die onderwys beteken gehalte en orde dat onderwysprosesse en –uitkomste die volle potensiaal van leerders moet laat realiseer en aan die verwagtinge van die gemeenskap moet voldoen. Ander faktore soos hulpbronne mag 'n bydrae lewer, maar opvoeders is hoofsaaklik verantwoordelik vir sodanige gehalte en orde aangesien dit gesetel is in hul kennis, vaardighede en toewyding.

Tans verlaat heelwat leerders die skool met 'n onsuksesvolle skoolrekord en sonder die nodige kennis, begrip en vaardigheid om suksesvolle beroepe te volg. Een van die redes vir die mislukking is die feitlik algehele gebrek aan orde by sommige skole omdat opvoeders weerstand bied teen verandering in die onderwyssisteem.

Daar bestaan verskeie redes vir die skynbare weerstand teen verandering. Daar word geglo dat opvoeders tot 'n sekere mate as 'n beduidende oorsaaklike faktor (dalk die sleutelfaktor) beskou kan word by die gebrek aan orde en dissipline op skool, omdat daar 'n gebrek aan ondersteuning vanaf die onderwysdepartement bestaan wat betref die voldoen aan opvoeders se behoeftes. Gevolglik is opvoeders nie produktief nie.

Die bestuur van weerstand teen verandering deur skoolhoofde in Sedibeng-Wes (D8) is in hierdie navorsing bestudeer. Veranderings vind voortdurend plaas op alle vlakke van 'n vinnig ontwikkelende gemeenskap. Die skoolhoof, as onderwysbestuurder, behoort oor 'n grondige verskeidenheid vaardighede te beskik, wat hom in staat sal stel om die bestuur van weerstand teen verandering effektief te implementeer. Voorbeelde van grootskaalse veranderings wat in die loop van die vorige ses jaar in die onderwys

plaasgevind het, is die implementering van Kurrikulum 2005 en die transformasie van Model C-skole.

Dit blyk dus dat dit verstandig sou wees om daarop te fokus om opvoeders se weerstand teen verandering te verminder as deel van 'n strategie om orde in die onderwys te herbevestig en te bevorder.

Die doel van die navorsing het rondom die volgende vrae gesentreer:

- Hoe kan die konsep “weerstand” geïnterpreteer word om positiewe houdings tussen opvoeders te skep om verandering in die onderwyssiteem te aanvaar?
- Watter rol vertolk skoolhoofde as bestuurders van weerstand teen verandering?

'n Literatuurstudie is eerstens onderneem om die aard van weerstand teen verandering, asook bestaande metodes en modelle by die bestuur van weerstand teen verandering te bepaal. Bevindinge uit die literatuurstudie dui op 'n aantal aspekte van weerstand teen verandering wat 'n beduidende rol speel by die bestuur daarvan. Hierdie aspekte sluit faktore wat aanleiding gee tot weerstand teen verandering, tipes weerstand teen verandering, manifestering van weerstand teen verandering en reaksiefases tydens weerstand teen verandering in.

Tweedens is 'n empiriese ondersoek geloods om die graad en wyse waarop skoolhoofde weerstand teen verandering bestuur, asook hoe opvoeders se houdings verander kan word om verandering positief te aanvaar, te bestudeer. Vir hierdie doel is gestruktureerde vraelyste gebruik.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

Change in organisations, including any school, is inevitable. South African schools are presently undergoing extensive changes as a result of development in the social, political and economic arena. Barker (1998:21) declares that change may result from the external or internal environment. These categories include government intervention in education in the form of, for example, major National Education reports, and national or local governmental education policies. Internal factors can develop from, for example, staff members attending in-service training courses, learner-related incidents or a change in the composition of learner or staff body. Rowley (1991:28) points out that the pressures that evoke change in the school can emanate from societal values, the changing technology and the knowledge explosion, the administrative process and the fulfilment of educators' (employees') needs.

Massanik (1990:3) contends that change in society's values also illustrates the impact of the external environment on organisational change. Societal values are evidenced in employee attitude and expectations. Lunenburg and Ornstein (1991:211) contend that educators expect Herzenberg's hygiene factors (salary, job security, good working conditions, supervision, organizational policies and status) from their employers. A recent extension of Herzenberg's work is the concept of quality of work life. By this is meant the extent to which employees are able to satisfy their needs through their participation in the organisation. Lunenburg and Ornstein (*Ibid.*) point out that management and unions alike have recently played an active role in affecting organizational change designed to improve the quality of work life. Societal values also influence government legislation, which in turn places external pressure on the school district to change. The district in turn approves the implementation of change in schools.

Cuban (1990:4-5) contends that another source of external pressure for change is the technological explosion which all organisations, including schools, are experiencing. This pressure is due, in part, to research and development efforts within the

organizations and schools. For example, many large, urban school districts now have research development departments as part of their organizational structures. However, a great deal of technological development occurs outside the organisation. Fullan (1991:31) argues that change may be imposed upon the school, whatever the case. The important issue is to manage change successfully so that the learner and the educational process do not suffer, and so that the school will function effectively. Principals and educators who have the skills, values and attitudes to cope with change, will accomplish the goal of the organization or the school.

Fullan (191:32) points out that change represents personal and collective experiences characterized by ambivalence and uncertainty. Many schools are living in extremely confusing times, because many things that gave structure to their lives are disappearing, for example the culture of teaching and learning. Cattanach (1996:352) points out that the institutions, which were relied on, particularly the work organization, no longer provide certainty. Schools provide a clear picture of performance. Consider the low pass rate at some of our schools in the same district, for example in Sedibeng – West (D8): some schools achieved a 100% grade 12 pass-rate while other schools achieved 20% or less. The low pass rate might be the result of poor contribution made by educators who are resisting change, which should get them to use new teaching methods or technology to improve the results and make teaching and learning effective.

Chenoweth and Everhart (1991:181) point out that if the change effort is not understood and owned by participants (educators), the level of commitment to change is diminished. There are factors that contribute to resistance to change that need to be managed. The principal, as the key figure around whom many of the school activities revolve, determines to a great extent the school's success and failures when change is implemented. Mannah (1999: 2) highlights the fact that, as active agents of change in society, educators' role cannot be overemphasized: however, educators cannot be change agents if they feel disempowered because they lack the capacity to deliver.

According to Wallace (1991:197), the principals, as gatekeepers of change and the critical implementations of change in the school, may be viewed as the key to what actually happens in schools. The principals as managers can be influential with the educators in order to implement strategies with regard to curriculum change. In this way, resistance can then be managed. Van der Westhuizen (1996: 144-145) points out

that a climate conducive to change must be established by creating an operational environment both internally and externally throughout its supply chain, which encourages an opportunistic stance to be adopted. The initiator of change must try, by all means, to involve the educators in the planning of these changes as they occur in the school curriculum, to reduce resistance by involving them in the process of change. The effective principal as a facilitator of change establishes a work committee to investigate the problem, and discuss whatever problems are encountered with those educators who are involved in change and with the school committee. Understanding that real changes represent fundamental risks to the educators is the first step the principal can take in creating a change-sensitive organisation (*Ibid*).

Paton and McCalman (2000:215) contend that today's schools face a resistance crisis. In our schools especially, educators sometimes show a decline in performance while the majority of pupils show a waning in academic achievement. Numerous factors could be cited as causes, but the problem of educators' demotivation and resistance to change or their unwillingness to learn new things, is probably one of the main reasons. Several educators have become apathetic and indifferent to their duties. Such attitudes are detrimental to the teaching corps, for Proverbs 29 warns "where there is no vision, the people perish" (Bible, 1992: 646). Paton and McCalman (2000:182) maintain that today's educators prefer to be given orders, like to avoid responsibility, have little imagination and above all, want security.

Cole (1990:79) points out that resistance crises at schools are also brought about by the authoritarian attitude of some principals. This attitude worsens when the same bureaucratic principles, rules and procedures are applied to subordinates. Mzolo (1999:11) states that many authoritarian principals demotivate the educators, because they cling to the archaic approach of getting their work done by drives, threats, bellows, and the "meat axe" which means that they force the changes on the educators. Once an inflexible principal has generated a tense and gloomy climate, the brooding discontent of educators becomes palpable. The learners are adversely affected and resistance, which leads to demotivation, then results from the learners' poor results.

An enquiry conducted among school principals serving under the Department of Education: House of Representatives in the eighties, as quoted by Mzolo (*Ibid*: 15), has revealed that factors such as learner absenteeism, below average academic

performance, declination to participate in sport and cultural activities, and the high drop-out rate could to a certain extent, be traced back to the effect that negative, unhappy, demotivated educators may have had on the learners.

Education in the Republic of South Africa, especially in predominantly black schools, is undergoing tremendous and unprecedented changes. These changes become apparent in, for example, educators' qualifications. According to the finding of the Human Sciences Research Council on the recruitment and training of educators (Jansen, 1992: 12), a critical shortage of educators in terms of quality and quantity is prevalent in schools. This finding concurs with the statement of an educator who holds a standard eight certificate, "How can people, who are ill equipped, teach grade seven, let alone secondary students?" (Raboroko, 1998:6). Some educators at secondary school level become resistant because they are inadequately qualified to meet the requirements of the various syllabi.

The other problem associated with change in the school curriculum is that of socio-economic factors. Incentives motivate educators. If educators are paid a good income it will encourage them to do their best in teaching learners and in adopting new changes implemented in education (Mnguni, 2002:37).

The boycotting of classes and strikes by the educators show that resistance can be caused by the poor incentives provided by the government which do not satisfy their needs. For example during 1999 the educators of the schools which improved their grade 12 results with more than 20% were given cash bonuses of R1 400 each as partial motivation. But in 2001 it was different: the cash bonuses were cancelled (Mzolo, 1999:25). This might impact badly on results in the coming academic years. The government is destroying the spirit of competition among educators.

The same author indicates further that one of the other problems related to incentives is that when educators try to empower themselves by improving their qualifications, their efforts are not recognized by the government, because they are only given cash bonuses. When they get this further qualifications they are moved to the next notch on the same scale of REQV (Relative Education Qualification Value¹⁴). In the past, things were different, because the qualification value improved. These days the government has decided on cash bonuses. Thus the government is contributing to the resistance

among educators by motivating them to improve their qualifications and not equipping them with new methods to be implemented in the school curriculum (*Ibid*).

Overcrowding in classrooms is a problem, leading to a shortage of resources that causes ineffective teaching in classrooms, and making it difficult to give individual attention to learners. Some schools do not have properly built libraries and laboratories, especially those built in the early 1970's (Mnguni, 2002:19). There is also no future possibility of making these physical assets available because of a lack of school plans and structures. Such conditions affect principals and educators' enthusiasm and performance. This situation also has an impact on the management of the entire school. Spear (1994:43) adds that people need to be more positively motivated by the job itself, by the nature of work and the sense of responsibilities and achievements it offers to reduce resistance to change. Technology, as well, is becoming problematic because educators are expected to use computers to download information from the Internet, which is non-existent at some schools. In some schools, for example in black schools where there are computers, the educators may not be computer illiterate and can therefore not cope with new teaching methods.

Some educators have negative attitudes when new teaching strategies are introduced in schools. Supporting this, Bowman (1998:219) says that individuals may see change as a bad move for the organization, or individuals might believe that change will be unworkable. Some educators do not want to adapt to new skills of teaching. Resistance becomes inevitable because of the above-mentioned problems. Educators also resist change, because they are used to their comfort zones where they do not modernize methods of teaching and thus become demotivated. School administrators must play an active role in initiating change and attempting to reduce resistance to change.

Theron (1996:143) points out that, if there is a balance of opposing forces within the school, the school is at equilibrium as the result of driving forces and resisting forces working against each other. Increasing the forces of change without reducing resistance will result in tension and conflict within a school. Reducing the forces of change will result in reducing tension and conflict.

1.2 MOTIVATION FOR THE STUDY

In view of what has been discussed in the previous section, it is clear that there is currently a decline in the quality of education in South African schools. Effective teaching and learning is seldom realized at the re-opening of schools. The breakdown in the culture of teaching and learning has led to parents, learners, those who are interested in education and some of those who are in the departments of education to criticize the educators and principals in most schools, particularly in the townships. There is lack of commitment and motivation amongst educators in most schools and such attitudes that lead to resistance to change have a negative impact on teaching and learning.

The press article titled "Erratic start at schools" (Fuphe, Kotlolo, Mocoamere & Mohale, 2000:12), states that Asmal, when reacting to radio reports, visited several schools in Soweto where he found that "almost half of the educators and some principals had not reported to schools at the reopening and there was no effective teaching taking place". Joubert and Prinsloo (2001:1) agree with Asmal that television and newspaper reports about problems in education have become commonplace. Some of these reports are about principals who are guilty of negligence and educators who vow to close every school (Joubert & Prinsloo, 2001:1).

Although a few schools were functioning in the North West Province, most schools in South Africa scheduled to re-open on 16 January 2001 did not start with effective teaching and learning. To mention but a few schools visited on 16 January 2001, Vryburg Secondary and Kromeleng Secondary School in the North West Province were some of the schools that were found functioning effectively. During interviews, the principals of Vryburg and Kromeleng Secondary Schools stated that their success lies in the co-operation of learners as well as the dedication of educators (SABC Television News, 16 January 2001). The success of any school lies in the ability of the principals to lead educators and learners. The principal must get things done through educators (Spear, 1994:42). Furthermore, the present-day principals have to recognize that they are not just more highly qualified and experienced educators than the rest of the staff, but leaders who must inspire professional respect and loyalty (Ibid).

Padayachee (1999:7) says that the problems and difficulties in schools in South Africa are the result of the following issues:

- low morale amongst educators and managers;
- lack of commitment;
- lack of effectiveness and efficiency; and
- the absence of teaching and learning.

In the light of the above discussion, serious attention should be paid to provide educators with skills and knowledge to cope with new changes in the education system. The education manager as the initiator of managing the resistance to change should be vigilant to minimize the possible resistance by educators. Achieving the above-mentioned issues implies that the school management should have thorough knowledge and the abilities to engender positive work attitudes that will bring acceptance of changes in the educational policies and in the education system by educators. If the above issues are not addressed, education in South Africa will decline year after year. The area in which research wants to contribute will be stated in the following paragraph.

1.2.1 Problem formulation

Having motivated and given the background of the topic of this research, in the light of what has been discussed above, the problem of this research will be stated by means of the following questions:

- ◆ What does educators' resistance to change comprise?
- ◆ How can the concept "resistance" be interpreted to create positive attitudes amongst educators to accept change in the education system?
- ◆ What is the role of the principal as manager of resistance to change?
- ◆ In what way can principals be empowered to manage resistance to change?

Having stated the problem of this research, it is now vital to indicate the aims and objectives of this research.

1.3 AIMS AND OBJECTIVES OF STUDY

In order to explore the problem of this research the following general aim and objectives were realized. The overall aim of this study was to look at a solution that can be offered to principals in managing educators' resistance to change and to empower school principals to manage educators' resistance to change.

The following specific objectives were set:

- ◆ to present an overview of educators' resistance to change;
- ◆ to indicate how the concept "resistance" can be interpreted to create positive attitudes amongst educators to accept change in the education system;
- ◆ to determine the role of the principal as the manager of resistance to change; and
- ◆ to discover a way of empowering principals to manage resistance to change.

In view of the preceding problem and the aim statement, the method envisaged to research the school management and educators' resistance to change will be discussed in the following paragraph.

1.4 RESEARCH METHODOLOGY

The purpose of this research problem was directed at school management and educators' resistance to change.

1.4.1 Literature study

A literature survey was used to elucidate the concept "resistance", to present an overview of educators' resistance to change, and to indicate how the understanding of this concept can assist school management in creating positive attitudes amongst educators to accept changes in the education system. The role of the principal as manager of resistance to change was also determined. Primary and secondary literature sources were studied to gather information on managing and reducing resistance to change.

In the following paragraph the key concepts of this research will be discussed.

1.4.2 Concept clarification

In order to have a clear understanding of the concepts used in this research, the researcher has consulted different authors for clarification of terms. In the following paragraphs the key concepts that were used are clarified.

1.4.2.1 Education management

Van der Westhuizen (1991:55) defines management as a specific type of work in education that comprises those regulations, tasks or actions executed by a person or body in a position of authority in a specific field. Everard (1996:4) points out that definitions of the concept management are so many and varied that one could spend the next twenty pages on this concept alone. In its broadest sense, he defines management as:

- setting direction, aims and objectives;
- planning how progress will be made or a goal achieved;
- organizing available resources (people, time, material) so that the goal can be economically achieved in the planned way;
- controlling the process (i.e. measuring achievement against plan taking corrective action where appropriate); and
- setting and improving organizational standards.

Bush (1995:1), quoting Cuthberts, sees management as an activity involving responsibility for getting things done through other people. Smith and Cronje (1997:6) further define management as a process or a series of activities that give the necessary direction to an enterprise's resources so that its objectives can be achieved as productively as possible in the environment in which it functions. The following are the fundamental tasks of management in order to accomplish its goals (Smith & Cronje, 1997:93). These tasks are presented in table 1.1

Table 1.1 The fundamental tasks of management

| ACTIVITIES | TERMINOLOGY |
|---|--------------------|
| Management decides what should be done | Planning |
| Management decides how it should be done | Organizing |
| Management says how and when it should be done | Leading |
| Management ascertains whether the tasks have been carried out | Control |

(Smith & Cronje, 1997:93)

1.4.2.2 Educators

The South African Schools Act (SA, 1996b) defines an educator as any person who is appointed exclusively to perform extracurricular duties, who teaches or educates or trains other persons and who provides professional therapy and educational psychological services at school.

Bush (1995:8) sees an educator as a person who is expected to be a social worker, a custodian and a quasi-parent as well as a person who develops learners' capacity to learn.

Lambert (1996:31) describes an educator according to the function the educator performs, namely:

- as a constructivist leader who facilitates the reciprocal learning in the community;
- as a leader who supports policies, practices and collaborations that help community members feel fulfilled in their work and valued as individuals (*Ibid:79*);
- as a person who creates a community of learners and who is engaged in constructing knowledge and defining a collective purpose (*Ibid: 14*);
- as a guide, mentor and long-term facilitator of lives of children and family members (*Ibid:78*); and
- as a natural learner and also a natural leader (*Ibid: 97*).

According to Coutts (1995:151), an educator is a person who transcends the world of children in the formal classroom to serve the educational needs of the community as a whole. Furthermore, an educator is a person who can respond and adapt to any learning situation that arises (*Ibid.*).

1.4.2.3 School

The South African Schools Act (SA, 1996b) defines a school as an institution, which enrolls learners in one or more grades from the reception grade to grade 12.

Leithwood (1994:15) defines a school as a place that provides education and the place for the achievement of fundamentally important goals for the future.

In this research a school is addressed as a place where educators provide teaching and learning and where school management provides effective management so that teaching and learning are accomplished.

1.4.2.4 Change

In the education environment, change means, *inter alia*, that principals are exposed to new ideas, a heightened measure of competition, technological development and changes in the staff (Huyssteen, 2001:6).

Kimbrough and Burkett (1990:131) regard change as a purposeful attempt to influence and change the *status quo* through the functions, structures and technology, as well as the objective and policy of an organization.

Change is a planned, systematic process. It takes time for change to develop to full growth; it is influenced by individuals and is a highly personal experience (Van der Westhuizen, 1996:136).

Change includes any transformation in the structure or functioning of an organization, that is : anything new. Innovation comprises the process during which a new idea develops and is implemented (Hellriegel, Jackson & Slocum, 1999:248-249). So these terms must not be used synonymously at random, but should rather be understood in their mutual relationship.

It can therefore be concluded that change is a planned, systematic process of transformation, aimed at changing the *status quo* by innovative practices.

1.4.2.5 Resistance

De Villiers (1995:21) refers to the term resistance as counteraction, defiance, fight, and opposition.

According to Huyssteen (2001:5), on the one hand, resistance is regarded as any action aimed at maintaining the *status quo*, rebelliousness against changing existing customs. On the other hand, there is the school of thought that sees resistance as an aid to change. According to this, resistance is considered to be a positive means resulting in a critical movement against a dominant ideology (*Ibid*: 6).

All reactions to change must therefore not be regarded forthwith as negative resistance (Van der Westhuizen, 1993:89). Sometimes resistance is necessary, logical, reasonable, honest and even functional (Coetsee, 1992:3).

In this research, the study of resistance to change assisted in providing managers with knowledge and skills on how to overcome resistance to change amongst educators in order to achieve effective teaching and learning.

1.4.3 Empirical research

1.4.3.1 Aim

The empirical investigation was conducted to gather information on how educators' resistance to change can be overcome, and to investigate the degree to which and the way in which principals manage resistance to change.

1.4.3.2 Measuring instrument

Information gathered from the literature study was used to develop and design structured questionnaires to help gather information from principals, vice-principals, heads of departments and educators on the management of resistance to change by educators. The questionnaire was designed for both primary and secondary schools.

1.4.3.3 Population and sampling

The target population comprised both primary and secondary schools. The research was conducted in township and suburban schools in Sedibeng-West (D8). A sample of

principals / vice-principals (n=25), heads of departments (n=25) and educators (n=25) was selected randomly.

The respondents were selected by means of a random sampling. According to Vermeulen (1998:51), random sampling concerns the random selection of subjects from a population without assigning them to an experimental and control group. One way to insure that the sample will be representative of the population is to draw a random sample. In this research the sample of educators was obtained from Sedibeng-West District (D8). Furthermore, the district was subdivided into circuits, namely;

- Vanderbijlpark
- Sebokeng
- Evaton

1.4.3.4 Pilot survey

The questionnaire was pre-tested with a selected number of respondents from the target population regarding its qualities of measurement and appropriateness, and also to review it for clarity.

1.4.3.5 Statistical technique

The Statistical Consultancy Services of the Potchefstroom University for CHE: Vaal Triangle Campus was approached for assistance in the analysis and interpretation of the data collected. The SAS-programme was employed to process data by computer.

1.4.3.6 Feasibility of study

- The study was conducted in Sedibeng–West (D8) that was accessible to the researcher.
- Literature resources to be used for gathering information were sufficiently available.
- ERIC AND EBSCO searches were conducted, using the following key words: resistance, factors and reasons for resistance, change and resistance, educators and resistance.

- The study was relevant in the sense that we are living in a time of transformation, which brings about changes in education, and these changes lead to resistance to change among educators, because of insecurity. For example, the implementation of Curriculum 2005 has caused educators to have conflicting perceptions of future education. The educators' resistance to change impacts badly on learners, for example, poor academic achievement and high dropouts have resulted from this. Reasons and factors, which lead to resistance, can be reduced or managed to create learning opportunities.

1.5 DIVISION OF CHAPTERS

The chapters of this research are outlined as follows:

Chapter 1: Orientation

Chapter 2: Resistance to change: an overview

Chapter 3: The principal as the manager of resistance to change

Chapter 4: Design of the research instrument and empirical investigation

Chapter 5: Data analysis and interpretation

Chapter 6: Summary, recommendations and conclusion

1.6 SUMMARY

In this chapter the concern about ineffective school management and poor educator attitudes towards change was discussed.

The crucial problem perceived by parents, learners, officials from the Department of Education and society at large about educators seen to be lacking commitment to their schoolwork was highlighted. These attitudes have a negative impact on teaching and learning. The major focus was on the factors that contribute to educators' resistance to change in schools. The major focus was on the following:

- lack of recognition of educators' qualifications;
- low morale of educators and principals;

- lack of resources and facilities; and
- absence of teaching and learning in schools, especially in townships.

The above aspects resulted in questions of how educators' resistance to change could be overcome and reduced and be managed effectively to ensure that teaching and learning is achieved. To what extent could school management be developed so that educators accept change positively, and positive work attitudes are maintained and engendered.

The aim of this research was formulated to investigate the most appropriate ways in which principals can manage educators' resistance to change and how resistance can be overcome.

This chapter also focussed on the research methodology and the division of chapters.

In chapter two an overview of resistance to change will be presented.

CHAPTER 2

RESISTANCE TO CHANGE: AN OVERVIEW

2.1 INTRODUCTION

All over the world, as in South Africa, schools are bombarded with change as new teaching programmes are being introduced. Many programmes cause confusion and resistance, because the educators concerned about or affected by these changes do not have the understanding or are not equipped to adapt to these changes.

Michael (1990:5) asserts that renewal and curriculum change, in particular, are strongly linked in the minds of educational departments and in the popular media to the notion of educators as powerful agents of change. Furthermore, the onerous responsibility on educators extends further when the aims of educational renewal and transformation are linked to the transformation of society in general, to aims and ideals such as democracy, equality access and opportunity and social justice. More than any social group, educators are at the forefront of the movement in favour of literacy, democracy, equality, rights and liberties. They constitute a unique force for social change (*Ibid*).

Mannah (1999:2) highlights the potential of educators by saying that the roles of educators as active agents of change in society cannot be overemphasized. Nevertheless, she continues by addressing some of the problems which are prevalent for South African educators to fulfil their role (*Ibid.*). Research conducted by SADTU in 2000, concerning the implementation of Curriculum 2005 (OBE) by the Grade 1 educators, indicated that, with the introduction of Outcomes - Based Education, the educators are desperate to gain support and understanding, to accept the change required of them and to implement these changes in their classroom.

Mannah (1999:6) furthermore highlights the fact that contradiction, tension and contrasts between official rhetoric and the reality of the classroom pose a serious challenge to educators. Educators are also working to develop an understanding of theory founded in practice and the inter-relationship between the two. According to Mzolo (1999:35), this is made even more difficult by an acute lack of human and material resources, school environments where crime and violence exist, and authoritarian principals who continue to operate within hierarchical modes of

management.

Fullan, as quoted by De Waal (2001:1), asserts that resistance usually accompanies any form of change or non-change. It is not as if change can be avoided, since it pursues educators in every way. People might as well then make the best use of change. The answer does not lie in avoiding change, but in turning the tables by facing it head-on. The new mindset is to exploit change before it victimizes educators (*Ibid.*).

According to Ellsworth (1996:28), if change is implemented, resistance can arise. This resistance can be especially frustrating when it does not come from the educators as the intended adopters of change. Opponents of change can sometimes be highly adept at mobilizing support from groups outside the community who would not normally be seen as stakeholders in the local effort. These factors make it crucial for the change agent, the principal, to understand the cause of resistance to the school curriculum.

Ellsworth (1996:67) maintains that change must take on meaning for all individuals at all levels in the particular education system. This must take place through shared meaning: it is important to know about the do's and don'ts of implementing educational improvements. Change can be a mixture of personal, political and educational motives. There are many reasons that can influence a decision to change (Huyssteen, 2001:10). For example, if there are new programmes, policies or changes to be implemented at schools, it is advisable to prepare the educators in the process of change to encourage these educators to accept the changes positively. The principal can make a contribution by indicating to educators that change is vital. If educators are part of the process, they are likely to resist change.

In order to understand the impact of resistance to change on the skill and performance of educators, there is a need to look at how resistance can be handled and how it can be overcome or reduced in order to help educators to become competitive and productive in the teaching of learners.

In this chapter, attention will be given first to a South African perspective on resistance to change, the context of resistance to change, resistance and change, and then the searchlight will fall on a historical review of the nature of resistance and change. Manifestations of resistance to change will also be inspected, followed by a discussion of the types of resistance to change, types of reaction concerning resistance to change,

and a discussion of how to deal with resistance to change. Thereafter the conditions for change and lastly factors contributing to resistance to change will be investigated. To manage resistance successfully, school principals will have to take cognizance of the nature of resistance to change.

2.2 A SOUTH AFRICAN PERSPECTIVE ON RESISTANCE TO CHANGE

According to Berkhout, Hodkinson and Van Loggerenberg (1998:287) the implementation of Curriculum 2005 (OBE) has invited conflicting responses in South Africa. There are those educators who see OBE as a complex and far-reaching initiative to transform the South African education system completely within the parameters of the proposed National Qualifications Framework. These educators see OBE as a comprehensive change to the entire hierarchical structure of schooling for what is taught and how learning is assessed. It is hoped that this new curriculum will trigger economic development in South Africa, and contribute towards building a new nation, and promote equality for all learners (*ibid*). Arjun (1998:20) states that educators see little or no change in OBE and insist that is how they have been teaching all along. It has also been indicated that changes brought about by Curriculum 2005 do not have the depth and magnitude to be considered a paradigm shift.

Reddy (1994:2) asserts that educators experience difficulty in understanding and making meaning from the terminology related to OBE. The author points out that the demand made on educators who had been systematically deskilled and stripped of their professionalism by a past education system, to accomplish shifts required by a sophisticated OBE system, appears to be not only unrealistic, but grossly unfair. In addition, the approach of introducing educators to the new terminology at the first workshops did not prove too useful.

According to Jansen (1998:204), concerning the research conducted on the implementation of OBE in the Grade 1 classroom, educators held vastly different interpretations of OBE, even within the same school. Jansen (*ibid*: 205) indicates further that the educators interviewed expressed considerable variation in their understanding of OBE. For example, most educators defined OBE by reference to certain common practices: learner-centred instruction, activity - based learning, group activity work, learning by discovery, less direct teaching and more educator facilitation, less of a focus on content coverage, learning by doing. In other words, educators held

an individual view about what constitutes OBE. None of the educators referred to OBE in Spadyean terms - that is, in terms described in official elaborations of what constitutes OBE. These would be the principles of success for learners or the reorganization of time schedules or demonstrations of learning in specific tasks or assessment-based progressive pedagogy, rather than the mastering of learning underpinning the Spadyean version.

According to Arjun (1998:56), the wide variation of meanings attributed to OBE by educators simply reflects the range of terms and concepts used in the official documents. The research study certainly did not expect a uniform understanding of OBE. However, the considerable range of meanings attributed to OBE has implications for implementation that could similarly be expected to reflect a very broad set of teaching and learning strategies within Grade 1 classrooms. The range of meanings implies a lack of coherence and focus in the communication policy on OBE and Curriculum 2005 (*Ibid.*).

Jansen (1998:207) indicates further that educators display considerable uncertainty whether their practices in fact constitute OBE, irrespective of their aggregate levels of institutional resources or years of personal teaching experience. While all educators expressed a clear view about what they understood as OBE, most educators were uncertain about whether they were in fact doing OBE. Most educators with years of experience and a reputation for being outstanding Grade 1 instructors demonstrated the same levels of uncertainty about their practices as poorly qualified and inexperienced educators.

According to this research by Jansen, uncertainty derived from the feeling that there is a need for a distinction between past and present practices, and from the fact that there was little affirmation of existing practices in the policy documentation where the emphasis was on changing behaviour. The uncertainty was also reflected in educators' starting year concerning what they had always done, maintaining their feeling of comfort and security with the familiar; the lack of in-depth training; uncertainty of the planners and trainers themselves; and lack of on-site supervision and feedback on current practices in the Grade 1 classroom led to confusion and lack of trust in the implementation of Curriculum 2005 (*Ibid.*).

In short, what is striking in this research is that there is great uncertainty in

understanding the meaning of OBE among grade 1 educators who implemented the new curriculum. It is evident that the educators need to be prepared for the changes. Workshops need to be conducted to clear out uncertainty and confusion amongst educators, which can lead to resistance to implementing this curriculum (*Ibid.*).

The implementation of Curriculum 2005 is undoubtedly causing great change in the *status quo*, where, *inter alia*, the known, structured class timetable with specific subjects within a fixed syllabus belongs to the past. However, it can be said that this system promotes the development of practical skills such as hand-coordination (so that children can become more vocationally orientated) and better human relationships (by means of group work methods). The structure is, however, much freer in terms of the presentation of lessons, and educators may improvise, because rigid rules are being abolished. So, too, is inspection by the Department (Badenhorst, 1998:6).

However, Trumpelmann (1998:65) is of the opinion that the 1998 implementation of Curriculum 2005 resulted in putting the cart before the horse. He says this system can succeed only in a highly developed country where all the basic elements of education have already been established. Mischeke, (1998:8) adds that outcomes-based education is a demanding system, requiring creative and innovative teaching by a well-trained education corps in a sophisticated system: something that is currently lacking in South Africa (Mischeke, 1998:6).

From the above, it is obvious that there will always be resistance, as the community is changing rapidly. Change is unavoidable, so the tendency to ignore it and thus escape the resistance will be fatal for the survival and progress of any organization.

2.3 THE CONTEXT OF RESISTANCE TO CHANGE

Resistance is an inevitable response to any major change. People naturally rush to defend the *status quo* if they feel their security or status is threatened. If the educators do not accept and make an effort to work with resistance, it can undermine even the best intentioned otherwise well-conceived changes (Maurer & Ricki, 1996:1).

Van der Westhuizen and Theron (1996:183) indicate that the resistance to change is often not resistance to change itself, but resistance to the psychological and social results of change. Foot and David (2001:1) view resistance to change as an important part of human beings' innate instinct to survive. Yet, taken to extremes, it will result in

their destruction. Maintaining the right balance is the key to any organization's on-going health and prosperity. Organizations should therefore manage the transition - process to change. The same authors contend further that resistance to change is more deeply rooted in transition that is psychological in nature, more internally felt and focused on endings than in change itself, which is mostly situational, outwardly projected and focused on outcome.

Foot and David (*Ibid.*) indicate further that fear is palpable in organizations pursuing a change initiative. In breaking through fear-fuelled resistance, it is critical to identify who is losing what. Managers/principals should anticipate overreacting, acknowledge the losses and give something back. The principals should look for signs of grieving, allow educators to vent their frustrations openly and offer them support to accept the change.

2.3.1 Contours for a definition of resistance to change

Researchers hold divergent views on the definition of terms like resistance to change, as well as on related terms. These differences stem mainly from the fact that each definition comprises the opinion or beliefs of each author. However, it is important that clarity be found concerning the use of these terms. So as to eliminate unnecessary confusion, a number of perspectives are discussed.

Resistance is not only a reaction to the quality of change, nor is it necessarily the reaction of don't-care people (Margolis, 1991:2). Therefore resistance can have a positive value and must not initially seen to be objectionable or a problem. It can actually serve to promote a new perspective on change, which can be valuable in the achievement of new objectives.

All reaction to change must therefore not be regarded forthwith as negative resistance (Van der Westhuizen, 1993:89). Coetsee (1992:3) is of the idea that resistance is necessary, logical, reasonable, honest and even functional.

Resistance can occur in various forms. According to Coetsee (1993:1823), it can, for example, be passive, active or aggressive (see 2.5). Foot and David (2001:31) are of the opinion that opposing regeneration in order to maintain the *status quo* will afford the action a negative connotation. Resistance will then be associated with rebellion. Resistance in the context of management becomes the refusal or partial refusal to accept change. But resistance is not only a lack of accepting or a rejection or

regeneration. It usually comes into existence when regeneration is implemented and someone must bring about change in his/her behaviour (Huyssteen, 2001:6).

From the foregoing, it can therefore be seen that resistance occurs in reaction to change or from the lack thereof. It can be seen from a positive or a negative perspective. Seen from a negative perspective, resistance manifests as an opposing and blocking application of energy aimed at thwarting the attempted change. In this way resistance becomes synonymous with rebellion and opposition, and it can even take on destructive proportions (De Villiers, 1995:73).

Judged from a positive perspective, resistance can be necessary, logical and functional. On the one hand it can bring about a critical movement against a current ideology. On the other hand, it can cause agents of change to reconsider whether the proposed change will really be beneficial and also convince them to motivate the process of change more fully to all interested persons. In this way resistance even becomes an aid to change. However, resistance is not always a means to achieve the objective of change, but can also originate from a reaction to an already completed action, with the specific objective of neutralizing, circumventing or avoiding the change.

Hughes and Woodrow (1995:39) believe resistance to change to be the most ubiquitous of organizational phenomena. Mzolo (1999:87) defines resistance as a multifaceted phenomenon, which introduces unanticipated delays, cost and instabilities into the process of change, while Bemmets and Reshef (1991:231) define resistance as the most common phenomenon, linked with negative employee attitudes or counter-productive behaviours.

On the one hand, resistance has long been regarded as any action aimed at maintaining the *status quo*, as rebelliousness against changing existing customs (Huyssteen, 2001:5). On the other hand, there is the school of thought that sees resistance as an aid to change. According to this, resistance is considered to be a positive means resulting in a critical movement against a dominant ideology (*Ibid.*).

2.3.1.1 Rational resistance versus irrational resistance

According to De Jager (2001:26-27), rational resistance can be subdued with reasonable explanations for any proposed change. If the reasons to change are

persuasive enough, then those who resist will willingly adopt the change. This includes resisting because people feel uninvolved. People believe that the change is forced upon them and they have had no involvement with the process of change (*Ibid.*). The same author points out further that irrational resistance exists and that there are people for whom no amount of evidence, proof, demonstration, or persuasion will suffice to get them to adopt change willingly. They simply do not want to change. How these people can be managed depends greatly upon the organizational culture.

Furthermore, resistance to change is normal and natural, and it makes itself known mostly as a plea for a reason to change. The author maintains that if there are reasons for change, the principals should voice them. If there are no reasons for change it is possible for educators to avoid the change. The author (De Jager, 2001:26-27) asserts that instead of rejecting resistance to change, managers should listen, learn and lead from that resistance.

2.3.1.2 Perspective 1: Using resistance to effect change

From this radical perspective, resistance is seen as a necessity to change the existing (and discriminatory) education system and practices (Van der Westhuizen, 1993:88). The same author indicates that, according to this perspective, the use of resistance is concerned with moral and political injustice. De Villiers (1995:9) points out that resistance and power are central elements of struggle against social injustice at school and in the community.

In this approach, learners are used to offering resistance to an inferior education system (Van der Westhuizen, 1993:87). Resistance is expressed in school boycotts, rebellion against all forms of authority, the destruction of school buildings and mass processions. In "education for disobedience" the learner is taught to participate in "the Great Refusal", which implies that all forms of authority are rejected (Fourie, Oberholzer and Venter, 1992:113). Passive resistance can also be obtrusive, as in the case of an educator who does not do adequate lesson preparation. According to this perspective, resistance calls for change in the current education system. This form of resistance (voicing claims and grievances) brought the problems of a group of people in education to the attention of the authorities (Van der Westhuizen, 1993:87).

According to De Villiers (1995:10), resistance is active behaviour working against the dominating ideology. Furthermore, resistance is seen as a positive concept stemming from the individuals' refusal to learn. Resistance is directed against domination, but aimed at liberation. Liberation can take place only if resistance changes the current system. So change is brought into existence by resistance. This type of resistance can result in aggressive and radical action.

Both De Villiers (1995:10) and Van der Westhuizen (1993:87) regard resistance as a positive aid directed at the dominating ideology. This perspective calls for change, so that the liberation process can occur. In black education, liberation movements accomplished a great deal with the help of resistance, to such an extent that the National Qualification Framework planned one non-racial education system for South Africa. Some change was already put into operation in 1994 (De Villiers, 1995:11).

2.3.1.3 Perspective 2: Resistance resulting from change

From this perspective, resistance is seen as a logical necessity in an organization, but then as a form of reaction if the existing order, customs and practices (the *status quo*) are changed (Van der Westhuizen & Theron, 1996:173).

De Villiers (1995:12) is of the opinion that resistance to change is the most common reaction to the proposed change, and furthermore points out that resistance is justified in many cases and cannot be dismissed summarily as something negative (see 2.4.2). For example, resistance can indicate that all is not well with the management of the change.

Change attempts to alter the *status quo*, while resistance attempts to maintain the *status quo* (De Waal, 2001:2). It is difficult to bring about change when there is strong resistance, especially when the intended change attempts to alter important and deep-rooted customs. Van der Westhuizen and Theron (1996:175) further point out that the more proposed change threatens group solidarity, the more intense the resistance to this change will be.

In the context of perspective 2, the educator's reaction can be passive, like psychological resistance (see 2.5) or active, like opposing viewpoints (see 2.5.2)

(Coetsee, 1993:1823). Resistance to change does not occur as resistance to change *per se*, but as resistance to the psychological and social consequences of change. The resistance develops after the change has occurred. Change and resistance to change are characteristics of South Africa today and of South African institutions (Coetsee, 1992:1).

Van der Westhuizen (1993:88) sees resistance as a form of reaction if the existing order, the *status quo*, is changed. From this perspective, resistance to change is therefore a reaction to change, in other words: resistance that comes into being after change has occurred.

Van der Westhuizen (*ibid.*) also says that, if there is change, there is resistance as well, which is mostly passive and aimed at maintaining the *status quo*. Resistance is actually an integral part of the inception of the application of change. The objective of this type of resistance is to oppose and prohibit change (*ibid.*).

According to these researchers, resistance is directed against change which attempts to alter the *status quo*. Change leads to resistance. So resistance is seen as a reaction of an individual to protect him/herself against the consequences of change. For example, the individual can feel uncertain in the new changed circumstances and therefore withstand the change. It also seems that resistance really comes into existence only when renewal is applied and the individual has to change his/her behaviour and habits.

From the above discussion, the conclusion can be drawn that resistance has two poles. According to the first perspective, which is very radical, resistance comes into being or originates to bring about a complete change. In the absence of change, resistance also comes into existence, leading to aggressive action. The objective of this type of resistance is to change an injurious political dispensation (including education) for the better. In other words, resistance is used to bring about change.

The second perspective views resistance from a different angle. The objective of this type of resistance is to oppose change and protect the individuals against the consequences of change. In this case, resistance is a reaction to change and an attempt at maintaining the *status quo*. This is the type of resistance that will be

experienced if for example new subject didactics are applied at schools.

The two perspectives concerning resistance to change have been dealt with fully. This study focuses on the second perspective where resistance develops when change occurs. In other words, when moving away from the *status quo*.

2.4 RESISTANCE AND CHANGE

Resistance usually develops when regeneration is implemented and a person has to change his/her existing behaviour or actions and habits. The more fundamental and emotional the nature of change, the greater the resistance to it (Huyssteen, 2001:3). From an education perspective, change can be experienced as positive and be accepted by all those involved only when it contributes positively to existing education practices (Petterson, 1997:58).

Implementing new learning strategies often leads to educators' initially rejecting them. Usually the reason for this reaction is investigated only after the resistance to the change has already reached negative and disturbing proportions. It is of the utmost importance that a totally new paradigm, aimed at preventing problems rather than curing them, become established among education managers (Kohn, 1992:38).

In the light of the structured nature of the school as organization, actions or reactions maintaining the existing situation or the regeneration thereof, change and resistance can always be expected. These forces are, however, peculiar to any organization. Resistance is not only a lack of acceptance or a rejection. Resistance is also an aid to change. Resistance is therefore offered either to the existing education situation or to what is envisaged (Van der Westhuizen & Theron, 1993:87-88).

The nature of resistance to change in South Africa is inextricably bound to the political changes that have typified the recent decades. Different interested parties, including proposals concerning possible procedures for the future, have recorded fundamental elements of this in various documents. The South African Schools Act No. 84 of 1996 (SA, 1996b) originated from this.

Large-scale change, for example the abolition of Model C-schools and of corporal punishment, has already been implemented or must still be implemented. Such great

change in a relatively short time leads to confusion and uncertainty among the interested parties, which causes resistance to change.

Newspaper reports frequently give examples of change in legislation that has evoked resistance. So far, for example, unhappiness has been reported in the community because the education law deprived parents of important rights and it was also reported that the law on basic service conditions would destroy education posts rather than create them (Van Schalkwyk, 1997:21).

The ministry of education experiences opposition, *inter alia*, concerning a code of behaviour which determines that learners should have greater freedom of choice in clothing and hairstyles, as the opposers are of the opinion that this will lead to children becoming uncontrollable, later rejecting all discipline or authority (Van Wyk, 1998:8).

Du Toit (1998:3) alleges that the racial conflict at Hoërskool Vryburg was instigated by legislation employed unilaterally by the ANC government in order to coerce the Afrikaners to abandon their schools. The real objective, it is said, is to force Afrikaners to relinquish their right to mother tongue tuition. The language policy is applied at school and the so-called transformation that is targeted usually amounts to anglicising Afrikaans schools. Furthermore, it is alleged that "reactionary activist forces on ground level" are used to offer resistance to the rights of Afrikaans minority groups in South Africa.

In the above-mentioned case it can clearly be seen that the degree and complexity of various kinds of resistance to education legislation can cause large – scale conflict if the principal has a lack of knowledge concerning the management of resistance to change.

According to De Bruin (1998:11), the organization Christian Education South Africa has gone so far as to appeal to the constitutional court to declare specific articles of the South African Schools Act unconstitutional. Article 10 of this law prohibits corporal punishment (SA, 1996b) – a principle this organization, widely supported by the parent community, finds unacceptable (De Bruin, 1998:11).

Educators are uncertain about the time-frame concerning transformation, as well as of

the eventual objective. The lack of clearly formulated strategic planning and management concerning whatever is envisaged causes objectives to appear vague and interested persons to have no norm according to which success or failure can be measured (Taylor & Vinjevold, 1999:30). A feeling of despair takes over, leading to resistance. The new quota system evoked much resistance where learners and educators were sometimes compelled to go to other schools. It was said that this new quota system conflicted with the fact that the learners could, according to their fundamental rights, attend the school of their choice (Pearce, 1999:14).

In this regard it is clear that the transformation process in education is still going through a teething phase in certain respects, as there are discrepancies in legislation and applications of legislation that intensify resistance to change.

Van Loggerenberg (1999:17) says that backlogs in education are clearly the prime targets of the authorities. Newspapers are reporting increasingly on the insufficient funding that is ruining education, on the fact that the reparation programme of the teaching and learning cultures is not materializing and has simply gone "mad". It is said that the reason for this is the failure of the South African Schools Act to provide for differential problems in provinces, communities or schools (Van Loggerenberg, 1999:18).

Change is indispensable in a fast-developing community, because the opposite would result in stagnation and stop an organization such as a school from being relevant concerning the needs of the community (De Villiers, 1995:6).

All actions resulting from regeneration (changes) should not be categorized as resistance *per se* (Van der Westhuizen & Theron, 1996:176). This would result in all forms of resistance to change necessarily being regarded as negative and all change or regeneration necessarily as positive. Although change is necessary for progress, it does not inevitably bring about a positive force (Margolis, 1991:2; Hughes & Woodrow, 1995:28). When too many changes are implemented in a brief period of time, resistance will develop repeatedly and management will consequently be made more difficult. Successes from the past and requirements of the future should be taken into account carefully in providing a golden mean. If change is to have a permanent positive influence, it must be managed. So resistance can be converted into an aid.

For example, it serves as an explanation for motives, convictions and loyalties, discloses them and is therefore valuable (Van der Westhuizen & Theron, 1996:176).

The school as education organization – with, *inter alia*, the educators as an element that is influenced – reacts to change by generating energy in an attempt at maintaining the internal and existing equilibrium. The energy that is generated in this way is directed to either acceptance or, more often, to the rejection of (resistance to) the changes that came to upset the original balance (Van der Westhuizen & Theron, 1996:196).

In the Report of the Commission to Investigate the Development of a Comprehensive Labour Market Policy (South Africa, 1996a:76 –77) mention was made, *inter alia*, of the fact that increasing productivity in the long term is the most fundamental factor in the creation of prosperity for the whole population. The committee made a proposal to the President that educational institutions should help their learners to develop in a market-orientated way from a youthful age, so that they can develop the necessary skills to become productive workers in the poor areas concerning the economy of, *inter alia*, mining, the industries, *etcetera*, rather than send only academically trained matriculants out into the world where they cannot find work.

In the adaptation phase prevalent, often the promulgation of the South African Schools Act (SA, 1996b), drawn up by the NPI, (National Productivity Institute, 1993:83) training programmes for workers, supervisors, managers and educators is mainly being used to equip them to deal with the transformation process so that resistance to change can be limited to the minimum. In the long term, it is the implementation of NPI's objectives through Outcome-Based Education.

From the above, it is obvious that there will always be resistance, as the community is changing rapidly. Change is unavoidable, so the tendency to ignore it and thus escape the resistance will be fatal for the survival and progress of any organization.

Resistance is usually present when there is a process of change in education. De Villiers (1995:19) contends that resistance to change is the most common reaction to proposed change and he is also of the opinion that people should listen to resistance, as it says something about the process of change. According to him, resistance to

change is the behaviour that attempts to maintain the *status quo* in spite of the powers attempting to change it. De Villiers (1995:*ibid.*) accentuates the fact that the instigators of change will always have to accept resistance to change in some form or other. Van der Westhuizen and Theron (1993:93) point out that resistance is the most common reaction to change and it is a more general reaction than the acceptance thereof. The above discussion portrays, resistance to change as usually being present in some form or other.

De Villiers (1995:19) describes resistance to change as an unwelcome obstacle, which must be overcome with the aid of social methods and other strategies. Furthermore, he points out that the resistor concept, which protects the *status quo*, mostly has a negative connotation. So resistance can be seen as a power that offers resistance, preventing change. Resistance to change is therefore an obstacle that will prevent change from occurring.

Van der Westhuizen (1996:174) points out that obstacles in different forms concerning individuals, groups, as well as the total system, can be operational at the same time. It is also only possible in a few exceptional cases to determine a single cause for resistance. Change must occur from time to time, and therefore different strategies are employed to decrease resistance to change.

According to Van der Westhuizen (*ibid*: 177), there are practical, psychological and organizational reasons why people offer resistance to change. Furthermore, he points out that the individual prefers the known and that weak management of resistance and change is also an important reason why change is resisted. For example, the educators should be informed beforehand about the change that is to be implemented. The managers should involve those educators affected in the process of change.

De Villiers (1995: 20) points out that resistance to change can vary from slowing down the process of change to impeding the process. Resistance to change occurs on both the organizational and the individual level. The same author (*ibid*) is also of the opinion that resistance varies from school to school, concerning sources, strength and content. From this discussion it can be concluded that, as resistance to change is always present, it must be diagnosed, understood and always taken into account when selecting a strategy for change.

De Villiers (*Ibid.*) refers to Lewin's three-step strategy which makes it possible to let change occur amidst the powers of resistance:

- The first step is the overthrowing of the opposing powers that are responsible for the existing equilibrium.
- The second step is where behavioural changes occur through neutralizing the powers of resistance.
- The third step is refreezing, where the newly learned behaviour now becomes the norm.

It is therefore evident that change does not occur easily, because of the resistance to change that develops. Change is therefore feared, because it means that the *status quo* must be disturbed. Resistance remains an indisputable part of the process of change and provides valuable information concerning this very process. People do not have resistance to change *per se*, but as the result of people's perception, or psychological and social consequences that the change holds for them (Coetsee, 1992:9).

Coetsee (*Ibid.*: 1) is also of the opinion that the skill to manage resistance effectively is regarded as the indispensable managerial skill. Knowledge of resistance is very important and can prevent a new programme's failure. The principal can make an important contribution to the effective management of resistance in the organization and to attempts at change. Resistance to change can provide valuable information and must be managed effectively.

Having discussed resistance and change, and how resistance emerges, the stage is set for us to look into the negative and positive aspects of resistance to change.

2.4.1 Negative aspects of resistance to change

The negative aspects of resistance occur when resistance is regarded as opposing energy that is aimed at stopping, or slowing-down, or directing change (Coetsee, 1993:1817). In this case opposition and resistance will be present. Van der

Westhuizen (1993:89) points out that when an individual resists renewal and wants to maintain the *status quo*, the action takes on a negative meaning of rebellion and opposition. There must be a movement away from the misconception that people “offer resistance to change”, because change can occur without resistance. For example, if educators are informed and involved in the change-process and in the decision-making for change, it will reduce resistance. They will then not resist: they will support the change because they were part of the decision-making.

When resistance to change does not come into existence, it can still have a restraining influence on the process of change. Change therefore occurs in spite of the resistance. Coetsee (1993:1823) indicates the nature or type of resistance to change in an informative way. Resistance to change occurs in moderate to very serious forms. This will be discussed later (see 2.5).

Seen from a negative perspective, resistance manifests itself as an opposing and blocking application of energy aimed at thwarting the attempted change. In this way resistance becomes synonymous with rebellion and opposition, and it can even take on destructive proportions. Real innovation can be a negative experience, but the result is normally advantageous to educators and learners (Huyssteen, 2001:16).

2.4.2 Positive aspects of resistance to change

Resistance to change is usually regarded as negative and wrong, but various researchers such as Hanson (1991); Margolis (1991); Coetsee (1992); and Van der Westhuizen (1993) point out that resistance to change has many positive qualities too. Van der Westhuizen (1993:89) mentions that resistance to change is sometimes necessary, logical, honest and even functional and it can serve to alter points of view. Resistance to change can therefore be valuable and positive. Van der Westhuizen (1993:90) adds that resistance to change basically comes into existence because of an individual's uncertainty concerning his future role in a new situation. Coetsee (1993:1817) maintains that the appearance of resistance forces people to consider whether the proposed change is really necessary. Furthermore, it calls for a re-evaluation of the direction of the proposed change. Resistance can also be a healthy phenomenon that protects the individuals when the effect of the change may be detrimental.

De Villiers (1995:23) says resistance is an individual or a group's cry of distress when they think they are being taken in a direction they do not like. It is a valuable red flag, indicating that something is wrong. The same author (*Ibid*) also points out that resistance is only a visible symptom of a problem that is not readily perceptible. An organization conveys a message through active or passive resistance. Thus, resistance provides important information.

The organization therefore provides more information concerning its main sources, limitations, attitudes, norms and values. Hanson (1991:316) is of the opinion that resistance provides information. For example, that proposed change attacks the wrong problem when it leads to an insensitive overloading of educators who already have too many responsibilities.

Margolis (1991:2) emphasizes the fact that resistance is rational. After all, it is understandable that people cling to "old" methods and techniques, as these methods have been imprinted over many years as the "ideal methods". Many of them were applied with great success in the past. With reference to the above discussion, it can be deduced that resistance can convey a great deal of important information, which can be used fruitfully in the management of resistance. Resistance serves as a protective power if proposed change is detrimental to the individual, organization or community.

Judged from a positive perspective, resistance can be necessary, logical and functional. On the one hand, it can bring about a critical movement against a current ideology. On the other hand, it can cause agents of change to reconsider whether the proposed change will really be beneficial and also convince them to substantiate the process of change more fully to all interested persons. In this way resistance even becomes an aid to change.

However, resistance is not always a means to achieve the objective of change, but can also originate from a reaction to an already completed action, with the specific objective of neutralizing, circumventing or avoiding the change.

2.4.3 Manifestations of resistance to change

In the literature there are mainly two forms of resistance to change, namely reactionary

and revolutionary. These two forms of resistance to change are embodied in respectively the managerial approach and the Neo – Marxist approach to resistance.

2.4.3.1 Reactionary resistance to change

Reactionary resistance to change is seen as a logical part of each organization (Kimbrough & Burkett, 1990:131). Reactionary resistance to change appears when top-down change is enforced. The existing system, customs and practices, the *status quo*, are in reality changed without the necessary consideration of or consultation with the involved persons. According to Smith and Crane (1990:48), this perspective on resistance to change therefore involves a reaction to and the result of change that should be neutralized and avoided. Here resistance is therefore not a means to an end, but a reaction to an already completed action.

Educators want to express their dissatisfaction by means of resistance as reaction to the change and uphold the *status quo* (Coetsee, 1993:1823 –1824). This resistance can figure as one of three types (see 2.5).

This form of resistance to change is to be expected in the ranks of, *inter alia*, the former Model C – schools (De Beer, 1996:6). Reactionary resistance to change must not be seen as being necessarily negative, because of the objectivity, effectiveness and sensibility of the intended change (Coetsee, 1996:2, 4-5).

2.4.3.2 Revolutionary resistance to change

Revolutionary resistance to change occurs where people in an organization insist on change. Through resistance the message is sent bottom-up to top hierarchical levels that there is dissatisfaction concerning existing practices and that the *status quo* must be dispensed with. In this way, resistance becomes an aid to revolutionary change (Coetsee, 1993:1824).

Power is exerted not only by domination, oppression or discrimination, but also by resistance (Huyssteen, 2001:7). For this reason, resistance is also a very important form of power and a source of hope to the “victimized”. Resistance is therefore no longer merely resistance by the revolutionary, but a way of asserting emancipation that sometimes accompanies protest.

This approach therefore implies that, if education systems and practices do not change, educators and learners must refrain from resistance within the organization in order to accomplish change and improvement in current circumstances (Berkhout & Bondesio, 1992:127). So, for example, revolutionary resistance was the mouth-piece of many black learners in the previous political dispensation (Van der Westhuizen, 1993:87).

Resistance to change is seen as a necessary and logical outcome of each organization that attempts to change or root out existing and /or unfair systems, and it can therefore result in radical action (Van der Westhuizen & Theron, 1996:173).

From the foregoing two paragraphs, the following important deduction can now be made, namely that resistance to change has two poles. Firstly, if there is no change, resistance can develop, deteriorating into the revolutionary enforcement of change. The objective of this type of resistance is to bring about bottom-up change. Secondly, it can also happen that change does not occur, but that resistance still takes place in an attempt to maintain the *status quo*, which amounts to the reactionary form of resistance. The objective of the latter type of resistance is to oppose the hierarchical structure of an organization. Any type of change or non-change is therefore accompanied by resistance (De Villiers, 1995:2).

The conclusion to be drawn from the information in paragraphs 2.4 and 2.4.3 is that resistance is a universal factor. The education manager must take this into account: when change takes place, resistance occurs, but when no change takes place, resistance also occurs. The scientific law that is therefore effected is that resistance is a dynamic social force.

2.5 TYPES OF RESISTANCE TO CHANGE

Although anxiety and fear can be real causes of resistance, resistance becomes evident in forms such as negative attitudes, strikes, demonstrations and armed action (Coetsee, 1992:15 -16). Resistance to change can manifest itself in various ways. This is so because resistance is a symptom of inequalities within the system that often develop in subtle ways and are therefore difficult to detect. The form which resistance to change takes on is closely related to the culture in a specific organization or school, and to the factors that lead to the resistance, as well as the personality and

temperament types of the involved persons.

2.5.1 Passive resistance to change

According to Huyssteen (2001:37), passive resistance is characterized by negative perceptions and attitudes. The same author (*Ibid.*) indicates even further that this form of resistance is expressed on the basis of a declared dislike of the proposed change, up to predictions that the change will never succeed.

Kreitner and Kinicki (1995:571) believe that passive resistance occurs in regressive behaviour, protest, refusal to learn and the servile keeping of rules. According to Coetsee (1993:1823), the basis of passive resistance is negative views, attitudes and opposing points of departure. Passive resistance materializes mainly within the thoughts and attitudes of the person. It can therefore be a type of psychological resistance to change.

Conflicting comments are made and the person's dissatisfaction with the change is expressed, but physical action that opposes the change is not typical of this type of resistance. People will probably threaten to boycott the process, but when faced with the choice, they act as is expected of them (Clarke, 1996:33). Educators pretend not to know what they must do or what is expected of them (Drafke, 1996:14) and thus make their resistance known in a passive way.

2.5.2 Active resistance

This form of resistance to change represents a more serious resistance that is characterized by negative points of view and dispositions that can later develop into destructive behaviour (Coetsee, 1993:1823 –1824).

So this is a more drastic form of resistance. Where the passive resisters do not embody their attitude in supportive actions, this group is more inclined to proceed to action that clearly reveals their resistant attitude to change.

Herman and Herman (1994:86) believe that active resistance to change in the context of education can involve educators making decisions which are related to the proposed process of change, opposition may be demonstrated directly or amount to a refusal to carry out certain commands concerning the change. By showing objectivity, they are,

however, still loyal to the school and their profession, and eventually they can still be depended on.

According to Kreitner and Kinicki (1995:571), active resistance can include actions such as doing the minimum, working slowly, withdrawing personal enthusiasm, losing dedication and loyalty, deliberate bungling and sabotage.

Drafke (1996:14) finds that active resistance to change can materialize in:

- lower productivity, where work is done at a snail's pace;
- absence from work without valid excuse;
- asking for a transfer to another division or organization; and resignation and early retirement.

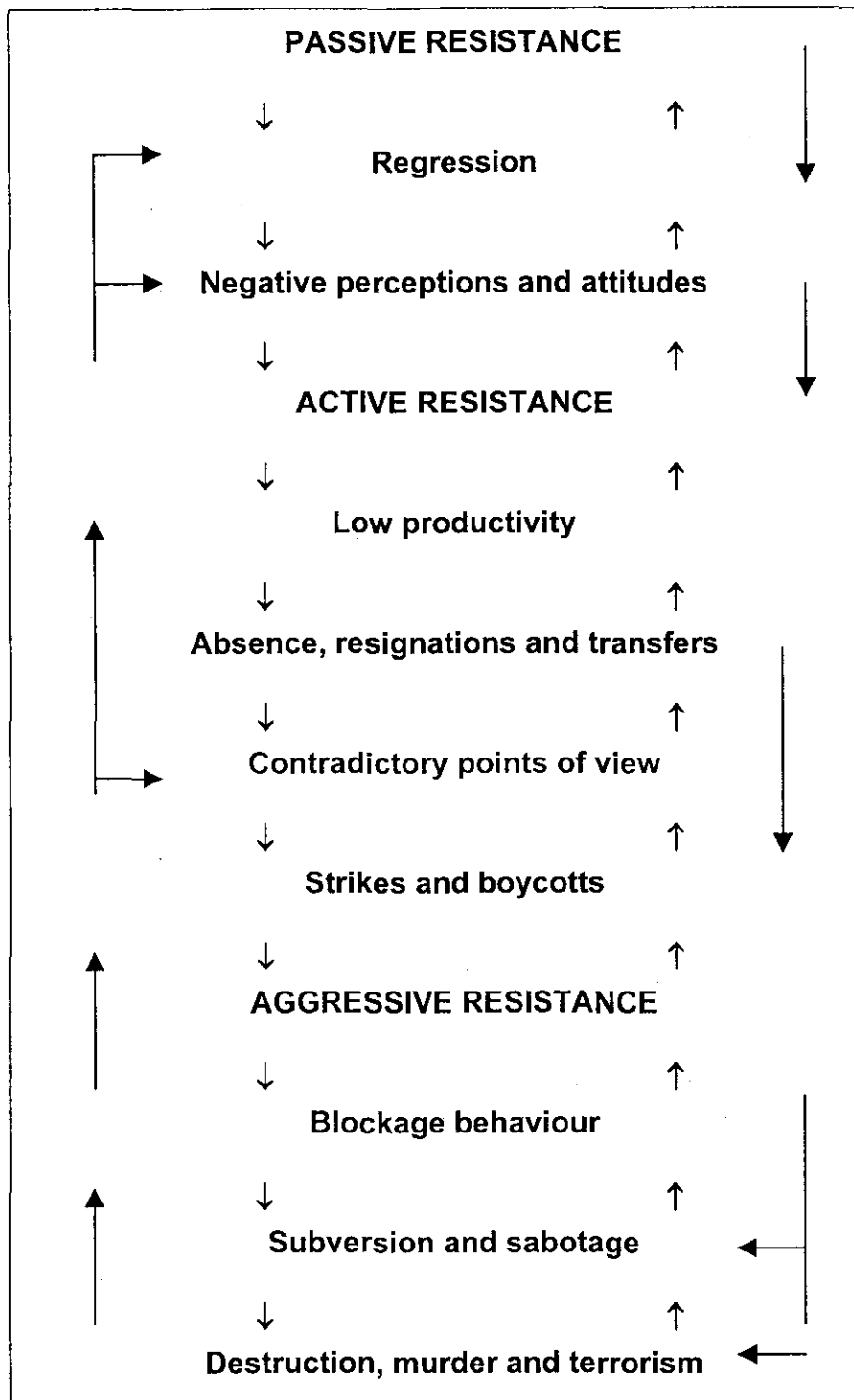
2.5.3 Aggressive resistance

Similar to active resistance to change, aggressive resistance to change is characterized by negative dispensations and points of view, as well as by destructive action. However, in this case, the chances that destructive manifestations of negative dispensations can occur are much greater. Block-behaviour points at actions which are aimed at forcing the process of change to a standstill, while, *inter alia*, sabotage, terrorism and murder are not only aimed at curbing the change, but also at overthrowing the total social system within which it must occur (Coetsee, 1993:1823-1824).

Radical resistance is therefore revealed by involvement in the strikes that show aggressive resistance to change. Participation in strikes can go so far as to sabotage the procedures of change (Drafke, 1996:14).

The relationship between the three above-mentioned types of resistance to change will now be presented in the adapted Figure 2.1 (Coetsee, 1993:1823):

Figure 2.1: Types of resistance to change

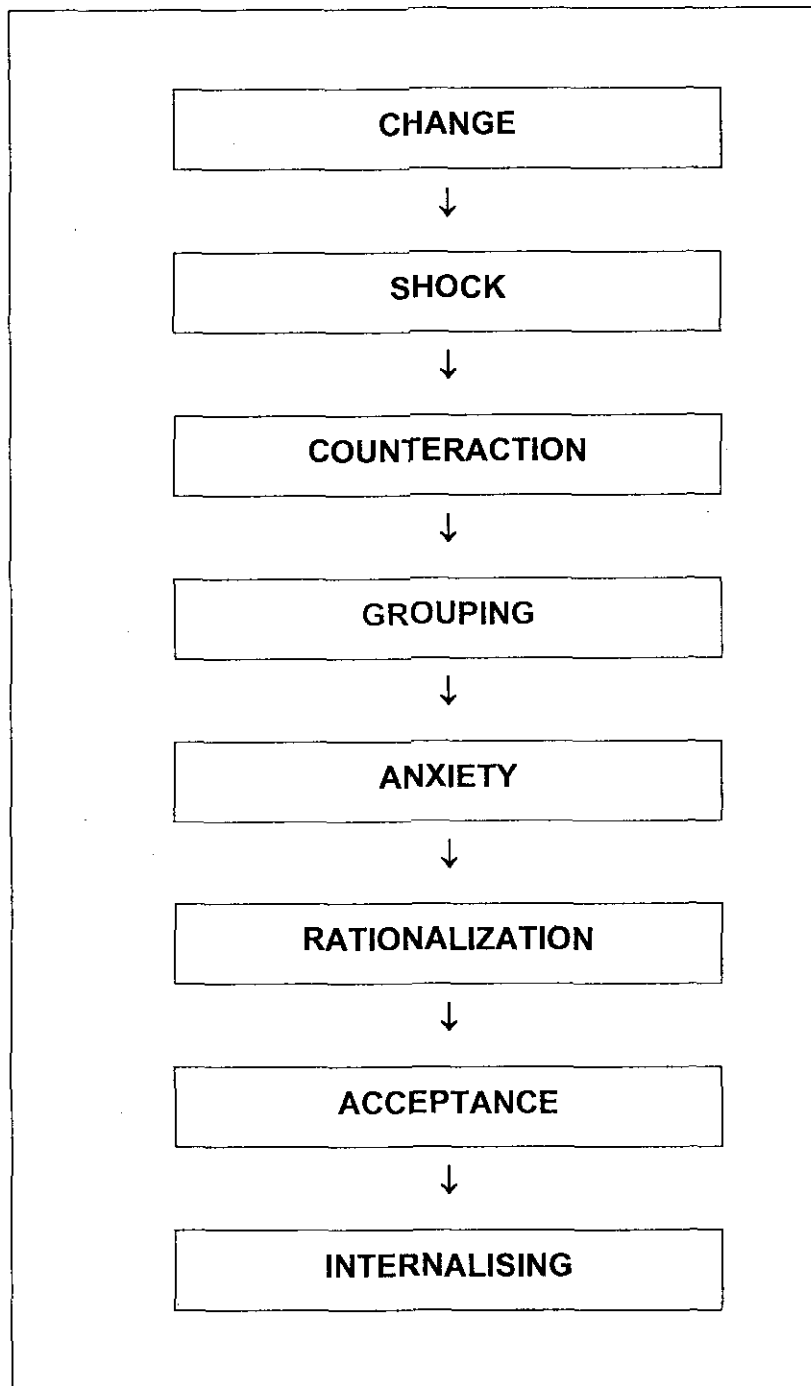


2.6 TYPES OF REACTIONS CONCERNING RESISTANCE TO CHANGE

Attention will now be given to the fact that people react to change in different ways or in different phases (Van der Westhuizen, 1993:91).

The following is a graphic presentation of the different phases of reaction in respect of resistance to change (Huyssteen, 2001:26), sketching the total image, after which the separate components will be discussed.

Figure 2.2: Reactions concerning resistance to change



Reaction 1: Shock - The first natural resistance reaction to change is usually denial that the situation really exists, refusal to accept it, as well as an intense feeling of

disruption of what is familiar and offers security (Huyssteen, 2001:26).

Reaction 2: Counteraction - As a rule there is a counteraction for each action. This counteraction can manifest itself in a variety of ways. The counteraction can occur in an active or a passive way, or even by means of avoidance. Active counteraction can imply resistance offered to the proposed change, or the swift rejection and disregard of the announcement of the new idea. When counteraction occurs in a passive way, there is behaviour such as withdrawal, or an attitude of martyrdom. Coetsee (1993:1824) believes that these options represent a person's natural defence mechanism. Avoidance entails the fact that the change is not discussed, that certain relevant information is supposed or that great differences can be noticed between persons' behaviour and their verbal utterances. Otherwise the person concerned ignores the change, considering the change and the need for it as unrealistic.

Reaction 3: Grouping - Huyssteen (2001:26) is of the opinion that persons who are affected by the process of change are inclined to group together as supporters or as opponents of the proposed change. It seems that the opponents drum up support by sharing their negative feelings and arguments with one another and by attempting to discredit the supporters. Any advantages the change might bring are explained away, but outwardly the pretence is upheld that the change is approved (De Waal, 2001:6).

Reaction 4: Anxiety - A feeling of restlessness and anxiety develops when the people concerned believe that the process of change is continuing without consideration for people's reactions. This type of behaviour leads to problem-transferral, for example by identifying somebody as the scapegoat and blaming him/her for initiating the anxiety or restlessness. The inability to cope with change and accept it is therefore projected onto someone else by accusing him/her of trying to change the familiar that has already been tested. In this way an area of security is created within which the familiar is protected. It gives the people concerned the opportunity to get used to the change. Now there is anxiety, as what always provided security is replaced by the unknown, while there is no understanding of why a tested winning recipe must be discarded (Van der Westhuizen, 1996:182).

Reaction 5: Rationalization - During this phase there is the commencement of a paradigm-shift. It is, as it were, a shift of emphasis from the past to the present. Open-

hearted discussions eradicate uncertainties about the process of regeneration so that summary rejection is no longer the order of the day. This phase presents the opportunity for putting questions, airing points of view and identifying potential problems. So guidance is of the utmost importance. Slowly, but surely, those concerned realize that the change is necessary, meaningful and irreversible, and they try to understand what the process of change is about. During this phase it is vital that each person be given adequate opportunity of undergoing a change in thought and attitude (Van der Westhuizen & Theron, 1996:182).

Reaction 6: Acceptance - According to Huyssteen (2001:27), there is always a phase of adaptation during the process of change, as the first implementation of new systems, procedures and practices rarely runs smoothly. As new situations and practices are tested, frustration may occur because success has not been achieved in the first instance. Guidance and training by the school principal play a cardinal role in this phase, but it is important that the principal remain in the background so that the teaching staff can learn independently by testing things themselves. It seems that this phase gradually brings along support for change (Van der Westhuizen & Theron, 1996:182).

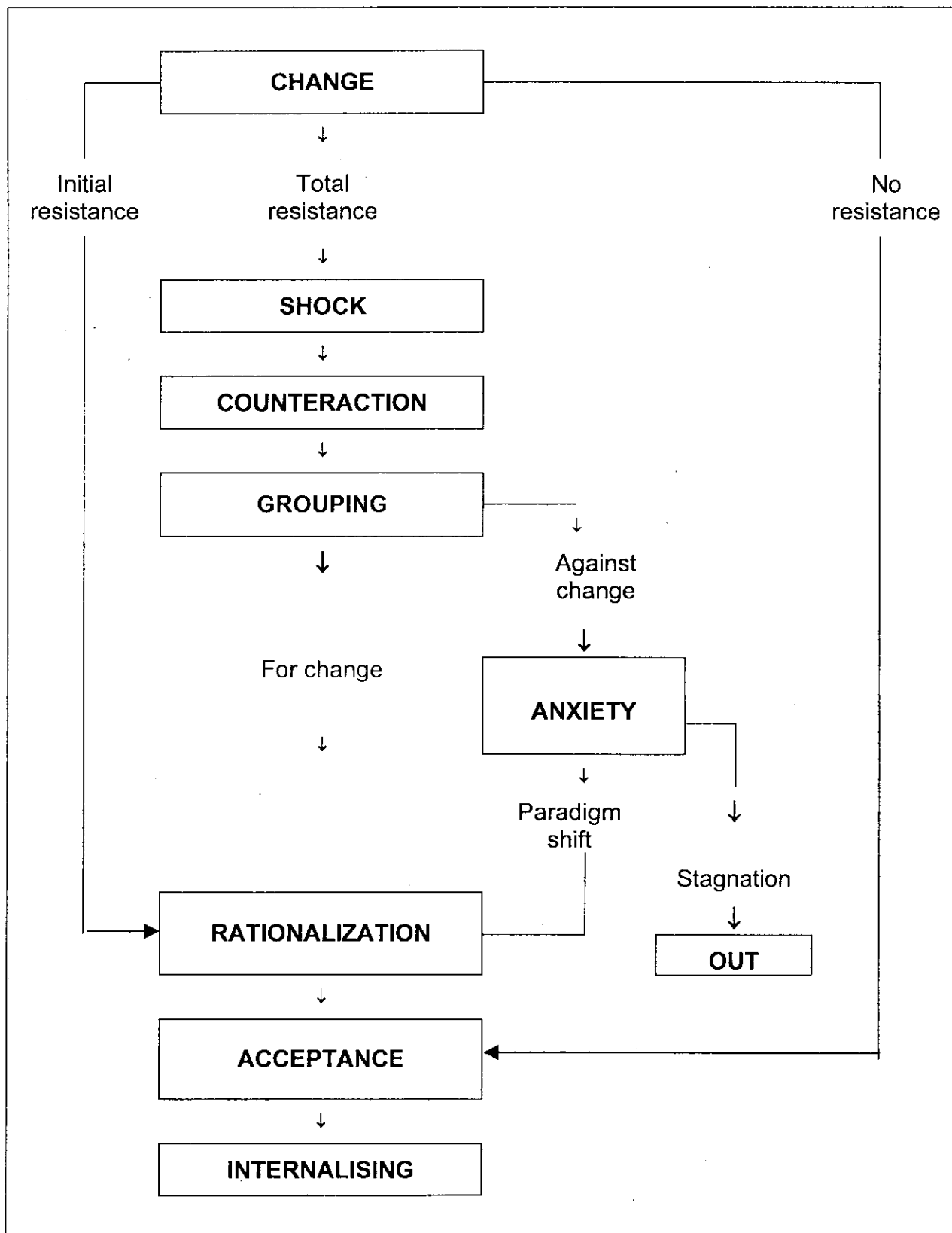
Reaction 7: Internalising - By this time, new relationships, procedures and practices have been tested in practice, resulting in the development of new insights into the changed work situation. Now that everybody knows the scope of the change, internalising can take place. It also entails an act of volition through which the new actions start becoming part of educators' ordinary, everyday actions and behaviour (Van der Westhuizen, 1996:183).

Of course, it is quite possible that there are those who will refuse to acknowledge the above-mentioned reaction phases in coping with resistance to change as personal, causing them to reject the change, through denial, withdrawal and / or attack. They keep on resisting the change and experience no learning process, insight or improvement. Their defensive behaviour is strengthened, often resulting in self – destruction at this stage, so that these candidates decide that they would rather leave education.

An adapted presentation of the reaction-phases of resistance to change will now be

given (Van der Westhuizen, 1996:183). It is based on the content of the above discussion.

Figure 2.3: Adapted presentation of the reaction-phases of resistance to change



It is therefore clear that there are a number of reaction-phases in dealing with resistance to change. The education manager, who is aware of this, can anticipate every reaction – phase of the group who is offering resistance, and in this way not feel threatened when counteraction or grouping against change occurs. These reaction-phases form a logical process to the internalising of the change and must therefore be dealt with accordingly, so that change can be implemented successfully.

2.7 HOW TO DEAL WITH RESISTANCE TO CHANGE

Society, organizations and institutions are in a constant state of change. What has become crystal clear is that organizations and industry will never be stable and predictable again (Kirk & Osman, 2000:141). No organization or institution can offer the same product or service for twenty years or more with a homogeneous workforce that experiences little movement. Moorhead (1995:210) refers to this period of unprecedented change as permanent white water, meaning that organizational life will be full of surprises, increasingly complex, poorly organized, structurally ambiguous, and brimming with costly problems. The same author further contends that several factors drive schools to change, including costs, markets, political ideologies, governmental shifts, uncontrolled financial disasters, changing in population bases and technology.

It is of the utmost importance that a totally new paradigm, aimed at preventing problems, rather than curing them, become established among education managers (Kohn, 1992:38). In the light of the structured nature of the school as organization, actions and reactions, maintaining the existing situation or the regeneration thereof, change and resistance can always be expected. These forces are, however, peculiar to any organization. Resistance is not only a lack of acceptance or a rejection. Resistance is therefore offered either to the existing education situation or to what is envisaged (Van der Westhuizen, 1993:87-88). Change and the accompanying adaptations lead to challenges. Superintendents, principals, district officials and other school leaders must focus on the pressure which exists on account of change in education: on social, technological, cultural, political and other levels – and must be prepared to manage these changes in such a way that they will be constructive and strengthening, and not negative and destructive (Herman & Herman, 1994:x). To succeed in this, the education manager must of necessity have many skills, *inter alia*, to impel the change in a clear direction and to have the knowledge and the skill

concerning planning that is aimed at success.

From the foregoing discussion, it can be deduced that change needs to be managed in a sensitive way. Managers should allow educators to adapt to change; the principals must have an alternative plan to implement when the first plan to implement change fails. Change should not be imposed, but be negotiated, and educators should be given clear explanations why change is necessary and what the benefits of change would be.

2.7.1 Aspects that drive schools to change

Kesler (1996:14-17) and Watkins and Marsick (1993:4-5) believe that several influences move a school system to adopt a continuous learning and change perspective. For example, the total quality movement requires educators and staff members to monitor their own professional activities to reduce and contribute suggestions to make the institution more responsive. These researchers (*Ibid*) indicate further that change in technology requires learning new ways of thinking and working, while the service movements require new learning to understand and satisfy the needs and expectations of the parents, the community and society. Additionally, schools that team together to provide educational opportunities, make change a necessity (*Ibid: 5*).

Furthermore, Davis and Davidson (1991:310) contend that societal turmoil requires an institution to adopt a human resource philosophy of individual responsibility in order to enhance institutional responsiveness. Watkins and Marsick (1993:5) reach the conclusion that the turbulent environment created by these forces, institutions and their work forces must be flexible, far-sighted and able to learn new ways of thinking and working continuously. Preskell and Torres (1999:102) indicate that technology has revolutionised the world's production, consumption capacities and needs, as well as the way in which these are accomplished.

This requires educators to change how they do things, provide services and communicate with one another (*Ibid.*). However, no matter how much an organization welcomes change, it will still face a degree of resistance from educator suppliers, distributors and stakeholders. De Waal (2001:1) points out why educators resist change in the school curriculum. She indicates that these educators resist change due to the

fear of the unknown and being confronted by the unfamiliar. Also, very often success and power are rooted in the past and present, not necessarily in the future (*Ibid.*). Machiaveli, as quoted by Paton and McCalman (2000:79), points out that it ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than leading the introduction of a new order of things. Secondly, the same author (*Ibid.*) states that it is always far easier to say "yes" to new ideas in the first instance, for in the early developmental stages its impact will be minimal.

Once the developmental work starts producing results, the detractor will appear with a host of negative comments and actions will be evident (*Ibid.*). No matter what the extent to which the organization has designed procedures, structures and cultures to encourage openness, all too often people are not creatures of circumstances, but creators of circumstances. When facing an uncertain personal change, it is easy to forget mankind's successes in shaping the world. Organizations, individuals and groups fear change for reasons. So the educators as well have reasons to resist and fear change. These factors and reasons, which contribute to resistance to change, will be discussed in detail later (see 2.9).

According to Reitzug (1992: 13), resisting change is very purposeful behaviour. The author views resistance to change as a strategy to protect oneself in the face of threats to self-esteem and psychological survival. This author contends further that at school, educators may feel left without the psychological props upon which much of their personal and professional credibility are usually built. Seeking to maintain the *status quo* is a deliberate attempt to protect oneself. Mzolo (1999:26) points out that typical reactions to change in schools include: "We tried it once before and it didn't work; we don't have time; we don't have resources". One of these key factors with regard to organizational climate and resistance to change is that the school management team should be deeply caring and concerned about how staff feels about the changes that affect them.

It can therefore be concluded that educator development plays an important role in the acceptance of change. Educators need to renew their teaching methods and empower themselves in using the new technology which makes teaching and learning easier. Workload must be distributed fairly to educators to avoid resistance when change is

implemented. If the human resources are adequate, the school will be responsive to change in a positive way. Uncertainties and fears should be eradicated to make the educators receptive for change.

2.7.2 The role of principals

Paton and McCalman (2000), Reitzug (1992) and Watkins and Marsick (1993) are of the opinion that principals should be aware of their actions and that they can reduce resistance through organizational design and development, meaning that they should prepare their staff and educators for the change that is to be implemented. The principals should also view the resistance positively, and educators should not always be negative about change.

According to Paton and McCalman (2000:49) principals must be aware of the impact of their actions. Although resistance to change can be reduced through organizational design and development, it cannot be eradicated. Effective communication often holds the key to successfully unlocking the door to change. Change needs to be portrayed in positive terms, as a necessity to ensure long-term survival.

Buchman and Huzynaki (1997:43) suggest there is a need to encourage participation and involvement by principals in the management of change in the school curriculum for those who are affected by this change (educators). The aim is to stimulate interest and commitment and minimize fears, thus reducing opposition. It may be necessary to provide facilitating and support services. These services could assist in promoting an individual's awareness for the need for change, while counselling and therapy could be offered to help overcome fears. Coetsee (1993:1819) contends that management must engage in a process of negotiation, striving towards agreement. This is essential where power will influence resistance and ultimately block the change. If consensus fails, one has little alternative but to move on the explicit coercion between the extreme forces of resistance that can contribute to slowing down or even blocking the change process. These important parts of the organization must be diagnosed, understood and taken into account in the targeting process and in the selection of change strategy (Coetsee, 1993:1920).

According to the above researchers, managers must develop their organizations. The

principals should view resistance as a positive element that exists within the school, because resistance might be an indication of an error in the process of change. Educators should be encouraged to participate in stimulating interest and to minimise fears and uncertainties.

2.7.3 Why change often does not succeed at schools

Understanding change helps educators, staff members and administrators with integrated change (Conner, 1992:79). Many institutions and their leaders desire lasting, meaningful change, the type that helps them address the changing nature of society or continually improve the quality of education. Many managers go through the motions necessary to bring about change, while simultaneously hoping that its catalyst will disappear (*Ibid*: 80). Ulrich (1998:102) explains that regardless of the efforts made by schools as change agents to improve institutional effectiveness, many institutions fail to embrace change due to certain reasons like:

- a lack of administrative support for change, internally;
- conflict concerning resources, recognition, and rewards; and
- institutional overconfidence (if there is a lack of reflective skills or the ability to examine current and past performance, and a lack of commitment to change).

Burke (1992:203) believes that some school systems fail to change due to the lack of an agreed-upon institutional mission and strategy and differing institutional values. Gray (1993:113) asserts that others fail to change due to a lack of support by principals and by staff members.

According to Petterson (1997:95), many schools fail to achieve the desired results due to their inability to adjust or adapt to change, because they maintain assumptions related to change activities. De Waal (2001:6) contends that there are several reasons why change in schools does not succeed. Educators are convinced that principals (*Ibid.*):

- have inadequate knowledge concerning the proposed change;

- have not all had identical professional training;
- do not grant staff the opportunity to participate in and influence the planning of the changes; and
- fail to recognize the autonomy of the staff.

De Waal (*Ibid.*) also points out reasons advanced by principals for their own lack of success in implementing change:

- Uncertainty - unclear expectations regarding areas of responsibility.
- Complexity - deciding which staff members should be assigned to which tasks.
- Limited or faulty notions of how the school system functions and what the role of the principal is within the system.
- Lack of administrative knowledge/inadequate leadership.

2.8 CONDITIONS FOR CHANGE

Several conditions must be present if change initiatives are to bring about results. Dyer (1990:7) contends that school leaders and all those involved must have highly visible commitment to change. Additionally, schools leaders must remain committed to change throughout all phases, from diagnoses to implementation. School evaluation board members (district officials, community, educators, members of the governing body) and other decision-makers also need advanced information to enable them to know what will happen and why they have to do that.

Thompson (1994:115) is of the idea that effective change efforts have to be intertwined with multiple parts of the institution and must be directed by school leaders who act as change agents and are consistent with a clear relationship between the change effort and the institution's mission, goals and guiding principles. Finally, institutions must be at an optimal point of readiness for change in order to affect the school system. School leaders are more successful in implementing change initiatives that bring about or

improve an institution's effectiveness (*Ibid.*).

There are a number of factors that the education manager can investigate in order to determine to which degree the school is ready for change. Fullan (1991:105-107) found that principals are often unsure as to where they should begin to bring about the successful implementation of change and the effective management of probable resistance to the change. As successful and unsuccessful programmes of change reveal certain common characteristics, they can serve as guideline to the education manager in implementing change within the school. Lunenburg and Ornstein (1991:221), Herman and Herman (1994:4 - 5), Lummings (1996:8), Seppanen (1996:8) and Fullan (1991:105-107) have investigated this matter and suggest that the principal should consider certain factors that influence the school community and determine the successful and effective management of change. The degree to which these factors are present or absent will determine the degree and nature of resistance to the proposed change. A synthesis of their findings can be grouped into five areas, namely:

- the disposition of the principal concerning change;
- the current position of the principal concerning change;
- the vision of the school;
- the school's strategic time plan; and
- conflicts and related matters.

These five categories will be discussed forthwith.

2.8.1 The disposition of the school principal

Principals must realize that their view of what the change must be need not necessarily be the correct and/or only one that should be implemented (Fullan, 1991:105). One of the main aims of the process of implementation is to compare various impressions of reality with one another through interaction, in order to identify the best option. After this, principals must acknowledge the fact that there are certain tasks which need to be

executed, and they must summon the courage to take the lead. In order to approach this challenging phase with confidence, it would be of great value to the principals if they could sometimes be realistic and not think of the work. A sense of single-mindedness must be cultivated. The fact that attempts at change can fail initially does not mean that the plan is doomed forever (Seppanen, 1996:8). Educators are prepared to follow someone whom they rate highly. The principal will therefore have to earn the respect of the staff members to start off with (Huyssteen, 2001:7). Secondly, by means of management, principals must guide the educator to attain the objectives that have been set for the process of change.

2.8.2 The current values and practices of the school

The principal must not conclude that absence of the implementation of change by educators can be blamed on the rejection of the values inherent to the change or that it necessarily represents resistance (Fullan, 1991:105). There may be a number of reasons for this. Education managers must accept the fact that people need pressure in order to change, even in directions they desire (Fullan, 1991:106). This pressure will, however, be effective only if it occurs in circumstances in which people are allowed to react, to assume an own position or point of view, to interact with others and to enlist support for their views. Previous experiences which the community had with change and how prepared they are for change at his stage, will greatly influence the process of managing change - and more specifically of resistance management (Huyssteen, 2001:88).

The real challenge lies in changing the culture of the school and not in implementing a few innovations (Fullan, 1991:106). When specific innovations are therefore implemented, care must be taken to let the development of the organization take place as an entirety. This aim can be achieved by, *inter alia*, determining where the individuals at the school enjoy new challenges and whether they are prepared to contribute to the positive change. Would new work and learning opportunities therefore be a challenge to which they would look forward? If there were internal or strong external forces that insisted on change at the school, it would, of course, be much easier to achieve this aim, as the climate would be favourable for change, and resistance would not be such a great factor to contend with (Herman & Herman, 1994:4). Furthermore, the school should have a clear image of the current values at

the school and the quality of the values concerning competitive circumstances (Lummings, 1996:8). The degree to which the change can link up with current practices and aims will determine the nature and scope of resistance to the change. So there must be objectivity at the school concerning its current position.

2.8.3 The school's vision

Education managers must not expect everybody or even most people and groups to share their vision for change. Change is so complex that it is impossible to bring about general change in a large social system. Progress takes place when small steps are taken which influence more and more people again and again (Fullan, 1991:106). The process of change will be influenced positively and resistance will be limited when the school has a clear vision of what the future can and should be. Immediate and continuous plans should stem from this in order to realize this vision and current and past achievements should be used as basis for improvement (Herman & Herman, 1994:5). The whole school community is affected by change.

It should have a share in the future-vision for the school and must be involved in planning for it, while the past and present must be used as basis for improvement (De Waal, 2001:7). The reason why it is important that all involved should share the school's vision for change is because it provides motivation for co-operating productively as partners to achieve the change and for minimizing resistance to the intended change (Seppanen, 1996:8).

2.8.4 The school's strategic time plan

It must be taken for granted that effective change takes time to materialize. It is a process of development-through-use. Unrealistic or undefined time limits ignore this fact. Perseverance is an indispensable characteristic of successful change. A plan which has been modelled on the above-mentioned conditions and which takes the factors which will influence the implementation of change into consideration, will facilitate the process of management. Evolutionary planning and problem - solving models that are based on knowledge of the process of change are essential (Fullan, 1991:107). Better knowledge of the process of change will improve the combination of resources that are used, but cannot and should not form the absolute basis for decision-making. By listing and using the knowledge and insights derived from data,

which can lead to further planning, the establishment of a practicable plan of action can be greatly facilitated (Seppanen, 1996:8). A characteristic of a successful project for change is that the conceptualising of the change leads from general propositions to specific plans and measurable aims (Huyssteen, 2000:8).

2.8.5 Conflict and other related matters

For any considerable or meaningful innovation to result in change, it is important that individuals find in it meaning for themselves. Meaningful change always entails a certain amount of ambiguity, obscurity and uncertainty concerning the meaning of change (Fullan, 1991:106). In this way, a strong need, a type of tension develops, which moves people to want to change (Huyssteen, 2001:8). Conflict and discontent would not be regarded as problems, but must be recognized as an avoidable, fundamental part of change. As each group of people has a variety of realities at its disposal, each group or collective change will necessarily cause conflict that new social support systems develop, strengthening new attitudes and behaviour and therefore facilitating the task of the principal to manage resistance to change. When the individual no longer regards change as unsuccessful, ownership develops, decreasing resistance to the change. At the same time, the process heightens the self-esteem of the person and a positive circle of motivation develops within the school as an organization (Huyssteen, 2001:8).

The principal must take into account that criticism against the planned change is directed at the problem or at his position and not at his person. The principal cannot get involved in conflicts emotionally or personally. These conflicts must be dealt with objectivity, *inter alia*, in discussions (Seppanen, 1996:8).

Change programmes that are successful also reveal certain common characteristics that principals should avoid, as they can lead to large-scale resistance. These characteristics include the following (Lunenburg & Ornstein, 1991:22):

- The administrator of change regards the attempt as a semi-instant solution or makes an attempt because the others are doing it.
- The supporters of change are interested more in other people's change than

seeing themselves as part of it. There is an attitude that change is good for other people and therefore it should be accepted. The leaders do not, however, take the first steps by inspecting their own practices and bringing them in line with the objectives of the change.

- When an early half-hearted attempt disappoints or fails, the leaders turn their backs on the process and leave it to the specialist-educators of their staff. This is not a sound form of facilitating or delegating.

By considering the above-mentioned factors, principals can determine in large measure whether their schools are ready for any intended change. Throughout, it is clear that people's disposition plays an important role in the degree of readiness they have for change. So the principal must focus firstly, in his management of the process or of possible resistance to change, on gaining the confidence and dedication of the persons concerned. This he can do only if he realizes which factors lead to resistance to change.

2.9 FACTORS CONTRIBUTING TO RESISTANCE TO CHANGE

Most attempts at change or regeneration are answered with resistance. Even when the organization is diagnosed as ready and receptive for change, resistance will be present. For this reason it is important that the specific causes of resistance to change in education be identified. From the literature (Anderson, 1996:45; Coetsee, 1993:1821; De Villiers, 1995:85; Van der Westhuizen & Theron, 1996:177), it appears that there are considerable differences of opinion between authors concerning the reason for resistance to change. Some authors have classified these reasons or factors as belonging to certain categories, which are then sub-divided. Even these categories or classifications often differ considerably, but they will still provide valuable information to promote understanding and therefore to better management of resistance to change.

2.9.1 Traditional categories

A schematic presentation indicates the differences between the various authors' division of areas in which resistance is experienced.

Table 2.1 Traditional divisions of factors which contribute to resistance to change:

| NAME OF AUTHOR (S) | NUMBER OF CATEGORIES | TERM USED FOR CATEGORIES |
|--|-----------------------------|------------------------------------|
| Coetsee (1993:1320) | 3 | Cultural Social Individual |
| De Villiers (1995:48) | 2 | External Internal (Individual) |
| Van der Westhuizen and Theron (1996:7) | 2 | Internal External |
| Anderson (1996:45) | 3 | Technical Political Cultural |
| Huyssteen (2001:36) | 3 | Social Individual Cultural |

From this table, the deduction can already be made that it is difficult to categorize reasons or factors that lead to resistance to change. Based on the information in Table 2.1, the following three categories will be used to divide the factors that play a role in resistance to change: the system-bound category, the environment-bound category and the psychological category. It is clear that the division is made on the basis of certain societal contexts that interact with education.

It is possible for the same type of factor that leads to resistance to change to appear in more than one of the categories or group. This happens because different people with unique temperaments experience the same factor on different levels. It is therefore possible, for example, that a lack of communication can occur on the system-bound level, the social level, as well as the psychological level, but its appearance is different from time to time.

2.9.2 The system-bound category of contributing factors to resistance to change

This category includes external factors that can be structure-bound, system-bound, management-bound, societal, cultural or political.

Huyssteen (2001:36) distinguishes these factors as originating from the education system, as they are often enforced in a bureaucratic way. Lunenburg and Ornstein (1991:216) emphasize the fact that the organizational structure in the school is bureaucratic and therefore often evokes resistance among the educators when it has not been certified that messages at the highest level are passed down correctly to the very lowest level. Much valuable information can be smothered in this way.

This type of category is often found on provincial or national level, and is political or legislative in nature, so that it cannot just be ignored. The nature and scope of changes concerning education and training in South Africa cause overwhelming uncertainty about the future, up to a point where a total loss of security is experienced. Fear of the unknown is a very potent human emotion and therefore it is advisable that the government initiate structures in order to facilitate all interested parties during the transformation process (Huyssteen, 2001:37).

2.9.2.1 Loss of established practices

Security was guaranteed by the known practices of the previous educational dispensation. Changes at the school often cause educators to feel that their posts are possibly in danger, either because of competing colleagues or because of redundancy. Fear that change will result in loss of work-security has been pinpointed through research as the greatest factor leading to resistance to change in education (Van der Westhuizen & Theron, 1996:appendix).

2.9.2.2 Lack of communication and information

From an analysis of thirty sources, of which the most recent are Van der Westhuizen (1996:179), Van der Westhuizen and Theron (1996:7), (Coetsee, 1996:14,16), (Seppanen, 1996:6), Klecker and Loadman (1996:2), as well as Hellriegel *et al.*, (1990:440-442), it is obvious that, if there is inadequate communication between school authorities (on national and local levels) and the education corps, it leads to

uncertainty, which in its turn, leads to resistance to proposed change. When adequate information is lacking, the educator feels that he has become a passive pawn. Therefore, educators must be afforded the opportunity of making a contribution during the planning phase on the national and on the local level. If communication channels are not kept transparent during the implementation phase, the educator is prevented from taking up his position as responsible partner with pride. A feeling of ownership cannot be achieved and resistance will still be the logical outcome.

The lack of adequate feedback concerning the process of change will logically result in resistance, because the absence of evaluating the situation will make it difficult for those involved to determine the relationship between the real situation and the stated objectives of change (Van der Westhuizen, 1996:179). Rezin, Queen and Burgess (1996:5) say that, if the process is not evaluated regularly to determine whether it is succeeding or failing, meaningful feedback cannot be given to the educators and this can possibly result in resistance because of uncertainty.

2.9.2.3 Lack of support and guidance

It is of the utmost importance that principals should explain the process of change to the educators and implement supportive programmes to assist them in this (Lunenburg & Ornstein, 1991:217). When matters are not clear or a problem occurs, it can be given attention without valuable energy first being lost in resistance reaction. A lack of adequate and satisfactory support during the process results in the fact that educators believe that changes are happening in a certain way (Van der Westhuizen, 1996:179). It would be ideal if these initiatives could be launched from government level.

2.9.2.4 "Meaningless" change

As soon as the workers in an organization believe that change is meaningless, a feeling of ownership is missing and resistance follows (Van der Westhuizen, 1996:178). Now that a transformation process has been going on for some years, interested parties are reviewing what has been achieved. From education ranks, the message is heard that changes were more negative than positive or that they did not really contribute to a better result (Mischeke, 1998:6).

On experiencing that changes are meaningless, the community will try to put pressure

on the educators or the principal. Their negative perceptions and criticism will result in resistance among those they put under pressure (Wildly & Punch, 1997:66).

2.9.2.5 Power struggle or competition

There is usually an unwillingness among people, and therefore also among educators, to go along with the new ideas of another individual (Van der Westhuizen, 1996:178). This is where minority groups feel that they are locked in a competition or power struggle for the retention of their posts and convictions, and for upholding personal standards (Van Loggerenberg, 1999:17).

2.9.2.6 Loss of power and authority

Change within an organization can often influence a person's position of authority (Lunenburg & Ornstein, 1991:217). Fear of losing existing power, status, authority and prestige frequently results in people 's unwillingness to give up the *status quo* (Van der Westhuizen, 1996:178). The fact that educator - learner ratios have been raised so much within the new education system, for example, results in the fact that educators feel that they have less control over learners and over the academic climate which is prevalent in the classroom. This experience is strengthened by learners' strong awareness of the advantage they gain from the application of the new legislation.

Wildly and Punch (1997:95) believe that the parent community can begin to experience that they no longer have any control over the education of their children when the community and / or the parents experience drastic changes within the education set-up of which their children form part, but in which they have no say, because the process of change is being enforced in a purely bureaucratic way. There is a feeling that power and authority are being sacrificed. Educators become victims of criticism and negative discussion, which makes them more resistant. A snowball effect can lead to educators feeling that they are losing the power and authority with which they have been endowed, and large-scale resistance follows on changes (Pearce, 199:3).

2.9.2.7 Increase in work-pressure

The process of change is often accompanied by greater work-performance, because new regulations, documents and other administrative procedures must be imposed

(Van der Westhuizen, 1996: 178). In South African context, the increase in work-pressure is strengthened by the decrease in educators, which results in the remaining educators having to present more subjects. Preparation is often trebled in volume and the accompanying administrative duties must also be fulfilled. Add to this the increased educator-learner ratio, and resistance is unavoidable. Work-pressure grows worse, and even if a large percentage of the national budget is devoted to education, it seems as if all these contributions disappear in a bottomless pit (Van Loggerenburg, 1999:17; Pearce, 1999:14).

2.9.2.8 School climate and culture

The school climate and culture, as well as perceptions thereof, must be marketed to educators (Huyssteen, 2001:11). The term school climate namely refers to the experience and perceptions of the educator concerning the quality of his personal experience. This is determined by a certain spirit or atmosphere as basis of the educator's work satisfaction and his productivity. This atmosphere constitutes the climate of the school; the climate at a school is moreover based on norms and different ideologies and attitudes. School climate encompasses two facets (Basson, Van der Westhuizen & Nieman, 1995:655), namely,

- Organizational climate, which is the result of specific determinants from the management situation and influences the quality of the educator's working life.
- Educational climate, which refers to the learners' experience, specifically stemming from their interaction with the educators, the managerial style of the principal, the way in which authority is exercised, as well as the quality of mutual relationships (*Ibid.*).

It is the task of the education managers on local level (the school principal) as well as on provincial and national levels, and can be achieved by means of, *inter alia*, open communication channels, involvement of educators in planning and decision-making about change at school, adequate information, guidance and feedback, as well as the creation of a feeling of security through ownership.

The word culture normally refers to characteristics peculiar to a specific group of

people. Within an organization, culture can be regarded as a set of collective values, and for this reason a school's culture determines the frame of reference from which all actions, direct or indirect, are carried out by educators (Basson et al, 1995:642).

School climate, as well as school culture, is determined by people's interaction. The bond that ties these two elements to each other is the expectations of the educator (*Ibid.* 1995:653).

Organizational climate is applicable for the objectives of this study. Logically, this leads to the fact that educators' negative experience of the school climate results in their questioning the quality of their working experience, which in turn leads to a negative school culture.

It is becoming clearer that these two matters can be strong contributing factors to resistance to change, because each educator can become negative due to his/her perception of the school and education system. Du Toit (1998:3) believes that, as soon as such negative groupings develop, a negative school climate and culture come into existence, resulting in resistance.

2.9.3 The environmental category

This level comprises social, environmental and community factors, which influence the education set-up. Among these is the parent community.

Nel (1992:26) is of the opinion that parents who shift their responsibilities to the children onto the educators, form part of this category of factors leading to resistance, as they enlarge the educator's task. It is therefore often the lack of interest and involvement of the involved groups that forms the source of frustrations that in time lead to resistance to change.

It often happens that the community, parents, and other stakeholders, become negative concerning the change within the education system, and this is carried over to the education corps, as they form part of the community (Du Toit, 1998:3).

According to Harvey and Brown (1997:154), environmental factors can, on the one hand, refer to the infrastructure within which the educator does his work. On the other

hand, it can involve the psychological experience of the educator concerning matters such as the understanding of individual singularities which can include the distance to be travelled to school, the comfort and training with which extracurricular activities can be managed, as well as the social and economic atmosphere in which the school functions within the environment in which it is situated.

If the school should fall within an air- or noise-polluted area, it must be taken into consideration that these educators are already working under great subconscious stress. Great changes to the *status quo* can cause these workers tremendous additional stress, to a stage where they become unproductive and resistant (Harvey & Brown, 1997:160).

Concerning the infrastructure, it can handicap educators tremendously if change decreases or changes their working-space. Even alterations can temporarily be experienced as negative. Pearce (1999:2) reports in the light of this circumstance, that a quota system which limits the learner - educator ratio and determines that learners can be moved to another school in certain circumstances, is incompatible with the fact that learners have a democratic right to make a choice concerning the school at which they enrol, as well as with the issue of their best interest, which enjoys high priority with the South African legal system. Furthermore, educator-learner ratios lead to overfull classrooms, which results in, inter alia, educators' having problems with control over the pupils. Lack of adequate facilities and limited resources to enable them to accomplish their tasks and duties as expected of them (especially at a time of change), will therefore result in resistance to and questioning the process of change (Lunenburg & Ornstein, 1991:218).

2.9.3.1 Social factors

Social factors comprise the influence of the relationship between educators, that of the school with the community, as well as that with the parents. Often it is the unenviable task of the principal to keep the social relationships touching the school healthy (Herman & Herman, 1994:63). Drastic changes, which often occur within the education system, cause people to feel uncomfortable. However, the image of education must always be positive so that educators will feel motivated to fulfil their calling. In this way, parents maintain their confidence in the quality of education their children receive, and

the community believe that their contributions (such as sponsorships for school activities) are not in vain (Waterworth, 1997:65).

Educators want the assurance that the community will help with the process of change and that everything will not have to be fixed by the educators (Klecker & Loadman, 1996:2).

Peters (1996:3) also emphasizes the fact that success in the process of change depends largely on the dedicated involvement of the total school community. However, balance should always determine the golden mean. Taylor and Hempel (1996:427) warn against allowing the power and influence of a specific parent-group, usually the wealthy and influential parents of talented children, to thwart the say and contributions of the less -endowed parents of average children. From their study, it is clear that the influence of certain groups was so far-reaching that the relevant superintendent refused to support and fund the programme of change, as it would jeopardize their own position. The principals who supported the change were initially transferred to other posts from which they later resigned, as they were not really equipped for these new posts.

2.9.3.2 Technological development

Huyssteen (2001:91) warns that new technological practices must be introduced and put into use extremely carefully. The danger is there that individuals' sense of own worth can be affected by the threat they perceive in the large-scale application of new technology. When a person's self-image is influenced negatively by changes, the logical result is that resistance to the change will develop.

The extensive use of modern technology, such as computers, presents a great threat especially to older educators (Fullan, 1992:29). This is so because they are not familiar with them and are under stress at the thought that they have to master something new which will replace that which is known.

2.9.4 Psychological category

This level of factors which lead to resistance to change, pertains to internal, personal or personality-bound factors that influence the educator. It functions largely in the psyche

of the educator and is embodied in various ways.

2.9.4.1 Psychological resistance

Coetsee (1993:1824) is of the opinion that individuals' perception of change and especially of the outcome thereof, is often the most important reason for resistance. For example, they can believe that the change will not necessarily mean improvement, that change is not necessary or that the change will not be successful (De Villiers, 1995:109 - 110). This type of resistance to change originates in the educator's personality (Van der Westhuizen, 1996:179). So some educators will be more inclined to show resistance to change because of their personality and temperament.

Educators want to be acceptable to colleagues, learners and parents (Huyssteen, 2001:13). When it appears that proposed change is unacceptable to these groups of people, the chances are great that the educator will develop resistance to change. Types of lessons that have become known to the educator since his tertiary studies which characterized as correct and with which he feels safe, are not changed easily, especially if the educator thinks that new methods may not be so acceptable to learners, parents or colleagues (Van der Westhuizen, 1996:80).

Huyssteen (2001:14) believes this educator might even, for example, find it impossible to present lessons in group context if he/she has applied the lecture-method successfully for years. From this it can be deduced that group-work as new practice can be experienced as traumatic by the educators (Anderson, 1996:51). Change often causes stress, fear and uncertainty (Huyssteen, 2001:14). If this experience of the educator is ignored, resistance will be the natural outcome. It is important to break down old paradigms so that people's thoughts can be changed in the process of introducing new possibilities and challenges to them (Kroon, 1992:16). When an educator does not want to accept and cope with his own shortcomings from the past or with his fear of failure or the loss of the known homeostasis (or inclination to uniformity), resistance can be expected (Huyssteen, 2001:14). From this it is clear that homeostasis is an important psychological factor, which can lead to resistance (De Villiers, 1995:110). Homeostasis is namely the need to maintain a balance at all times. As soon as an acceptable level of satisfaction and enthusiasm has been reached, most educators would rather maintain this *status quo*, than adapt or change.

The following factors which lead to resistance to change are still more or less psychological in nature, but will be treated individually because of their nature and scope.

2.9.4.2 Personality factors

A person's superego is positioned in direct opposition to regeneration and change (Huyssteen, 2001:15). De Waal (2001:8) refers to this as a low tolerance for change. It can be spoken of as a model educator's personality, which generally involves characteristics that are inclined to offer resistance to change.

Huyssteen (2001:16) identifies a number of factors which can cause this. One of them is "future shock" where the person is overwhelmed by the pace of the process of change and too much is expected of him, too many changes are made and too many requirements are laid down, so that some people just cannot cope. They do not have the ability to identify focal areas of importance for change and then make progress in the process of change, based on this. The pressure from above is just too great. Personal revenge counts as a further resistant characteristic. Such a person will accept the damage just as long as the leader or initiator of the change in the process also suffers (Anderson, 1996:63).

So people do not always resist change because it threatens their position in the organization or their value – system, but merely because it flows from their separate individual characteristics or personalities. In such a case a person can offer resistance for reasons not even known to him consciously. For example, some people have a suspicious nature and will evaluate changes within an organization for this reason (Coetsee, 1993:1829).

The level of an educators' motivation for work and achievement also plays a role. If these factors do not take up an important place in the educator's life, he/she will be inclined to show a lack of dedication to new ideas and concepts, and will not be motivated to try new things or even study again. These groups of people are usually dogmatic in thought and very limited in their critical evaluation of existing practices (Van der Westhuizen, 1996:180). The adoption of new education roles can be very difficult for some educators (Anderson, 1996:52). These individuals easily feel threatened by

new things, so they do not enjoy learning them.

Persons who are by nature impatient for results, can possibly show resistance to a protracted or slow process of change where they do not see or experience results soon enough to their liking (Seppanen, 1996:6). In contrast to this, it is sometimes specifically reluctance, as educators' personality factor, that leads to resistance to change (Kesler, 1996:432). When both of these options exist in the same school among different educators, it will call for precise discrimination, the correct support and proficient management by the principal to ensure that these conflicting groups do not clash.

The problem often lies, not in the people's intellectual equipment that prepares them for change, but on the emotional level. Therefore the emphasis must move to emotive motivation or motivation of the will (Coetsee, 1996:9). People must be directed towards wanting to change.

- **Loss of the known**

Research such as that of Van der Westhuizen (1996:177), Coetsee (1996:8), Kesler, (1996:432) and Wolmarans (1995:22) reveals that, as soon as a deviation occurs from the norm to which people are accustomed, it leads to uncertainty, and a feeling of loss of security can lead to resistance to change.

- **Loss of personal choices and values**

Some people find it extremely difficult to accept a situation immediately if there is interference with their personal choices or values. Huyssteen (2001:16) finds that this matter must be approached with great care in order to limit resistance because it conflicts with the deep-rooted convictions of the involved person. People, and therefore educators, remain inclined to long for what is known to them, and when they experience their freedom to make independent choices being jeopardized, the normal reaction is resistance to the action that causes the loss of choice (Anderson, 1996:4,47). The same is true for threatened value systems (Coetsee, 1993:1827; Wolmarans, 1995:22). Educators will protect their own interests by offering resistance to innovation, because man is inherently selfish (Van der Westhuizen, 1996:177).

- **Wrong opinions concerning change**

Misunderstandings concerning the proposed change must be avoided in order to prevent resistance (Huyssteen, 2001:16). If somebody experienced an unsuccessful attempt at change in the past, it will be natural for him to have a wrong or negative opinion about change (Margolis, 1991:2). De Villiers (1995:15) believes that resistance can be expected if the nature of planned change is not explained to educators. Van der Westhuizen (1996:178) explains that a wrong opinion concerning change is not good enough when their posts or promotion is at risk.

Seppanen (1996:6) refers to these misconceptions about change as faulty maps. Each person is said to have a so-called map of what the change should look like, how it should progress and what the outcome should look like, how it should progress and what the outcome should be. Such a faulty map will lead to a wrong understanding of the process of change and this can cause resistance to the proposed change.

- **Lack of recognition and competition**

Educators want to feel that their efforts to support the process of change have not passed unnoticed (Huyssteen, 2001:17). The same author (*ibid.*) also feels that this matter should receive more attention in order to prevent or limit resistance. The school's record concerning compensations, recognition and punishment of their staff can also be a contributing factor to resistance to change (Margolis, 1991:2). It would be fatal if recognition and compensation were sufficient only when educators are positive about change and contribute their share towards making it a success. The positive contributions of the educators will change into resistance if they are not recognized or compensated for their attempts.

- **Lack of involvement**

Sometimes educators are drawn into the process of change, but owing to some personal reason, the individual does not want to get involved. A lack of motivation may be the reason for this (Huyssteen, 2001:18).

When change is enforced in a bureaucratic way and educators are not drawn into the planning and implementation, resistance to the change will result as there is no feeling

of ownership among educators (Van der Westhuizen, 1996:178). This lack of involvement eventually results in a lack of dedication to the matter at hand (Peters, 1996:2).

It can be very difficult to streamline change and transformation within an organization such as the education system. Momentum must be built up in order to let a process of change run smoothly throughout. To maintain this momentum, it is important that all interested parties be and remain effectively involved. Within the school as organization, momentum can be achieved more easily because the numbers of involved factors are fewer. Therefore it is the principal's task to ensure the educators' involvement on this level, so that resistance to the intended change does not occur.

- **Pressure**

Change is usually accompanied by heightened work-pressure because of new documentation and regulation that have to be processed. Sometimes the changes are less administrative in nature and more is expected of educators concerning personal adjustments that bring about pressure (Van der Westhuizen & Theron, 1996:7; Van der Westhuizen, 1996:178).

When knowledge of the process of change is used to manipulate people within the organization in order to carry out certain actions, psychological pressure is brought to bear on the educators in an ignoble attempt to demonstrate power, which will result in resistance to change (Seppanen, 1996:6). Especially when somebody is not convinced that intended change will be valuable and pressure is moreover brought to bear on the persons, resistance will replace loyalty to the matter.

- **Habit and dependence**

The educator feels part of a group-identity. This has great power (Strebel, 1992:432). Any idea that does not have the approval of the group-majority is resisted (Huyssteen, 2001:18). Coetsee (1992:49) refers to this as fear of change in group membership or group disintegration. These types of dependence occur in respect of persons on higher and lower hierarchical levels in an organization. Educators want to maintain the *status quo* because they have become dependent on the familiarity thereof (Van der

Westhuizen, 1996:178-179). For this reason someone would rather support the familiar by offering resistance, than change or accept change in general.

- **Intra/interrole-conflict**

A person who has great need of structure and dependence can experience great intrarole conflict as a result of an uncertain, sudden phase of change (Huyssteen, 2001:18). Intrarole-conflict causes this person to get involved in an integral struggle about where he fits into the process of change, if he/she conforms to the requirements for successful change and if he/she is capable of conforming to the requirements. Such an intrarole-role conflict can lead to all kinds of problems and therefore it remains one of the most important aspects from the start, in order to oppose resistance. Group dynamics play a determining role in the establishing of inter/intrarole conflict concerning the process of change so that conflicts that can lead to resistance do not develop (*Ibid.*).

Interrole-conflict is indicative of conflict among educators concerning their roles in the process of change. A lack of team-building activities during a process of change will certainly lead to resistance (Wolmarans, 1995:24). Within the new situation, each team – member must be clear on his role and function, so that interrole – conflict can be avoided or limited to a minimum. Conflicts that are not scrutinized can have detrimental consequences for the organization.

Coetsee (1996:7) holds another view concerning interpersonal dilemmas. He finds that ability to adapt to and integrate with new procedures occurs surprisingly easily at the lower levels of the organizational hierarchy. People would carry out new instructions even if they stood in blatant contrast to personal convictions. This fact is not of necessity a positive indication that people are prepared to change and co-operate constructively with the process of change. It points more to a failed attempt of the education system to train educators and let them develop in order to influence them in such a way that they want to change, realize the sense in it and believe in the process.

- **Lack of knowledge and understanding**

When educators do not understand what the process of change entails and what it will

require of them, they will try to maintain the *status quo* conservatively by offering resistance to change (Van der Westhuizen, 1996:178). A lack of knowledge can also lead to prejudice concerning the process of change that can cause the latter to fail (Lunenburg & Ornstein, 1991:218; Coetsee, 1993:1828).

- **Loss of power and authority**

A person can offer resistance to change, although it may help him to get a better or more important post. This stems from man's limited tolerance for change and the fact that uncertainty still develops from new behaviour, relationships, skills, *etcetera* (Huyssteen, 2001:18). The reason for this can be attributed to a lack of self-confidence (De Villiers, 1995:10) or to the educator's fear that she/he will lose power and authority (Coetsee, 1993:1830).

The conclusion can be drawn that the individual fears that he/she will have to part with his/her current status and prestige because of the process of change (Van der Westhuizen, 1996:178).

From a study by Thorsen and Spano (1996:26) it seems that there is a great need for supplying programmes to educators which will teach them the skills to cope with conflict and change, so that their general socio-emotional well – being can be promoted.

From paragraph 2.8.2 it appears that there are factors on various levels within the school environment that exercise influence on the process of change. Some of these factors lead specifically to the change and these are the factors to which the education manager must be sensitive in the management of resistance to change at the school. If these factors are identified in time, steps of action can be designed according to which they can be handled effectively before they lead to more complex problems.

2.10 SUMMARY

When change is implemented at the school, disturbance of the *status quo* occurs. The school as an organization, and more specifically, the educators in the school, react to change by generating energy (resistance) to maintain the internal or existing equilibrium of the *status quo*.

The energy that is generated is often channelled into either acceptance, or, more

frequently, into rejection of change that upsets the balance. People enjoy making decisions. The implication of this is that educators should be involved in the change as soon as possible so that they accept responsibility for it.

Educators should be aware that change occurs in spite of resistance, and educators must be aware that the resistance to change is complex and diverse. So resistance to change is closely linked to the inherent nature and uniqueness of every individual who is affected by change. That is why individuals' responses to change can be divided into various reactions or phases.

Possible resistance can be decreased when implementing the change, and the psychological reaction of the educator (as well as learners and the school community) to protect him/her/itself against the consequences of change and the accompanying tension can also be reduced. Furthermore, change can be implemented fairly easily if the principal knows and has insight into the nature, reasons, reactions and forms of resistance to change, and also knows how to deal with and manage change at the school.

Educational managers should also be aware that resistance to change could make a positive contribution to the school. It can be an indication that the process of change was not correctly followed, or it can lead to better communication, or specific problem areas can be identified. Furthermore, it can lead to improved planning of change, and better implementation of change.

Change and renewal can be viewed and managed as a challenge instead of a threat that gives rise to resistance. In this way the school can function more efficiently as a dynamic educational organization.

In this chapter, the South African perspective on resistance to change was discussed and the context of resistance to change was analysed. A distinction was made between two different perspectives on resistance. After this, resistance and change were discussed. Thereafter types of resistance to change and types of reactions concerning resistance were also dealt with. The manner of dealing with resistance to change was investigated, as well as the reasons why change often does not succeed in schools, conditions for change and lastly the factors that contribute to resistance to

change.

Since the school stands in the developing community, the school principals, as the educational managers, should have a firm knowledge of skills that could be used to enable them to control management of resistance to change efficiently.

Having gained clarity on aspects of resistance to change and its management, the next chapter will deal with the principal as the manager of resistance to change

CHAPTER 3

THE PRINCIPAL AS THE MANAGER OF RESISTANCE TO CHANGE

3.1 INTRODUCTION

According to Gray (1993:112), no school can operate without successful management, as it should depend on co-operation between the principals and their staff. Sound interpersonal relationships need to be established to facilitate the realization of the schools' aims and vision. The same author indicates further that besides this, principals must make the best use of human resources at their disposal to implement change, namely vice- principals and other stakeholders who are involved in the education of the learners at the school. In this management role, principal's human relations are of vital importance, as they must initiate good relationships and co-operation.

Principals who are committed to establishing co-operation among their staff, who accept their role as initiators of co-operation and are aware of their actions in effecting collaboration, would do well to bear the following, *inter alia*, in mind: they must always be firm and impartial in their dealings with colleagues (educators), must show clearly that they enjoy working with their staff, and must be able to remain calm even under extreme stress (Gray, 1993:113). Principals must always be willing to participate in suitable social affairs of their staff and the community, and be able to "sell" their ideas to the staff without intimidating them. Above all, principals must be able to motivate the educators. Since the principals know that their staff is dependent on them as managers, they should never "declare war" against their staff (Haargreaves, 1994:73). Moreover, resistance to change cannot be managed successfully if school principals do not know which methods are at their disposal.

In this chapter, the different aspects of the management of resistance to change will be given attention. Firstly, principals' responsibilities regarding the management of change will be investigated. Then building resilience as a management responsibility and the characteristics of resilience will be discussed. Furthermore prerequisites and strategic considerations for the successful management of resistance to change will be

dealt with. Lastly, methods, which can be used in managing resistance, will be given attention.

3.2 PRINCIPALS' CHANGE MANAGEMENT RESPONSIBILITY

In order to manage change effectively, principals must first of all distinguish between the various aspects of responsibility that they need to bear. These include the following:

- The principals' primary responsibility is to help the institution and its educators to increase their resilience. That is, an institution and its educators and staff must be helped to increase their capacity and ability to adjust and adapt to change. Petterson (1997:46) offers several helpful suggestions. The author believes that ample time must be vested in understanding the various group members such as educators and other stakeholders in education, and in finding ways of satisfying those concerns while concurrently implementing change.
- Another responsibility involves helping educators and staff to see connections between a particular change initiative and the general direction in which the institution is headed. Principals must create a sense of urgency for major change by "selling" the change initiative to critical decision-makers, stakeholders and influential persons (*ibid.*). Trust must be established with this group prior to engaging in authentic and potentially redundant communication about the proposed change. The connection between change and the institution's guiding principles must also be shown. Establishing trust is accomplished by allowing educators to challenge, without fear of reprisal, the conduct and intentions of those initiating change (Petterson, 1997: 46).
- The same author (*ibid.*) indicates that principals must help educators to understand that they do indeed have choices between being victims or initiators of change. He points out that the effort of helping educators to adapt to change includes the following: helping them to approach change as an opportunity for advancement and improvement, rather than as an activity perceived as limiting. The urgency of proposed change will be underscored when educators and staff members realize their future well-being is at risk if change is not achieved.

- According to Burke (1992:121), principals are responsible for helping educators to accept the reality that institutional conflict is inevitable, that change will occur continuously. Creating a safe environment that promotes constructive handling of conflict, is the most appropriate to action. The leaders can help the institution to develop long-term commitment to change by linking proposed change to its guiding principles and core values. Dyer (1990:7) indicates that those institutions must learn to resist the natural tendency to deny the harsh realities of institutional change. Instead, principals should help institutions acknowledge these realities and apply strategies that help the institution and its educators to become more adaptive to change.
- According to Conner (1992:240), principals are primarily responsible for the implementation of change at the school and must therefore not only be aware of the factors that cause resistance, but be thoroughly conversant with the manner in which resistance at the school must be managed. Forcing a new dispensation or implementation of a new programme on the school could give rise to resistance and cause the project to fail. The manner in which the principal/school community/managing body reacts to the change depends to a large extent on whether he/she/it feels that such enforced change is worthwhile and whether adequate opportunity exists for personal participation. Confronted by unforeseen events, which could cause uncertainty about established values and practices, the principal will, as a rule, try to neutralize or obviate the change (Smith & Crane, 1990:104). But when confronted by the realities that the educational dispensation is already in the process of change and resistance does not exist, the correct procedure to follow would be to keep the principal informed on how the resistance can be managed.
- It is also important that principals should know how to manage resistance among teaching staff, because if the educators are not prepared for the demands made on them by renewal and change, it can lead to tension accompanied by related symptoms, such as frustration, exhaustion, insomnia and moodiness, to mention a few. Constant tension could cause burnout, which is gradually becoming more prevalent in teaching (Seppanen, 1996:59).

- Furthermore, if principals know how to handle resistance to change in education, they could apply this knowledge positively to the advantage of the school and the community. Possible resistance can be decreased when implementing the change, and the psychological reaction of the educator as well as of the learners and the community to protect themselves against the consequences of change and accompanying tension, can also be minimized. Furthermore, according to Reece (1996:70), change can be implemented fairly easily if the principal knows and has insight into the nature, reasons, reactions and forms of resistance to change, and also knows how to deal with and manage change at the school.

3.3 BUILDING RESILIENCE AS A MANAGEMENT RESPONSIBILITY

Every notion of institutional effectiveness implies continuous change and development. However, institutions differ in their ability to recover from or adapt to change, Conner (1992:240) and Petterson (1997:47) indicate that the capacity of an institution and its members to absorb change without draining the energy of the institution and its members is referred to as resilience. It is like a personal energy account that consists of things such as time, thought and effort spent on adjusting to change. In other words: resilience refers to the price people pay for change and their ability to adapt and adjust appropriately to it.

In the face of constant change, the energy of educators and their patience can easily be depleted over time. To overcome this potential threat, educators must strengthen their skills needed to adapt to change, which will increase their resilience during any particular change activity. Institutions are challenged to strengthen their educators' adaptability to change, both personally and professionally. Conner (1992:237) believes that personal energy accounts become depleted in the face of continuous change, unless the spiral of ongoing withdrawals is broken. The same author suggests two approaches to breaking the downward spiral and thus becoming more resilient. Firstly, educators can increase their energy by developing adaptive skills. Secondly, they can decrease their energy expenditure by accepting the inevitability of change and adjusting accordingly (*Ibid.*).

It is evident from the above paragraphs that principals are responsible for making efforts to help educators to adapt to change. It is the principals' tasks to see to it that educators are not discouraged when new policies or programmes are implemented at

the school. Whichever role the principals therefore play, whatever technique or methods are employed in the management of resistance to change, it is clear that they play a key-role in its effective implementation. The principal should encourage educators to be resilient.

As the principal should encourage educators to be resilient, it is very important to analyse the concept in order to foster the necessary characteristics.

3.3.1 Characteristics of resilience

- Resilient educators are positive, focused, flexible and proactive (Johnstone, 1990:272). The same author indicates that resilient educators display a positive sense of security and self-assurance based on their view of life as complex, yet filled with opportunity. Moreover, such educators view disruptions as the natural result of a changing world, and see major change as uncomfortable, yet offering hidden opportunities. They believe there are important lessons to be learned from changes and see life generally as rewarding.
- Conner (1992:239) points out that resilient educators focus on what they want to achieve. They maintain a strong vision that serves as both a source of purpose and a guidance system to re-establish perspectives following significant disruptions. Novak and Purkey (1996:81) suggest that resilient educators demonstrate a flexible adaptability when responding to uncertainty. Educators feel empowered during change, recognize their own strength and weaknesses, and know when to accept internal or external limits. These educators are able to change or to adapt when necessary; they can modify their assumptions or frames of reference.
- Finally, Conner (1992:241) believes that resilient educators engage in change proactively rather than defending themselves against it. They realize when change is inevitable, necessary or advantageous, and use resources to reframe a changing situation creatively, improvise new approaches, or manoeuvre to gain an advantage. Furthermore, these educators take risks despite potentially negative consequences, draw important lessons from change-related experiences that are then applied to similar situations, respond to disruptions by investing energy in problem-solving and teamwork, and influence others to resolve conflicts (*Ibid.*).

Principals are responsible for discovering ways to help educators strengthen the skills needed to adapt to change and thus remain resilient during change. They must therefore create an environment that provides support for change and resilience.

3.4 PREREQUISITES FOR SUCCESSFULLY MANAGING RESISTANCE TO CHANGE

The literature (De Waal, 2001; Huyssteen, 2001; Margolis, 1991; Wolmarans, 1995; Van der Westhuizen, 1996; Everard, 1996) reveals a number of common prerequisites to which principals must give their attention for the effective management of resistance to change.

Knowledge of these aspects will help the education manager select the best method in handling each unique case of resistance, as all schools will differ in this respect.

3.4.1 Know the nature of resistance to change

According to Huyssteen (2001:89), this underlies the basic importance for the effective management of change. It is vital that the true causes of and reasons for resistance to change are understood in each specific situation, so that the resistance can be approached in the correct way. Equal to this, is the necessity to have a fundamental knowledge of specific strategies and methods regarding the handling of resistance problems (Huyssteen, 2001:90).

3.4.2 Understand educators' perceptions and views about change

According to Wolmarans (1995:3) man's behaviour is closely connected to emotion and to what is seen and experienced. So when educators think that the intended change is not in their best interest, and that it will probably merely increase their workload, it is predictable that resistance could be a natural reaction. For this reason, it is important for principals to see the proposed change from the educators' perspective, so that their reaction(s) and probable resistance can be foreseen.

3.4.3 Reach consensus concerning the objectives

When change is introduced, it is as important to define the objectives clearly, as it is to use the most suitable methods and procedures to achieve these objectives. Objectives can either bring about motivating individuals or quelling the enthusiasm to such a

degree that co-operation is lost. It is therefore of great importance to identify those facets of the *status quo* which are important to educators and to try to reconcile them with the objectives of the proposed change.

Objectives and the intended outcomes of change must be clearly defined so that educators may be allowed adequate freedom and independence to implement the change within the framework of the objectives and they must be given sufficient opportunity to receive feedback about progress (Huyssteen, 2001:63). The latter aspect is especially important, because man's need for recognition and self-realization can be employed by the principal as a very strong incentive in critical times of change in order to ensure the support of the educators.

3.4.4 Consider individual differences between educators

The educators' willingness to change is linked to their age, health, energy levels, motivation, experience and attitude to change (see 2.9). For this reason, the principal must try to accommodate each educator in his/her special circumstances, so that attempts at implementing the change can be individualized accordingly (Huyssteen, 2001:64).

3.4.5 Move from old competence to new competence

Implementation of change requires of educators to move from what has become at least old competence (if not incompetence) to what is now defined as a new competence. When, as with restrictions, the scope and sophistication of such change go far beyond minor modification, this transition is especially challenging (Evans 1996:63). Commitment is closely related to the building of a new competence of change.

Everard (1996:63) is of the opinion that the building of change redefines new ideas. The principal must help educators to develop new competence; their training must be coherent, personal and continuous.

Van der Westhuizen (2002:191) is of the opinion that the more experience educators have, the more their convictions within the education setting are influenced by this. Proposed change will be accepted more easily if the educators are convinced that

practices of the past were inadequate. When change is implemented, the principal must therefore be very sensitive to the influences of established practices.

3.4.6 Implement change with caution and diplomacy

Especially when resistance to change occurs as a result of a disruption of the *status quo*, change must be implemented with special diplomacy and caution. The reason for this is to be found in the so-called theory of inertia. In this case change must be implemented in such a way that the least possible disruption of the existing systems occurs (*ibid.*). As change must be implemented quickly, educators must be informed that there are costs involved in change, and if it does not take place, the costs involved will be far higher than when change does occur. A sudden implementation of large-scale change must, however, be avoided and advance planning of the gradual implementation of change is preferable (Margolis, 1991:14).

3.4.7 Expect resistance to change, but reduce it

Educators always show resistance to change before they grow towards accepting it. This is especially so when they are satisfied with the *status quo*. So the principal must foresee resistance to the proposed change and forestall doubt and questions concerning the change (Frederick, 1995:16). The fact that educators do not easily relinquish established customs could impede the supportive task of the principal. However, the principal must continuously inspire and motivate the educators at his school to try out new and better methods. In this way a climate comes into being at the school, within which change can be accepted as a natural phenomenon. Educators are therefore also made aware of the fact that change entails an ongoing process (De Waal, 2001:9).

3.4.8 Explain the purpose of new initiatives

It frequently happens that principals take it for granted that educators understand or realize the reason for and accompanying procedures of change. Later, they find out that this is not so and that their lack of knowledge led to their opposing the process. Therefore all possible steps must be taken to ensure that educators understand new initiatives. A positive way in which this can be done is to divide the basic structure of the proposed change into smaller sections and explain them. In this way, the possibility

of misunderstandings is decreased and educators are given the opportunity to internalise the change in manageable sections (Van der Westhuizen, 2002:92).

3.4.9 Support positive teaching values and develop professional commitment

Values as seen by Frederick (1995:16) are those enduring organisational beliefs that display cognitive, effective and behavioural dimensions, and which give insight into knowledge, emotions and actions of individual persons. If educators appreciate the value of effective teaching and learning, such attitudes can bring about effective management of schools and good school results. Lord (1997:227) supports this statement by saying that if people express deeply held values; they will show a greater commitment to work through a positive attitude.

Unfortunately, very few educators in township schools express such attitudes (Mnguni, 2002:19). The majority of educators are less concerned about the learning of children in most township schools in South Africa. Their attitudes are expressed by the desire to earn a high salary and involve themselves in time-consuming strikes, leaving learners at school without being attended to. Nzimande (1998:3), in the press article titled, "Teachers lashed out at the conference", criticised educators for caring only about their salaries. Some principals leave schools at 10:00 in the morning under the pretext that they are going to the circuit offices and lazy educators leave schools at 11:00 in the morning. At the same time there is a lack of discipline amongst some educators and others use trade unions to protect their unacceptable conduct. In some schools only half of the educators report for duty on Mondays and some report two hours late. It is even worse with some who arrive just a few hours before knock-off, 2 p.m. (Anon, 1998:11).

There was a statement in the press that educators are found in shebeens during school hours and learners were left alone to write trial examinations without invigilators (Jacobs, 1999:1). The majority of educators have developed attitudes of disregarding examinations and the importance of evaluating learners' work and themselves as educators. Such attitudes make it difficult for principals to work effectively.

The same author is of the idea that many educators have strong convictions in respect of what entails effective education and education practices, and therefore they may find it very difficult to accept and support other practices. Conner (1992:67) believes that

when resistance to change occurs, the principal must investigate the proposed change and determine whether the fundamental reason for resistance does not, perhaps, lie on the level of educational differences first. In such a case, it will be necessary to get rid of differences first by, for example, having an openhearted and honest discussion with the educators.

Educators must also be assisted to reduce resistance by helping them to develop professional commitment. Rallis (1995:55) defines professional commitment as a philosophy whereby an educator has the attitude of taking initiative and being responsible and accountable for both the process of change and the implementation of change in the learning outcomes of learners. Meaningful commitment to schools means working collaboratively with school principals to achieve a shared vision. Professional commitment is possible if school principals ensure that their leadership styles create a working environment that is supportive and challenging. Mescon (1998:582) says the attitudes and behaviour of people in an organisation are assumed to be strongly influenced by the management style.

3.4.10 Encourage job-satisfaction and evaluate the work situation

According to Robbins (1998:267), job satisfaction refers to an individual's general attitude towards her/his work. Individuals with high job-satisfaction usually hold positive attitudes towards the job, and their resistance to change is reduced. Those dissatisfied with their jobs hold negative attitudes. Baron (1990:160) says that job-satisfaction refers to individuals' cognitive, affective and evaluative reactions towards their jobs.

According to Gibson (1994:121), job-satisfaction is an attitude that individuals have about their jobs. He further says it results from an individual's perception of jobs based on factors in the work environment, such as the supervisor's style, policies and procedures, work group affiliation, working conditions and fringe benefits (*Ibid.*).

Greenberg (1997:178) also refers to job-satisfaction as attitudes that people hold toward their jobs. Lussier (1999:81) says that a person's job-satisfaction is a set of attitudes towards work. The same author puts it this way "When there is lack of job-satisfaction, there is often a lack of motivation which thus lowers performance". With this in mind, the researcher aims to establish what could be done to overcome resistance to change and promote attitudes that will encourage educators to do their

work and to investigate the reasons for the resistance to change by educators to an extent that their work performance has declined. If this situation is not attended to, there could be a serious breakdown in the education of learners, specifically in townships schools. Saal (1995:297) says that knowing which variables are related to reasons for resistance can serve the purpose of predicting what types of people will be more or less satisfied or committed under a given set of circumstances.

Educators sometimes feel dissatisfied with their load of work without an increase in salary. In most schools in the townships the classes are too big for effective education to take place. Some classes range from 50 to 60 learners, which makes it difficult for a single educator to manage and teach effectively (Mnguni 2002:34). Frequently this situation encourages poor work attitudes, which lead to resistance to change. This situation also has an impact on the management of the entire school. Spear (1994:43) adds that people need to be more positively motivated by the job itself, by the nature of their work and the sense of responsibilities and achievements it offers.

Bowman (1996:218) says an individual's attitude to change may be hostile, but she nevertheless complies if she perceives that she has no other alternatives. The large number of learners in a class has forced the Department of Education to introduce the redeployment of educators, which has caused further conflict between educators and school management. Redeployed educators sometimes find it difficult to accept the idea of being transferred from their schools. They view redeployment by their school managers with negative attitudes and not as a way of bringing about change. Steward (1995:172) supports this by saying that changing or adapting to new ways of working affects the staff's attitudes and leads to resistance to change and a drop in morale. This also disturbs people's customary ways of doing things. Redeployment has led to a lack of morale among the majority of educators. This lack of morale is liable to influence the effectiveness of some educators.

Some educators react negatively when new teaching strategies are introduced in schools. Supporting this, Bowman (1996:219) says that individuals may see change as a bad move for the organisation, or individuals might believe that the change will be unworkable. Some educators do not want to adapt to new skills of teaching.

3.4.11 Inspire mutual confidence and stability

Educators are normally afraid to let go of familiar and safe practices in which they have confidence, for the sake of change (see 2.9). So it is very important that a relationship of mutual trust should exist between the principals and their educators, so that the latter can be assured of the fact that their autonomy and security are not threatened by the change. Even educators who are not directly involved in the change must be enlightened sporadically concerning the progress of the implementation of the change. A further outcome of a confidence-relationship can be that educators who are resisting the proposed change will have the courage to give the honest reasons for their resistance, helping principal in their management task so that co-operation can be effected (*ibid.*:222).

The best way in which the principals can accomplish confidence or rule out resistance, is by giving the matter their personal, undivided attention, without becoming too involved in each individual's problems (Huyssteen, 2001:87). Thoughtless promises must not be made and striving towards understanding is better than evoking criticism. Requests should be dealt with in simple language, knowledge should be imparted without monopolizing the conversation and educators' opinions should be listened to with empathy.

3.4.12 Follow a specific procedure concerning management style

According to Mullins (1997:435), management style can be seen as a function of managers' attitudes towards people and the assumptions about human nature and behaviour. He further says that managers' behaviour and their management style will influence the expected effort and the level of performance achieved by subordinate staff. Lussier (1999:214) says that leadership style has a casual impact on performance. There are aspects of management style, which can lead educators to behave in a manner that can affect teaching and learning and management itself. Principals' management styles, organisational learning and lack of motivation by managers can lead to attitudes that affect teaching and learning. West (1996:372) is of the opinion that educators as employees are both members of a defined group and members of a larger organisation. They must grapple with the structures, policies, practices and values, make psychological sense of their membership and try to behave

in accordance with it. He further says that attitudes that employees develop towards the organisation represent an important aspect of this sense (*Ibid.*).

Clearly, an important challenge for managerial leadership is to create situations in which the attitudinal effects of school educators are optimised. In other words, on the one hand managerial leadership has to try and create situations in which educators feel positive towards their schools as a whole. On the other hand, educators are expected to provide teaching and learning. Educators should avoid being absent from work unnecessarily, being late for work, leaving work without permission and have to be subordinate (Gerber, 1998:341). In meeting this challenge, school management would have to determine which areas in their management activities jeopardise the stimulation of strong positive work attitudes amongst educators.

Principals frequently default by initiating change without considering strategies and procedure thoroughly. The success of principals' management of change and the accompanying resistance depends in large measure on their choice in respect of strategy.

From the foregoing, it is therefore clear that principals and their management teams must reflect cautiously on the process of change by considering the above-mentioned prerequisites and then include the results in the strategic programme of change that is designed according to the unique needs of the school. This results in making strategic choices.

3.4.13 Make strategic choices

In any situation where change occurs, it is necessary for principals to make certain explicit and implicit strategic choices concerning the tempo of change, the amount of planning necessary, as well as the involvement of the people concerned. Successful change is negotiated when the principals in their management tasks apply a specific strategy, which provides for key situational variables within a specific school. In this way, resistance to change can be managed effectively.

The strategic choices at the principal's disposal can be presented on a continuum (Huyssteen, 2001:96):

Table 3.1: Strategic choices in managing resistance to change

| QUICK | SLOW |
|------------------------------|---------------------------------|
| ← | → |
| Clear plan of action | No initial clear plan of action |
| Little involvement of others | Much involvement from others |
| Ignore all resistance | Attempt to decrease resistance |

From the above, it appears that the strategy of change on the left-hand side of the continuum consists of quick implementation, clear action, little involvement of the parties concerned and ignoring any form of resistance. The method according to which change is brought about in this case is compulsion. On the right-hand side of the continuum, change will occur more slowly. Initially the plan of action is not very clear and a whole number of people besides the principal are involved in the process of change. This type of strategy is designed to limit resistance to the minimum, and the method used for implementing change is one of participation and involvement (*Ibid.*)

The key situational variables which must be considered in making strategic choices, and which will determine the exact position which the attempt at realizing strategic change will take up on the continuum, are the following (Huyssteen, 2001:96):

- The amount and type of resistance, which can possibly occur. The greater the expected resistance, the more difficult it will be to ignore it, and the further to the right on the continuum principals will have to shift their strategic position in order to limit resistance to a minimum.
- The relative position of the principal in respect of his staff members concerning matters such as authority and confidence. The less authority the principal has, the further to the right on the continuum he will have to move in order to limit resistance. The stronger his position of authority within the process of change and in respect of resistance, however, the further to the left he can move on the continuum.

- The nature and availability of relevant data for the planning of the change and the energy necessary to implement it. This deals with the position of the educators who have the necessary know-how and information to implement the change. The more information and contributions the principals need from the educators to implement the change successfully, the further to the right on the continuum they will have to position themselves. Getting suitable information and contributions from others takes time.
- The possible presence or absence of a threatening crisis. The greater the potential for short term risks concerning the organizational effectiveness and survival of the school while change is occurring, the further to the left the principal must move. Although the choice of strategy in the management of resistance to change is very important, it still forms only a basic framework for the implementation of specific methods for the effective management of resistance to change.

3.5 MANAGING RESISTANCE TO CHANGE

From the foregoing it is clear that there are certain prerequisites to which a programme of change must conform and certain foreknowledge that principals must have at their disposal before effective management of resistance can begin.

Principals are frequently unaware of the techniques for the effective management of resistance to change that are at their disposal (Van der Westhuizen & Theron, 1996:189). They are also unaware of the advantages and disadvantages connected to the different possibilities and can therefore often not make a reasoned choice to select the most suitable method for handling their exceptional situation. Frustration and more resistance follow if principals do not have the applicable knowledge to handle the situation in a planned way. For this reason they must have guidelines according to which they can manage the resistance (*ibid.*).

3.5.1 Guidelines for the effective management of resistance to change

The following general guidelines can be followed by principals so that the envisaged change may be implemented successfully and resistance can be limited to a minimum. These guidelines comprise the general management steps that the principal must follow in the planning phase of the process of change (Van der Westhuizen & Theron, 1996:191):

- Analyse the school in respect of the current situation, the underlying problems and other forces that can possibly be responsible for the problems that are being experienced in respect of the process of change, the importance and urgency of the problems on hand and the types of change that are necessary.
- Identify and analyse all factors that can play a role in the intended change. In the final analysis the emphasis should fall on questions about the following:
 - Who will offer resistance to change?
 - What possible reasons exist for resistance?
 - How strong will the resistance be?
 - Who has the essential information for planning the change?
 - Whose co-operation is necessary for implementing the change?
 - What is the principal's position concerning authority, respect and other aspects which influence interaction?
- Decide on a strategy based on the preceding analysis as well as on the tempo at which the change must occur. Also consider the amount of planning, the measure of involvement of other individuals and the most suitable methods to employ in order to manage the different individuals and groups that are involved.
- Monitor the process of change and evaluate the success of the management of resistance. Although the strategies and methods have been selected very carefully, unforeseen circumstances (resistance) during the implementation phase can be handled only through monitoring and management.

These guidelines can be summarized as follows in the form of a model for the management of resistance to change (Van der Westhuizen & Theron, 1996:192):

Table 3.2: A model for managing resistance to change

| MANAGEMENT PHASES | MANAGEMENT VARIABLES |
|---|--|
| <p>PHASE 1: Determine the school's needs and preparedness for change</p> | <p>Consider school culture, school climate and previous experiences with change.</p> |
| <p>PHASE 2: Identify the sources of resistance to change</p> | <p>Sources can be individuals or groups</p> |
| <p>PHASE 3: Determine the nature of the resistance to the change</p> | |
| <p>PHASE 4: Determine the reasons for the resistance to the change environment</p> | <p>The resistance can be passive, active or aggressive in nature</p> |
| <p>PHASE 5: Select, develop and implement specific strategies and methods which are directed at the core of the management of resistance</p> | <p>Reasons can lie within individuals or the school system</p> |
| <p>PHASE 6: Evaluate the success of the management of the resistance to the change</p> | <p>Consider the strategic continuum. Methods include, <i>inter alia</i>, participation, manipulation or compulsion If successful: Continue. If unsuccessful: Return to Phase 1</p> |

By following the above steps, principals can therefore determine the position of the school in the process of change and apply management with greater accuracy, based on the phase in which are moving.

3.5.2 Techniques when managing resistance to change

It is essential in the fast-changing environment the school finds itself in, that the principals as educational managers should not stagnate in old practices and frames of mind, but should lead the changes in their school by their example. To succeed in this, the principals must make the right choice concerning techniques that can be used in the management of resistance to change (Bennis, 1998:149). Techniques are skills that can be used by educational managers, either alone or with their educators, in their handling of resistance to change. A summary of the most important techniques available will follow from a synthesis of five sources, namely: Bennis (1998:149), Kreitener and Kenicki (1995), Lunenburg and Ornstein (1991), Van der Westhuizen and Theron (1996), and Robbins (1998). Other authors who support certain, but not all, of these techniques are mentioned continuously.

3.5.2.1 Educate and communicate

According to Bennis (1998:149) a general technique which is employed in the management of resistance to change, is to inform the involved educators as early as possible and to educate them in respect of the necessity and logic of the change. This technique can include discussions, group discussions, memoranda and reports. By discussing the reasons for change and by listening to the needs and points of view of all interested parties with understanding, all the parties (principals as well as educators) will understand why change is necessary (or not necessary). Members of staff are then trained in new skills to help them to adapt to the changes that will occur.

These techniques are especially suitable when resistance is the result of insufficient information, which then leads to prejudice in the minds of the educators. They are also acceptable when the educators are conservative and rebellious, or when the help of the educators who are offering resistance is necessary for the implementation of change. Education and communication work effectively when there is insufficient or incorrect information among those concerned (*Ibid.*).

However, for the successful use of this method, it is important that there should be mutual trust between the principal and staff members who offer resistance, especially in the opening phase. This technique requires time and trouble, especially when people are involved. When the people involved are convinced of the value of the change, they

will make positive contributions in respect of the implementation of the change (Kreitner & Kinicki, 1995:113).

Of cardinal importance is the effective education managers' ability to communicate their visions and objectives clearly to all interested parties, so that they can gain understanding and support for them (Coetsee, 1993:2). As soon as principals succeed in this, they can start identifying other people and they can accord with a shared vision, which will lead to the successful implementation of changes.

Communication must never be regarded as a one-way conversation by the principal. The principals must be able to listen attentively if they want to succeed in the process of managing resistance to change. Active listening comprises various phases, namely hearing (a prerequisite), giving attention, understanding, remembering and giving feedback (Van der Westhuizen, 1994:125). Taking into consideration what has been said, it is clear that principals will not know the needs of all the role-players, will not be able to distinguish the factors leading to resistance to the change and will not be able to make meaningful choices concerning the techniques which can be employed in managing resistance to change, if they cannot listen actively and effectively.

3.5.2.2 Allow participation

Conversation entails various persons conversing together for specific reasons and this mostly happens in a common language (Jenlink & Carr, 1996:31). In managing resistance to change within the school, the principal must involve the different role-players in conversation continuously, so that plans of action can be drawn up through participating decision-making according to the special needs of the school or school community.

People like to make their own decisions. The implication of this for the resistance manager is that the educators must be involved in the process of change as early as possible, so that they can accept their responsibility and ownership for the implementation of the change. This technique is employed when principals do not have all the necessary information at their disposal to bring about change, and the educators have the ability and power to upset the plan for change. By involving them in the process, the risk of the failure of the change as a result of sabotage is considerably diminished.

Lunenburg and Ornstein (1991:216) believe that a great advantage of this technique is that it motivates the educators to generate new ideas and information through their dedication (psychological ownership). In this case the educators will also participate and be involved in the application of the change, which will lead to their dedicated co-operation in the successful process of change.

The disadvantages are that time may be lost and that poor proposals for problem-solving may hamper the process. However, critical yet objective monitoring of all processes can eliminate this disadvantage.

A pattern of participating leadership is essential for the establishment of a shared vision, which is aimed at a clear objective (Schlechty, 1991:52). As managers of resistance, principals must investigate possible authoritarian and bureaucratic practices in their management style. A paradigm shift must open up space for all interested parties to make contributions concerning the development of an organization of which they want to be part. People usually believe in their own ideas more readily than those of others. Principals must guide educators in a diplomatic way to accept ownership for a collective vision of the future.

In this respect, there is a difference between results towards which management is exercised and results towards which guidance is given (Schlechty, 1991:55). Results, towards which the principal manages, are results which are expected of the school persons or bodies outside the school and which are decisive for the survival of the school. An example of this can be found in legislation through which the government compels the school to maintain specific educator-learner ratios or in parents who expect the school to produce certain learning-outcomes. In respect of these changes, principals must manage their staff to accept them (*Ibid.*).

Schlechty (1991:55) continues to say that result-orientated leadership, however, entails the principal's focusing on the objectives of change, rather than on the results that the achieving of such an aim would have. In this way, contributors can decide in which way changes must be incorporated in their special circumstances in order to achieve a positive result. In both cases it is still the principal's task to win the dedication of staff members and to select the correct strategic techniques so that resistance to change can be limited, reduced or managed effectively.

If possible, an attempt must be made to arrange a meeting with educators away from the school grounds or environment. The proposal is that educators should be invited per grade to associate informally for a few hours during which they must propagate their ideas and what is important to them to one another. Educators with new ideas should be encouraged to explain their practices to the others without intervention from the principal (Huntington, 1995:26). Educators therefore get the opportunity of talking about their success and not only is their morale given a boost, but they also feel that their opinions are important and acceptable.

The dispensation where the principal alone is responsible for the implementation of all large-scale and official changes will lead to a work-overload, confusion, powerlessness or cynicism in the principal and to the dependence of the staff.

3.5.2.3 Facilitate and support

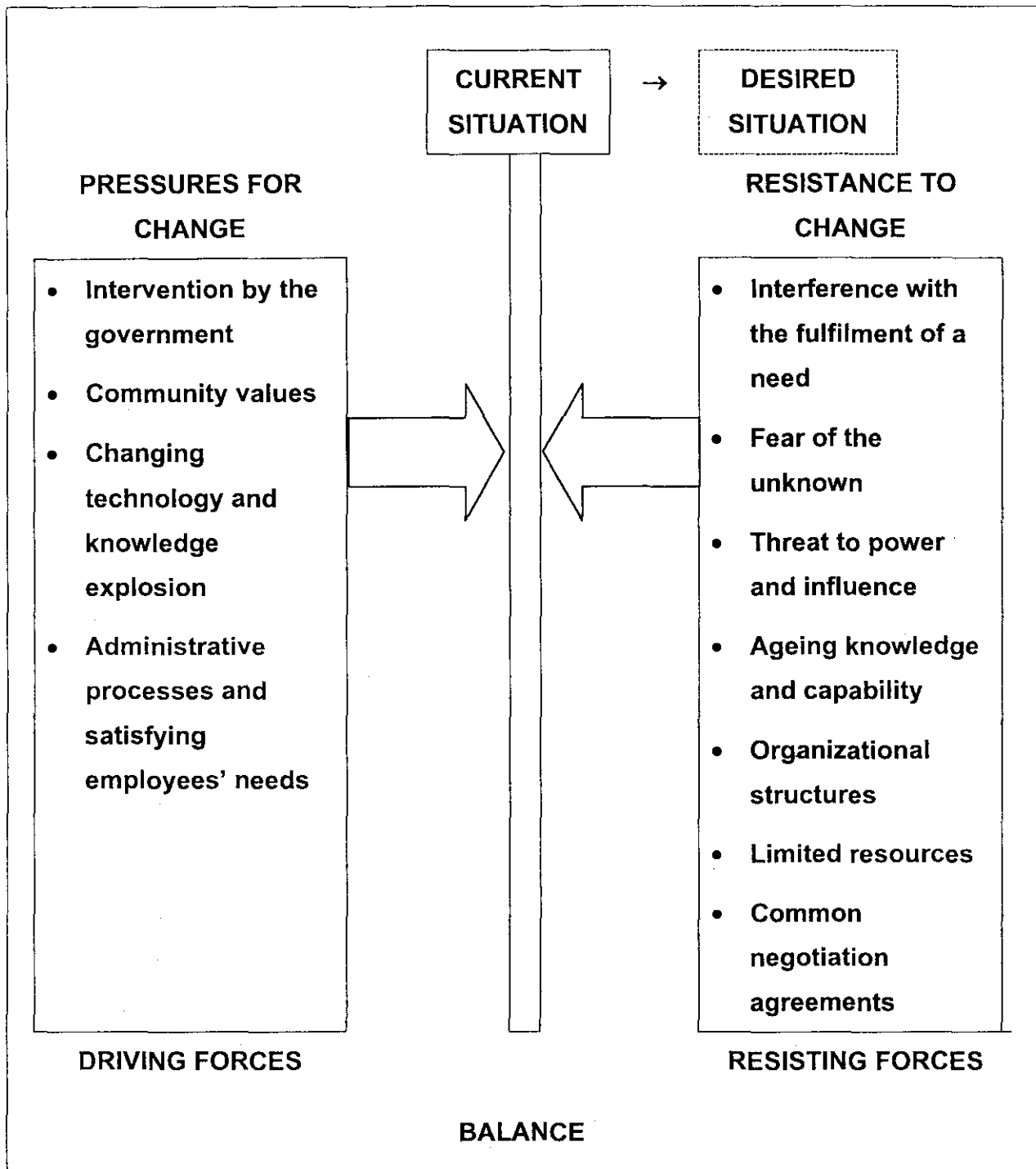
Principals in their new role within a new dispensation must not regard their task mainly as one of control. It must be not seen as one of delegation, succession and application of pressure when results are disappointing, but rather as one of facilitating communication and understanding among people with different frames of reference and opinions. Therefore, the principal becomes the agent who must "advertise and sell" change at the school (Huyssteen, 2001:40).

It is a principal's task by means of facilitation to create a culture and climate within the school that attempts to encourage change within the school (French & Bell, 1995:84). If principals do not support and encourage the change, the staff will not want to accept it either.

The agent of change acquires the sympathy and emotional support of the members of staff because they employ this technique and because they experience getting support and guidance so that they can develop confidence and comfort in the new proposals (Fullan & Stiegebauer, 1991:98). Sometimes a proposed change is first tested on a small scale before it is implemented on a large scale. In this way, confidence in the feasibility of the proposal is brought about and fears that could develop are eliminated in advance. The greatest advantage of this technique is that it presents the optimal way in which problems of adaptation in programmes of change can be dealt with.

As agents of change, principals must know the difference between driving forces and resistant forces and place the two in equilibrium. Driving forces are the forces at work within the school, favouring change and contributing towards it. Resistance forces oppose the change (Van der Westhuizen & Theron, 1996:176). The principal must determine the potential for change and opposition to it and try to balance them, so that there can be movement in the desired direction. There are three ways in which this can happen: by strengthening the driving forces, by decreasing the resistant forces and by considering new driving forces. Strengthening one group of forces while the opposing force does not decrease will, however, lead to tension and conflict. Mostly it is more advisable to try to decrease the resistant forces, because strengthening the driving forces is usually equalized by heightened resistance (Lunenburg & Ornstein, 1991:219). Figure 3.1 gives a graphic representation of the situation (Van der Westhuizen & Theron, 2002:189):

Figure 3.1: The forces at work for change as well as resistance to change



The organizational processes, which can be applied to manage the forces in resistance to the process of change as indicated in figure 3.3, are the following (Lunenburg & Ornstein, 1991:220; Van der Westhuizen, 1996:43):

- “Unfreezing” implies the replacement of old ideas by new ones within the school. The existing forces that are responsible for building the character of the school have to be changed. Unfreeze the familiar forces, which are contributing towards the maintenance of the *status quo*.
- Movement follows during which a process is set in motion to change established practices. The change take place in favour of new procedures and behaviours, and it involves close scrutiny, development and application of new ideas. At the same time, the movement involves development of norms, values, attitudes and behaviour.
- “Refreezing” the new ideas, aims, *etcetera*, so that a reasonably stable new balance within the school as organization can be reached in this final step of the change process, everything that was learned during the other two steps is put into practice.

The above-mentioned can establish a model for the management of resistance to change. A model in this respect can be defined as a well-considered and arranged application of various techniques, which intercepts the needs of a specific situation (Guerra, 1999). This means that, if problems arise during the process of change, the principal has to use a suitable method or technique to manage the resistance that can arise.

According to Lunenburg and Ornstein (1991:221), successful agents of change reveal three basic characteristics, with regard to facilitating and supporting staff:

- Successful agents of change determine the needs of all the interested parties. Before any fundamental action is initiated, the people who will be affected by the change must realize the need for change. Without this incentive, tardiness or even active resistance to the change will become a normal phenomenon. The principal as the key figure around which much of school activities revolve, determines to a great extent the school’s successes and failures when change is implemented. Herman and Herman (1994:2) express the view that a principal must lead the change – not merely be subject to it.

- Successful agents of change involve interested parties. Relevant groups of people must be involved in the whole process of change. When the principal decides on a clinical model according to which change will be accomplished, but the contributors are not consulted in order to adapt the model to specific needs, the chances are good that people will feel less inspired to let the change succeed. The feeling of ownership is essential in getting people's dedication to a cause. In this respect it is therefore important to notice that theoretical models of change must not be followed slavishly and clinically: they must be adapted according to unique needs and contributions of those involved in order to achieve a common objective: successful, meaningful and effective change in the service of educative education. Educators need to be encouraged and rewarded to ensure that support for change is maintained (De Waal, 2001:11).
- Successful agents of change ensure the dedication of the interested parties. It is exactly the principal as top leader in the school setting who must lead the process of change actively and must show sustained dedication to the cause. Without the principal's patience, perseverance and consistency, followers will easily feel that this is just another programme for which they have little inclination. It is through motivation that the agent of change succeeds in ensuring the interested parties' sustained dedication.

Jenlink and Carr (1996:36) believe that it does not depend on the principal only to facilitate, but that anybody with the necessary driving force qualities can be selected for this role.

As agents of change within the school, the principal can establish emotional support programmes or re-training programmes where individuals are allowed to talk about their fears and problems while the principal merely listen attentively (see 2.8.5). This technique of resistance management is especially suitable in cases where the level of tension in involved members of staff is high or where they experience problems in adapting and offer resistance because of this.

3.5.2.4 Negotiate and reach agreement

According to Van der Westhuizen and Theron (1996:190), the principal's role is comparable to that of a politician. In management, the implementation of change and

especially the management of resistance to change are concerned with power and the ability to persuade people to accept a new idea (that is: to negotiate). The school, like other organizations, therefore has a political nature.

This technique of resistance management is employed with great success when role-players experience that they will all be harmed by resistance to the change. By means of genuine negotiation each party gets the opportunity of putting his side of the matter, and as the outcome of the negotiations is unknown to all parties, the perception of those who are offering resistance, that they have been forced into the change against their will, is eradicated (Fullan, 1992:71). This technique can become uneconomical when negotiations are extended because of related matters.

The school is the centre of change within the community, where focus, cohesion and consistency are forged (Fullan, 1992:96). For this reason, principals play a pivotal role in successful improvement and change at the school. However, the principal must bear in mind that the over-emphasis on change can be as authoritarian as over-emphasis on tradition. For this reason principals must continually remember that they must persuade the educators to accept ownership for change by reasons of diplomatic negotiations and agreements.

It must be emphasized again that the principals must not bring additional pressure to bear on them by trying to apply an external model of change on their schools without any adaptation. This will lead to a search for solutions outside the real situation of the people involved and it may be found that there are great deficiencies after demanding models have been worked through from beginning to end (*Ibid.*). The available resources must therefore be adapted to the best practicable unit within each unique situation. This can be achieved through what Castello (1992:195) calls the negotiated agreement. The principal takes the role of negotiator and collective negotiation takes place, aimed at achieving an agreement in respect of the process, which will be followed to achieve a determined outcome or product.

Principals form the main link between the school, the community and the education system. The pressure and the claims of all these parties place the principal in the position of a mediator. As a result of this role in establishing an atmosphere within which innovation can take place, the principal's pivotal position within the

communication networks of the school as organization functioning within the community is therefore again emphasized (see 3.4.2).

Van der Westhuizen and Theron (1996:190) believe that the principal in reality therefore offers resistant parties something of value to them in exchange for less resistance to the change. This entails, for example, that negotiations with workers' techniques can be applied when an educator or group of educators offer much resistance, and growth and development are limited (Wildly & Punch, 1997:109). The advantage of this technique is that it breaks down large measures of resistance within a relatively short time and with relative ease. Disadvantages include probable high costs and teaching the people involved negotiation skills, which can delay the solution. Furthermore, it can be time-consuming to reach agreements by means of negotiations.

3.5.2.5 Persuade and influence

The dimension of influencing should receive far more attention in the principal's management task. Influencing is a complex interactive process during which the staff members are affected to such a degree by argumentation, logic and new perspectives that a spontaneous development of new behaviour occurs (Coetsee, 1996:8). Principals must regard their job-description as that of utiliser and developer of human resources, rather than that of administrator who is kept busy with documentation day after day. A part of this consists of one-on-one counselling through which the change is facilitated, so that the people concerned can better understand their own attitudes and the results thereof (Coetsee, 1996:9).

It is the task of principals and their management teams to identify and manage resistance to change, so that change can be implemented effectively (De Villiers, 1995:126). However, first of all there must be critical consideration of whether the change will serve the primary objective of effective educative education (O'Hair, 1995:89). Whatever school success implies for each individual school must therefore be defined, so that objectives can be set which can contribute to satisfying unique needs (Glickerman, Lansford & Szuminsky, 1995:431). Secondary objectives, which lead to fragmentation and confusion and are often characteristic of change procedures, must therefore be approached circumspectly. In this way, the principal as manager of change and resistance can prevent rather than heal matters.

Seen in the light of the above, the new role of the principal in many ways accords with that of an entrepreneur (Wolmarans, 1995:21). An entrepreneur is a person within an existing organization who converts new ideas into realities that can benefit the organization (Hellriegel *et al.*, 1999:170). Seen in the context of education, new ideas must be converted into realities, which will serve the school in positive progress in respect of the eventual objective of effective teaching. As entrepreneur, the principal expects change, plans for it, directs it and applies it to competitive advantage. As entrepreneur, the principal is also not afraid of resistance, because taking risks forms part of this role, and resistance should be seen or taken as a challenge rather than a threat, because the presence of resistance might be an indication of something that went wrong during the process implementing change (*Ibid.*).

When the need for change is urgent and the principal has a large measure of influence, this technique is very effective in persuading the people involved to react positively to intended change. It also works effectively when the majority of educators accept and support the change, while only a few offer resistances. The advantage of this method is that results are achieved quickly. However, it can be detrimental when it takes up a lot of time to persuade and/or convince a group that change is necessary (Van der Westhuizen and Theron, 1996:190).

Development is a process during which one-on-one guidance is often necessary so that the consequences of the educator's attitude, convictions and fears can become clear to him/her and be eradicated. Influencing plays an important role in this. In this sense, influencing entails a complex interactive process during which the subject is affected by reason, logic, and perspectives, to such a degree that a voluntary and authentic set of new behaviour and actions will follow (Coetsee , 1996:8-9).

3.5.2.6 Manipulate and co-opt

Manipulation entails that individuals or a group of educators offering resistance to the change are isolated from the rest. This can be achieved by withholding information or faulty reporting of information, so that it appears more acceptable or controls events in an artificial way (Huyssteen, 2001:97). Sometimes it is necessary to structure information and events in such a way that people are persuaded to fall in with the change.

Co-option is a combined form of manipulation and co-operation. In co-operation, the leader(s) of the resistant group of people is/are given a key-role or position in the implementation of the planned change. The leader's opinion and advice are not necessarily needed for decision –making, but the use of his/her status, authority and power is necessary to involve the group, which he/she represents in the process of change.

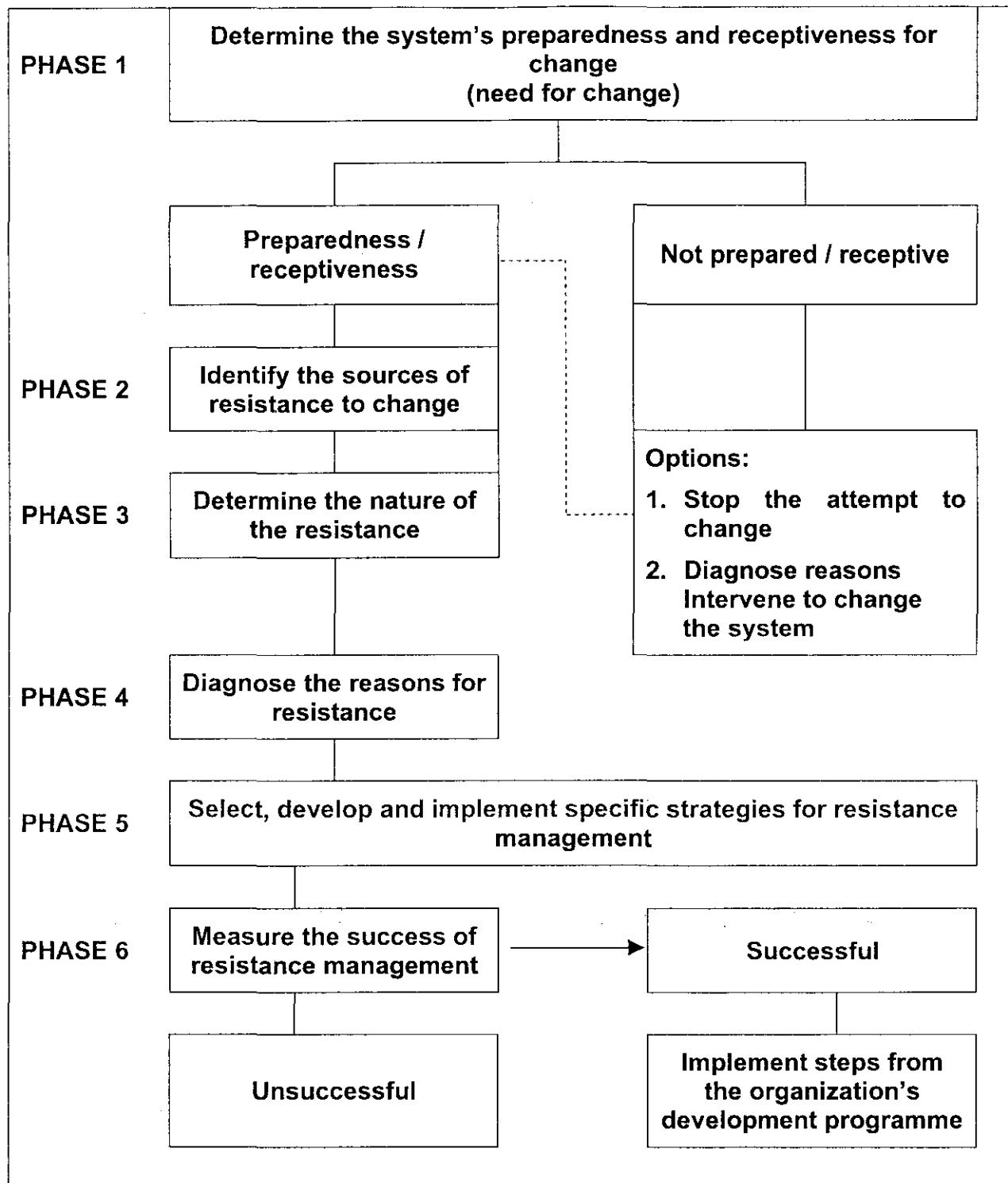
The advantage of this method is that it is a relatively quick and cost-effective way of eradicating resistance to change. The disadvantage lies in the unethical manipulation of the educators. The ethical accountability of this method can also pose a problem to the principal who rates values such as honesty, integrity and sincerity highly. The danger exists, furthermore, that the people concerned can realize that they have been misled and then the credibility of the principal can suffer greatly. Often the eventual problems resulting from this are not worth the gamble. For these reasons, this technique in managing resistance to change is used only as a last resort.

3.5.2.7 Compel

When no other solution can be found, compulsion can be used as a last resort. Some changes require immediate implementation, so when the principal finds it necessary and has the loyal support of the majority of staff members, he can use his power and influence to persuade people to accept the change. This method entails a threat to terminate service, withholding of promotion, dismiss or transfer. This method of resistance management has the advantage of quick application, as well as of the immediate removal of any possible resistance. But the disadvantage accompanying this is an experience of negative emotions among the members of staff, which can include frustration, anger, fear, aggression, stress and the abuse of drugs such as alcohol. A general mistake made by principals is applying one specific technique in managing resistance, no matter what the circumstances are (Glickerman, Lansford & Szuminsky, 1995:121).

From the above, it is clear that what is regarded by some principals as the best approach in managing resistance to change is one of the most important reasons why organization development is not successful. Thus a model that indicates the different phases in managing resistance to change is suggested (Coetsee, 1993:1819):

Figure 3.2: Phases in managing resistance to change



The phases in managing resistance to change, represented in the above figure and chart, will be explained (Coetsee, 1993:1823-1824):

Phase 1: Determining the level of preparedness and receptiveness for change of the organization. The level of preparedness and receptiveness for change, for example of the school as organization, depends on the following factors:

- The history of change and of practices of change management that were carried out at the school. If, for example, it seems that the majority of interested parties believe that too much is brought about too frequently, it can be an indication that the school is not prepared for change.
- The degree to which, for example, members of staff are aware of reasons for change and understand them as well as the degree to which they agree with these reasons for change and can identify themselves with the expected outcomes of the process of change.
- The degree to which change is compatible with current practices, objectives and practices within the school.
- The degree to which the school encourages and supports originality, innovation and entrepreneurship. Included in this: how adaptable the school's culture and climate are to change.

The existing organizational culture and climate of the school is the most important factor in determining the preparedness of the school for change (Coetsee, 1993:1821). The establishment and maintenance of a school culture and climate that support change form a very important and complex component of the management of change. This includes, for example, the preparation of people to live with uncertainties.

If it should become clear that the organization is not prepared for change, the model offers two possibilities. On the one hand, the process of change can be rejected. On the other hand, there can be an intervention (after the diagnosis has been made to determine the reasons for the unpreparedness) to prepare the school as organization to accept the change. This phase is also known as the "unfreezing" of the current situation in the organization (Huyssteen, 2001:80).

Phase 2: Identifying specific sources of resistance to change

Most attempts at establishing change are resisted. Even if the school is diagnosed as prepared and receptive for change, resistance will still be present. For this reason it is essential that the factors that lead to resistance should be identified (see 2.9).

Phase 3: Determining what the nature (type) of resistance is (see 2.5). De Waal (2001:2) indicates that an individual is essentially a democratic being, and that any change that is initiated when he is merely the implementor, will be experienced negatively by him.

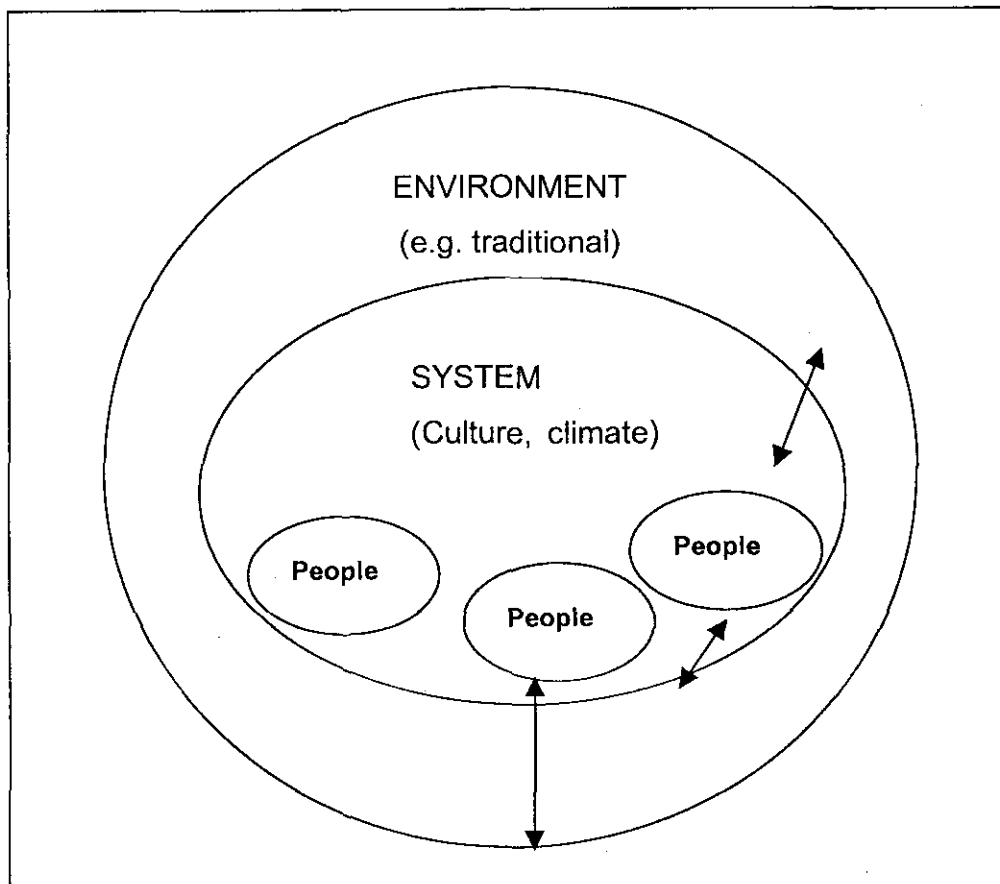
Van der Westhuizen and Theron (2002:176) are of the opinion that change never occurs without sacrifice and adjustment. Furthermore, De Waal (2001:2) states that individuals' resistance to change is so strong that they become "people who sooner die than change, and most do".

In order to avoid the above-mentioned situation, the principals and managerial bodies who are responsible for implementing any form of change should determine the nature of resistance to change and should know how to manage resistance on their level of authority to help educators to show positive attitudes towards change.

Phase 4: Diagnosing the reasons for the resistance

Coetsee (1993:1823) says that the reasons for resistance to change appear on three levels: the individual, the social and the environmental levels. It is suggested on the basis of figure 3.3 (*ibid.*:1824; see 2.9):

Figure 3.3 Reasons for resistance to change



Phase 5: Selecting, developing and implementing specific strategies for resistance management

Only when the sources, reasons and nature of the resistance are known, can a choice be made of the best strategy for managing the resistance. Coetsee (1993:1824) suggests the following possibilities:

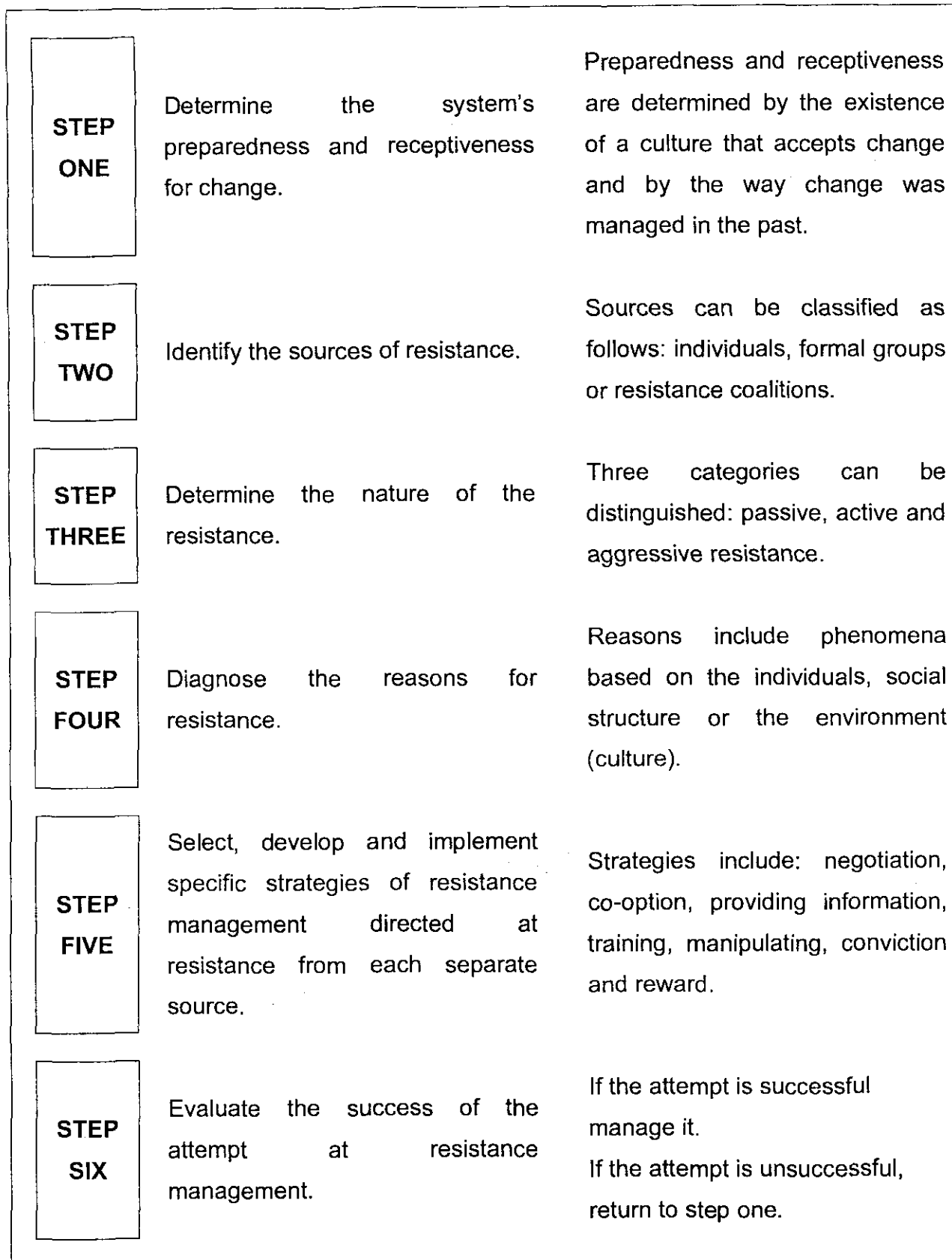
- education and communication; participation, facilitation, manipulation, as well as compulsion;
- the successful transfer of the vision which is aimed at the change;
- the change of the basis or nature of compensation for co-operation;

- the management of resistance in phases, that is, as the situation develops and requires;
- the design of co-ownership by means of, for example, participating leadership or management; and
- the phasing out of previous practices and objectives, and acquiring new ones that serve the change.

Phase 6: Evaluating the success of the attempts at resistance management

Various criteria exist according to which the success of the attempt at management of the resistance can be determined, that is, to determine whether the change will be accepted or not. This phase is comparable with the first phase, and therefore this method of managing resistance to change again forms a continuous process (Coetsee, 1993:1824). A workable model for managing resistance to change is presented in figure 3.4:

Figure 3.4 Steps for managing resistance to change



From the foregoing discussion of Coetsee's model for the management of resistance to change, the conclusion can therefore be drawn that this model puts a variety of

divergent possibilities at the disposal of principals when they design a “fitting” model for managing resistance to change according to the unique needs of their special school.

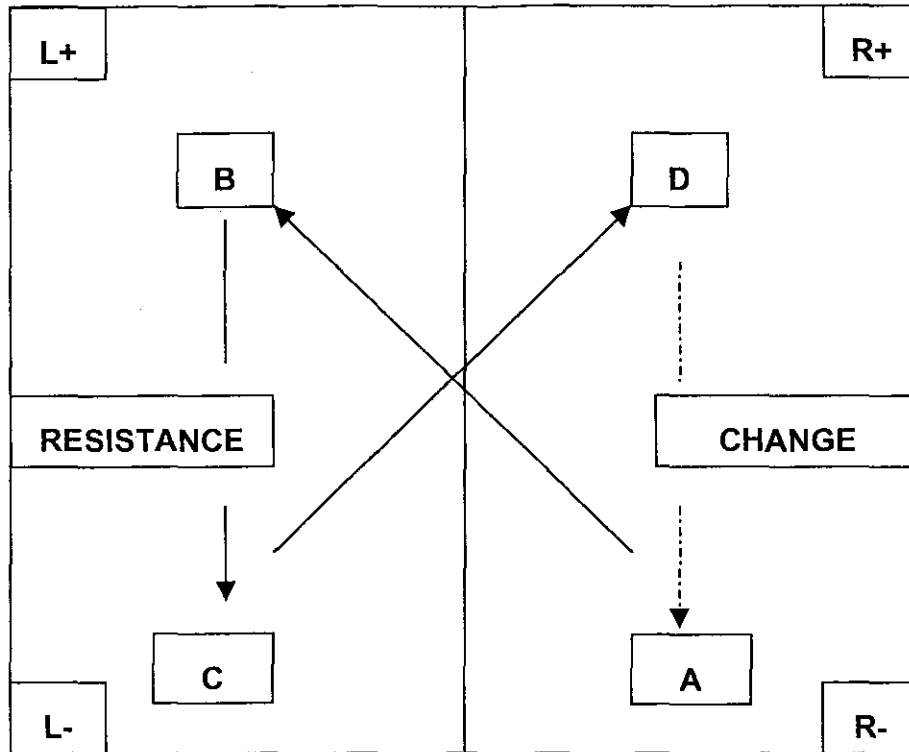
If it becomes apparent that principals are not successful in applying this model or variations thereof, they can also consider polarity management. The latter addresses the interactive interdependence of both resistance and change. A brief discussion follows concerning the possibility of polarity with regard to resisting change and desiring change.

3.5.3 Polarity management and the polarity matrix

It is already clear that resistance is always present within an organization, either as reaction to change, or as evidence of the need for change (see 2.9). Johnson (1992:xii), as well as Van der Westhuizen and Theron (1996:194), believe that it is not altogether true that educators *per se* offer resistance to change. Their research has determined that some educators offer resistance to the negative facets of change (for example, where they disagree with the necessity or meaningfulness of change or where it results in great personal adaptations) and to loss of the positive side of resistance (for example, the power and the achievement of individual objectives which can stem from that).

On the other hand, it is also true that educators offer resistance to the negative side of resistance (for example, the fact that they can be branded as negative) and to loss of the positive side of change (for example, when it is to someone's personal advantage or is experienced as positive). This process is represented in figure 3.5 (Van der Westhuizen and Theron, 1996:10):

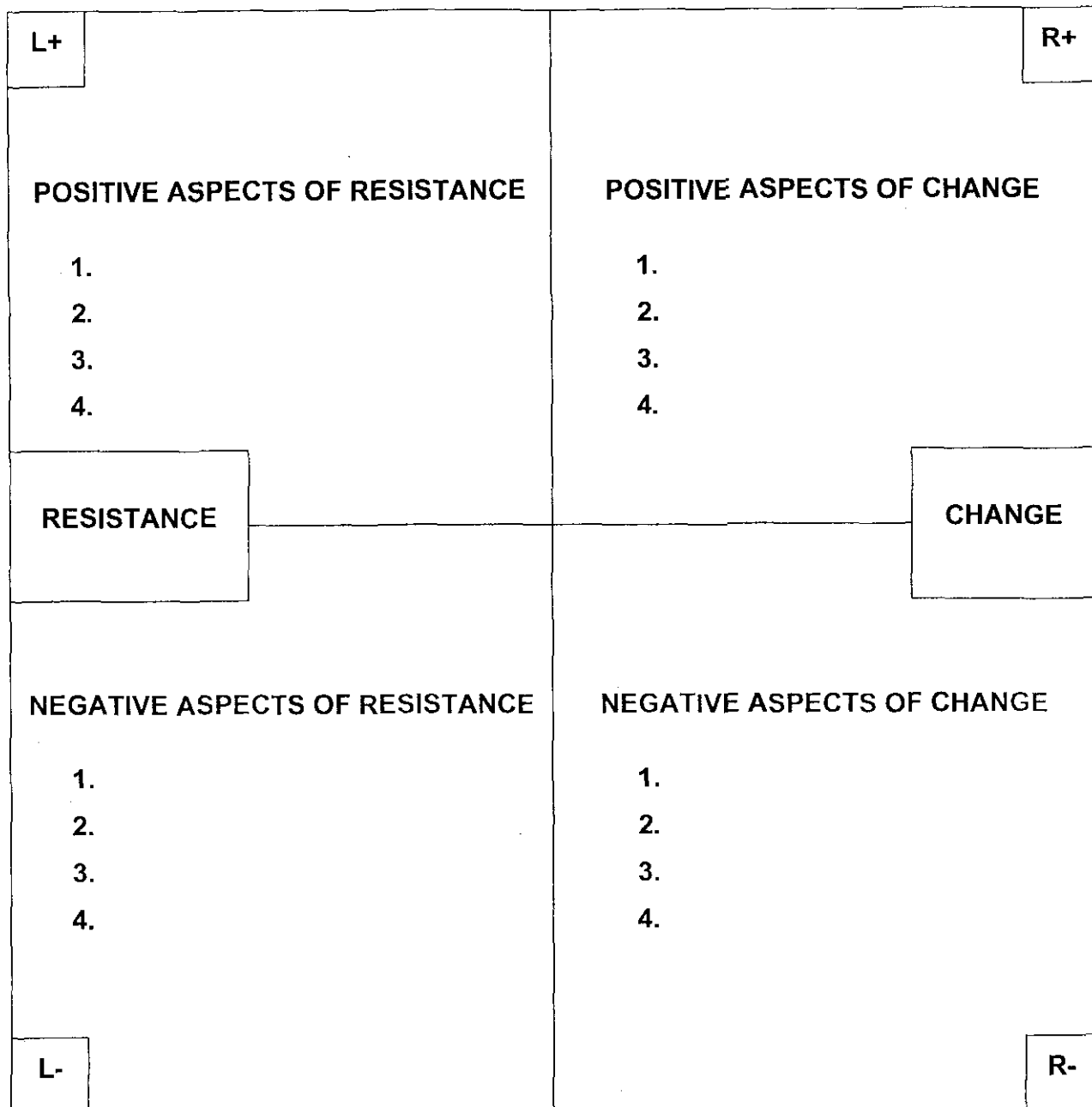
Figure 3.5: The process of polarity management



It is therefore clear that, in order to manage change effectively, attention must be given to the needs of the two poles of people involved: on the one hand those who resist change and on the other hand those who desire change. This is achieved by considering not only the advantages of polarity (where the poles in this instance are resistance and change), but also their limits (see figure 3.5 and 3.6). From this it is clear that these two poles, resistance and change, are interdependent in the process of polarity management, and therefore both play an important role in certain action steps that form part of polarity management. So not one of the two can be overlooked. This interactive interdependence is indicated in figures 3.5 and 3.6 (Theron and Van der Westhuizen, 1996:11).

Figure 3.6 gives a graphic representation of the action steps according to which resistance as well as change must be managed within the polarity framework as suggested by Johnson (1992:135-137):

Figure 3.6: The polarity matrix



An explanation of what the above-mentioned matrix entails, can be expounded as follows:

- Identify the polarity that must be managed (for example: resistance and change).
- Describe the polarity and agree on at least the four quadrants (figure 3.5 and 3.6).
- Diagnose the circumstances. Determine who offers resistance and what they fear the change will lead to, that is: what will lead to (R -). Why are they offering

resistance (L+)? What are they critical about (L-)? Then determine what the possible advantages of change can be (R+).

- Predict and anticipate problems. From which sources will resistance to change occur? What will the consequences be if the protagonists for change win and the fears of the antagonists are neglected or ignored?
- Develop and prescribe guidelines for action. These guidelines must provide for those that oppose change, as well as for those that support change.

As mentioned before, it has become evident that resistance always occurs within any organization, whether it occurs as reaction to change or as action that enforces change. The model for polarity management guidelines indicates when there is the possibility of polarity. For this reason it can provide an extremely successful model for the management of resistance to change.

Whichever roles the principals therefore take up or whatever techniques or methods are employed in the management of resistance to change, it is clear that they play a key-role in the effective execution or implementation. Peters (1996:4) goes so far as to say that the principal is the element at the school that determines whether change will occur successfully or not.

3.6 SUMMARY

In this chapter principals' responsibility for managing change and building resilience were discussed. The different ways in which resistance to change within the school can be managed were investigated. Prerequisites for the successful management of resistance to change were considered. After this, the strategic considerations concerning resistance to change were discussed. Thereafter, various methods for the management of resistance to change were dealt with, such as guidelines for the management, techniques that can be employed by principals, as well as two existing models for the management of resistance to change.

It became evident that these indicators were not the beginning and the end facing the implementation of change in schools, as each school has unique needs concerning the management of resistance to change in the specific school. By initially focusing on this unique situation, principals and their management teams can develop the best

management plan for the management of resistance to change at their schools. Shared vision and creativity will be determining factors when the effectiveness and success of the management are tested.

The next chapter will deal with the empirical research design.

CHAPTER 4

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

This chapter attempts to outline the methodology used and the procedure followed in designing a structured questionnaire for an empirical investigation. The literature study in chapters two and three formed the framework for the empirical investigation. The specific aim of this study was highlighted in chapters one, two and three, that is: to present an overview of educators' resistance to change; to indicate how the concept "resistance" can be interpreted to create positive attitudes amongst educators; to determine the role of the principal as the manager of resistance to change; and to discover a way of empowering principals to manage resistance to change.

This chapter then presents the research design with regard to the research method and the development of the research.

In order to obtain opinions about managing educators' resistance to change, the researcher has used the quantitative method, which is described in the following paragraphs.

4.2 THE QUANTITATIVE RESEARCH METHOD

According to Neuman (1994:30), a quantitative method is a data collection technique in the form of numbers. It uses experiments and surveys. Experiments are used in laboratories or in real life, while the quantitative research method asks people questions by means of written questionnaires which are mailed or handed directly to people (Neuman, 1994:31).

Babbie (1998:36) describes the quantitative method as the method used in social research which provides the researcher with numerical data. According to Babbie (1998:37), quantification makes the researcher's observation more explicit and easier to aggregate, and it summarizes data. Creswell (1994:17) supports this by saying that a quantitative survey is a data collection method that provides a quantitative or

numerical description of some fraction of the population, namely the sample, through the process of asking questions. According to this method, the researcher counts or measures behaviour or in some other way, assigns scores as a result of the data collection process. The scores are used as the basics for making comparisons and drawing conclusions (Vockel, 1993:230).

In addition to what has been said by scholars in the previous paragraphs, Scott (1996:59) states that this research paradigm is used in experimental, *ex post facto*, factor analysis, correlation studies and surveys. It is an indirect measure of actual behaviour, since it asks people to recall what they were doing or it characterizes these beliefs and actions in accordance with predetermined options designed by the researcher (De Marrais, 1994:20).

This method can be used to collect data about attitudes of management and workers, through interviews and questions (De Vaus, 1996:7). According to Bryman (1996:13), attitudes and behaviour cannot be manipulated, but can only be examined through a quantitative method. Padayachee (1999:158) emphasizes that it is essential for the quantitative researcher to be totally objective in the collection of data.

In summary, Babbie (1998:256) says that this survey research method is probably the best method available to the social scientist interested in collecting original data for describing a population too large to be observed directly. This method is objective because sending out a questionnaire can collect the information and it is numerical by nature. The researcher has therefore selected the quantitative method. A structured questionnaire has been designed and handed over to school principals, vice-principals, heads of departments and educators. The sample of people selected to answer the questionnaire is described in the following paragraphs.

4.3 THE AIM OF EMPIRICAL RESEARCH

The empirical investigation aims to gather data on the current management and practices of resistance to change by principals in order to help them to manage and reduce resistance to change at schools. It became evident in the literature study that most school principals and consequently their management teams in schools have received little or no significant form of management training with regard to resistance to change.

4.4 THE RESEARCH INSTRUMENT

For the purpose of this research a structured questionnaire was selected as the research tool. The rationale for the use of a questionnaire will now be presented.

4.4.1 The questionnaire as a research tool

4.4.1.1 Introduction

For the collection of data regarding how the educators' resistance to change can be overcome in schools, the researcher used a self-administered questionnaire. According to Bourque (1995:3), a self-administered questionnaire is completed by a respondent without the presence of the researcher. It is either sent by mail or delivered and the administration of its completion is unsupervised.

A survey is one of the tools used in the collection of research data and is ultimately dependent on the purpose of the study (Tuckman, 1994:216). According to Best and Kahn (1993:230) the questionnaire is a self-report instrument used for gathering data about variables of interest to the researchers to convert the information directly given by people into data. In this sense the questionnaire became appropriate to gather data for this research in that it would elicit factual data about practices currently prevailing in Sedibeng –West (D8) schools in the management of resistance to change.

The questionnaire was seen as being cost-effective (Franenkel & Wallen, 1990:336) in this research. This was because it would be easy to administer, since the principals would be used as contact persons to distribute and collect the questionnaires.

The use of questionnaires in this research is based on the following assumptions (Wolf, 1997:422):

- that the respondents can read and understand the questions;
- that the respondents are willing to answer the questions; and
- that the respondents are in the position to supply the information to answer the questions, and especially in view of the presumed willingness, to find a suitable approach to the management of resistance to change.

The suitability of the questionnaire is based on the fact that the other respondents are school managers and deputy principals, and will be profoundly interested in the final outcome of this research and its implications for the betterment of their situation as school managers.

4.4.2 The design of the questionnaire

4.4.2.1 Preparing the questionnaire

The design of the questionnaire must be well organised by thorough processing. Moloko (1990:90) cites Sidhu's exposition that a well-designed and administered questionnaire can serve as an appropriate and useful data-gathering device and can boost the reliability and validity of the data,

According to Ary *et al.* (1990:422-424) and Borg and Gall (1996:294), the following factors need to be considered in preparing a questionnaire:

- The questionnaire should reflect scholarship so as to elicit high returns.
- The questionnaire should be kept as brief as possible so that answering it requires a minimum of the respondents' time. All unnecessary items, especially those for which answers are available from other sources, should be eliminated.
- Questionnaire items should be phrased in such a way that they can be understood by every respondent. It would be best to construct simple and short sentences.
- Items in the questionnaire should be phrased in a way that will elicit unambiguous responses. Words like 'often' and 'sometimes' should be avoided, as they mean different things to different people.
- Items should be phrased so as to avoid bias or prejudice that might predetermine respondents' answers.
- Questionnaire items should not be misread because of unstated assumptions. The frame of reference for answering questions should be clear and consistent for all respondents.

- Alternatives to items should be exhaustive, for example: What is your marital status? should include not only alternatives married or single, but also widowed and divorced.
- Questions that might elicit embarrassment; suspicion or even hostility in the respondents should be avoided.
- Questions should be arranged in the correct psychological order, for example: if both general and specific questions are asked, the general questions should precede the specific ones.
- The questionnaire should be attractive in appearance, neatly arranged and clearly duplicated or printed.

Questions should allow for respondents to review their own relevant experiences thoroughly, arrive at accurate and complete responses and should communicate some rules about the process of question-answering by providing respondents with the necessary rules so as to reduce complexities (Best & Kahn, 1993:230; Ary *et al.*, 1990:240-247).

4.4.2.2 Construction of questionnaire items

According to Tuckman (1994:225) questionnaire items must be developed carefully such that they measure a specific aspect of the study's objectives or hypotheses.

The questionnaire items in this study were carefully constructed. The aim of the empirical study was taken into consideration. Sections B, C, D and E were constructed in such a way as to elicit responses that would give an indication of an overview on resistance to change in schools, and F deals with the principal as the manager of resistance to change. This would shed light on whether there was a need for a resistance management model that would empower principals to manage and reduce resistance to change in schools. Since the same questionnaire would be administered to the various categories of the target population, the results would shed light on a balanced view of respondents' needs as belonging to each category or being equally applicable for the entire respondent population in Sedibeng-West (D8). It would, for instance, be interesting to see if there are correlations or whether they are influenced

by, *inter alia*, their various backgrounds, for example school type, location of school, qualifications and gender.

Section F requires respondents to respond to questions on their experiences of the management of resistance to change by principals. This would explain the extent of the respondents' experiences of principals' management of resistance to change and perhaps indicate if there would be a need for the development of a resistance management model for the management of resistance to change in the district Sedibeng-West (D8), as well as measures to ensure that the transfer of such models or programmes to schools is strictly monitored and evaluated.

Altogether 34 questions were used in this questionnaire (Appendix A). Firstly, the literature study (Chapters 2 and 3) was used to construct items relating to an overview of resistance to change which deals with the following:

- section B, the nature of resistance experienced by the staff;
- section C, reasons for resistance to change;
- section D, the extent of resistance to change in education;
- section E, types of reactions; and
- section F deals with principals as managers of resistance to change.

In line with the exposition of Ary *et al.* (1990:422-423), the questionnaire items were ordered in a logical sequence, that is: simple, interesting and neutral questions preceded more difficult and crucial items, those that established a frame of reference or those that provided keys to recall before those relating to details (see Appendix A).

4.4.2.3 The questionnaire format

Ary *et al.* (1990:429) propound that the questionnaire and the covering letter are the main sources of information that the respondent will refer to in deciding whether or not to complete the questionnaire. The following rules of questionnaire formatting are espoused (*Ibid.*):

- The questionnaire should be made attractive.

- Questions should be laid out or organised in such a way that the questionnaire is as easy to complete as possible.
- Questionnaire items and pages should be numbered.
- Brief, clear and boldly printed instructions should be included.
- Questionnaires should start with a few interesting and non-threatening items.
- Questionnaires should not be too long and should include enough information to interest the respondents.

The afore-mentioned rules were taken into consideration in formatting the questionnaire. Instructions for completing and keys for marking items were provided before section A (Moloko, 1996:92).

Section A comprised items relating to the general biographical data. Biographical questions serve as an "ice breaker" at the beginning of the questionnaire. The data relating to biographical details would help the researcher gain an understanding of differences in responses to certain items, as dictated by differences in, *inter alia*, social backgrounds, location and type of school, educational management experience, academic qualifications, age and gender of respondents.

Sections B, C, D and E consisted of questions relating to an overview of resistance to change identified through the literature study. This would assist the researcher to find out the need for school management and assist principals to develop a model or a programme that would be sensitive in dealing with resistance and in using resistance positively to change educators' attitudes towards change.

Section F constituted items related to experiences of the management of resistance by principals. This would help in discovering the extent to which respondents have experienced management of resistance by principals and the extent to which experiences gained in management of resistance to change could be used to build effective monitoring and evaluation mechanisms for reducing resistance to change.

For each item, Section B, C, D, E and F respondents were required to indicate their prioritization of items relating to management of resistance to change on a four-point scale, which follows:

1= Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

Other questions required a yes or no response, while some required yes or no response plus the motivation for choosing the yes or no.

4.4.2.4 Pilot study

Ary *et al.* (1990:428) and Tuckman (1994:235) assert that in addition to the preliminary check on the questions in order to locate ambiguities, it is desirable to carry out a thorough pre-test of the questionnaire before using it in the research. For this pre-test, a sample of individuals from a population similar to that of the research subjects should be selected. According to Creswell (1994:17), a pilot study assists the researcher to detect the validity of the instrument. Babbie (1998:159) says no matter how carefully the questionnaire is designed, there is always the possibility of errors, therefore the surest protection against such errors is to pre-test the questionnaires in full or in part.

The questionnaire was first submitted to the researcher's promoter for her scrutiny and comments. In order to identify faults in the wording of questions, a pilot study was undertaken by administering the questionnaire to a sample of school principals (n=10), deputy-principals (n = 15), heads of departments (n = 13) and educators (n = 20) who were assured that the questionnaire was confidential. The respondents were encouraged to answer the questions as honestly as possible. The comments provided by the respondents in the pilot study were incorporated into the final questionnaire. After making minor amendments to 34 items, the questionnaire was marked and analysed statistically. The pilot study analysis revealed satisfaction with the questionnaire. A few adjustments were made and the questionnaire was finalised.

4.4.2.5 Questionnaire distribution

The final questionnaire was then distributed to the sample population. A covering letter was enclosed (see Annexure E). The covering letter was aimed at orientating the respondents, as well as assuring them of confidentiality and anonymity (Best & Kahn, 1993:241).

Contact persons were enlisted to distribute the questionnaire. School principals were requested to be such contact persons. They would minimise the disadvantage of postal questionnaire surveys and ensure a high and punctual return rate. Consequently, it took four weeks for the distribution, completion and return of questionnaires at ex-Model C schools, while at townships schools it took almost six months and some of the questionnaires were not returned. The weak response from township schools was a great disappointment as they were the primary target.

4.5 THE POPULATION AND SAMPLE

The population is the group of people to whom the research applies (Oliver, 1997:38). For this research the population consisted of all educators and principals as sample for primary and secondary schools in Sedibeng-West District (D8), Gauteng Province, South Africa.

The first step was to determine the number of educators, heads of departments, vice-principals and principals in the Sedibeng –West District (D8). The district consists of Vanderbijil Park, Sebokeng, Evaton, Boipatong and Bophelong, Barach and farm schools around these areas.

From this population a sample was selected. The sample is described in the following paragraph.

4.5.1 The selection of the sample

“A sample is a smaller research group, which is considered to be typical of the target population as a whole” (Oliver, 1997:38). The sample of this study included a random selection of 10 primary schools and 10 secondary schools in the Sedibeng-West District (D8). The sample consisted of 104 educators, including principals.

Table 4.1 Sample population

| Principals | Vice-principals | Heads of departments | Educators | Total |
|------------|-----------------|----------------------|-----------|-------|
| 11 | 17 | 34 | 40 | 102 |

Two (2) respondents did not answer this questionnaire.

The second step was to determine a sample of the four categories of the target population that would be representative of the target population. The size of the sample had to be reasonably small for reasons of time and cost, while being large enough to ensure that it was adequately representative (Vermeulen, 1998:52). According to Vermeulen (1998:52), the following should determine the sample size:

- the larger the population, the smaller the percentage of that population the sample need to be; and
- the size of the sample will be influenced by the relative homogeneity and heterogeneity of the population.

In line with this exposition, a sample of (n = 200) of the target population was decided upon. The sample comprised school principals, deputy principals, heads of departments and educators. The distribution was guided by guidelines of sample sizes.

Table 4.2 Target population and representative sample

| Population group | Total | Sample |
|----------------------|-------|--------|
| Principals | 42 | 12 |
| Deputy-principals | 105 | 16 |
| Heads of Departments | 70 | 34 |
| Educators | 133 | 42 |
| Total | 350 | 104 |

This sample of the target population was deemed representative of the target population at Sedibeng-West (D8) schools.

Table 4.3 shows the return rate per sample category.

Table 4.3 Response rate

| Population category | Questionnaires distributed | Questionnaires received % | | No response | |
|----------------------|----------------------------|---------------------------|-------|-------------|-------|
| | | N | % | N | % |
| Principals | 42 | 11 | 28,5% | 30 | 71,4% |
| Vice-principals | 105 | 17 | 15,2% | 89 | 84,7% |
| Heads of Departments | 70 | 34 | 48,5% | 36 | 51,5% |
| Educators | 133 | 40 | 31,5% | 91 | 68,4% |
| Total | 350 | 104 | 30% | 246 | 70,2% |

From table 4.3 it can be seen that the average response rate was 30%.

4.6 ADMINISTRATIVE PROCEDURES

4.6.1 Approval from Gauteng Department of Education

The Gauteng Department of Education was requested to give permission for the questionnaire to be administered to the target population in the Sedibeng-West district (D8). The questionnaire was submitted to the GDE and permission to administer it to school principals, vice- principals, heads of departments and educators in Sedibeng-West was subsequently given (see Appendix C). The questionnaire was then distributed personally and through contact persons at schools.

Follow-up on questionnaires

The return rate of questionnaires was generally good because contact persons were personally able to follow up on outstanding responses, while in most township schools the follow-up was difficult: most educators gave an excuse of misplacing the questionnaires.

4.7 STATISTICAL TECHNIQUES

The Statistical Services of the Vaal Triangle Campus of the Potchefstroom University for Christian Higher Education analysed and processed the data collected by means of

the SAS-programme. The programme was used to find the frequencies and means. The t-test was used to analyse statistical differences between the means of various scores, while the Cohen's D-test was used to determine if the differences were practically significant or not.

4.8 SUMMARY

This chapter briefly presented the research design. The research method, development and pilot study were outlined.

The questionnaire was used because of its advantages and was distributed and collected by contact persons (principals) and personally from schools in the district. The next chapter will present the research data analysis and its interpretation.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The purpose of this empirical survey was to determine, by means of a questionnaire, the data on how educators' resistance to change can be overcome, and to investigate the degree to which and the way in which principals manage resistance to change.

Questionnaires distributed amounted to 350, of which 104 (31%) were returned. The responses to the various questions will be analysed as follows:

- Section A: Biographical information (questions A1 - A9).
- Section B: The nature of resistance to change experienced by staff (questions B1 – B5.1).
- Section C: The reasons for resistance to change (questions C6 – C18).
- Section D: The extent of resistance to change in education (questions D19 – D22.1).
- Section E: Types of reactions (questions E23 – E29).
- Section F: Principals as managers of resistance to change (questions F30 – F34).

5.2 BIOGRAPHICAL INFORMATION

5.2.1 Gender

Table 5.1: Data on respondents' gender

| | 1 | | 2 | | No response | % | Total responses | % |
|-------|------|----|--------|----|-------------|---|-----------------|------|
| Total | Male | % | Female | % | | | | |
| 104 | 37 | 36 | 67 | 64 | 0 | 0 | 104 | 100% |

Table 5.1.1: Data on the comparison of gender

| | 1 | | 2 | | No response | % | Total responses |
|-----------------|------|------|--------|------|-------------|---|-----------------|
| | Male | % | Female | % | | | |
| Principals | 9 | 81,8 | 2 | 18,1 | - | - | 11 |
| Vice-Principals | 12 | 70,5 | 5 | 29,4 | - | - | 17 |
| HOD'S | 8 | 23,5 | 26 | 76,5 | - | - | 34 |
| Educators | 8 | 19,0 | 34 | 80,9 | - | - | 42 |

The majority of the respondents (64%) are female; 36% are male respondents. Although Table 5.1 shows more female respondents, the difference of 28% might indicate that more females are employed in the education system than their male counterparts, or it might focus on the redress of past imbalances. According to table 5.1.1 the ratio between male and female school principals is 50:50. In the case of vice-principals, the ratio is 70,5% males to 29,4% females. This indicates the effects of the gender legacy on higher education management positions.

Table 5.1.1 indicates that in the case of heads of departments (HOD's) there are more females (76,5%), as compared to males (23,5%). Though marginal, this indicates a major shift in the previous *status quo*. The fact that this ratio exists at the lower level of SMT's could be an indication that women are taking the challenge of leadership in public institutions.

Table 5.2 outlines data on the ages of respondents and table 5.2.1 outlines data on the comparison of ages of respondents.

5.2.2 Age

Question A2

Table 5.2: Age of respondents

| | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | No response | % | Actual responses | % |
|-----|-------|---|-------|----|-------|----|-------|----|-----|-----|-------------|-----|------------------|------|
| Age | 21-24 | | 25-35 | | 36-45 | | 46-55 | | 56+ | | | | | |
| 104 | 0 | 0 | 24 | 25 | 37 | 36 | 32 | 32 | 8 | 6,8 | 3 | 2,8 | 101 | 97,1 |

The majority of respondents fall into the age group 36 – 45 years of age.

Table 5.2.1: Data on comparison of age

| | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | No response | % | Actual responses | % |
|-----------------|-------|---|-------|------|-------|------|-------|------|-----|------|-------------|-----|------------------|-----|
| | 21-24 | | 25-35 | | 36-45 | | 46-55 | | 56+ | | | | | |
| Principals | 0 | 0 | 0 | 0 | 2 | 18,1 | 7 | 63,6 | 2 | 18,1 | - | - | 11 | 100 |
| Vice-Principals | 0 | 0 | 5 | 29,4 | 5 | 29,4 | 5 | 29,4 | 2 | 11,7 | - | - | 17 | 100 |
| HOD'S | 0 | 0 | 6 | 17,6 | 15 | 44,1 | 10 | 29,4 | 3 | 8,8 | - | - | 34 | 100 |
| Educators | 0 | 0 | 13 | 33 | 15 | 38 | 10 | 26 | 1 | 2,6 | 3 | 7,6 | 39 | 92 |

There are no respondents who fall in the age group of 21-24 years. Most of the respondents are in the age group of 36 – 45 years, while a significant number of principals (63,64%) fall in the age group of 46 – 55 years combined. This implies that the principals of most schools are ahead in age, which could serve the staff well in crisis situations where such principals, by virtue of their experience as educators, could be relied upon to be calm and keep the situation under control. This, could, however, influence their perception of job-satisfaction because, as developing adults, the way in which they learn to cope will be affected, especially in a changing education system that needs people to learn new approaches to management.

This could be compounded by schools having sizeable numbers of young, energetic and somewhat adventurous HOD's as seen in the 44,1% who fall in the 36-45 years category.

It is noted, however, that the percentage (93%) of vice-principals and principals combined in the 46-55 years age group is significant. This can be of value to schools in terms of maturity of mind.

Only 8 of the respondents are in the 56+ age category. This could be partly attributed to severance packages opted for by educators in recent years, or it could be fear of the unknown concerning the implementation of curriculum 2005. This could be a blessing in disguise to the education system in terms of resistance to change, since most school managers are in the lower age categories and are possibly responsive to change. It could also be a disadvantage in terms of experienced school managers having left the system early. Only one respondent is of an age (56+) not stated in the questionnaire.

5.2.3 Professional qualifications

Question A3

Table 5.3 depicts data on professional qualifications and 5.3.1 depicts the data on comparison of the professional qualifications of respondents.

Table 5.3: Data on professional qualifications

| | 1 | | 2 | | 3 | | 4 | | 5 | | | | | |
|-------|---------------|------|-----------|------|---------|------|----------------|------|----------|---|-------------|------|------------------|------|
| Total | Post Graduate | % | B. Degree | % | Diploma | % | Higher Diploma | % | Grade 12 | % | No response | % | Actual responses | % |
| 104 | 26 | 25,4 | 27 | 26,4 | 28 | 27,4 | 21 | 20,5 | 0 | 0 | 2 | 1,92 | 102 | 98,0 |

All the respondents are qualified and in possession of a professional qualification.

Table 5.3.1: Data on comparison of professional qualifications

| | 1 | | 2 | | 3 | | 4 | | 5 | | | | | |
|-----------------|---------------|------|----------|------|---------|------|----------------|------|----------|---|-------------|-----|------------------|------|
| | Post graduate | % | B.Degree | % | Diploma | % | Higher Diploma | % | Grade 12 | % | No response | % | Actual responses | % |
| Principals | 4 | 36,3 | 6 | 54,5 | 1 | 9,0 | 0 | 0 | 0 | 0 | - | - | 11 | 100 |
| Vice-principals | 5 | 29,4 | 4 | 23,5 | 6 | 35,2 | 2 | 11,7 | 0 | 0 | - | - | 17 | 100 |
| HOD'S- | 6 | 17,6 | 12 | 35,3 | 8 | 23,5 | 8 | 23,5 | 0 | 0 | - | - | 34 | 100 |
| Educators- | 11 | 27,5 | 5 | 12,5 | 13 | 32,5 | 11 | 27,5 | 0 | 0 | 2 | 4,7 | 40 | 95,2 |

Data on the highest professional qualifications is important since it will give an insight into the educational management position they hold. Table 5.3.1 shows that the majority of respondents (27,4%) are in possession of a teaching diploma for both primary and secondary schools. About 20,5% of the respondents have a Higher Education Diploma (HED, 4 years course) which normally gives admission to to a B.Ed (Hons) degree qualification.

5.2.4 Academic qualifications

Question A4

Table 5.4 depicts data on academic qualifications and table 5.4.1 depicts data on the comparison of respondents' qualifications.

Table 5.4 : Data on academic qualifications

| | 1 | % | 2 | % | 3 | % | 4 | % | No response | % | Actual responses | % |
|-------|------|------|------|------|------|-----|-----------|---|-------------|------|------------------|------|
| Total | None | | B Ed | | M Ed | | Doctorate | | | | | |
| 104 | 48 | 52,7 | 41 | 45,0 | 2 | 2,1 | 0 | 0 | 13 | 12,5 | 91 | 87,5 |

The majority of the respondents do not possess an academic qualification. More than half of the respondents (52,7%) have no academic qualification (Bachelor's degree). However, 45% of the respondents have an honours degree and 2% have a Master's degree, which implies that the respondents should be encouraged to study for further academic qualifications beyond a Bachelor's degree and a Master's degree.

Table 5.4.1: Data on comparison of academic qualifications

| Total | 1 | % | 2 | % | 3 | % | 4 | % | No response | % | Actual responses | % |
|-----------------|------|------|------|------|------|-----|-----------|---|-------------|------|------------------|------|
| | None | | B Ed | | M Ed | | Doctorate | | | | | |
| Principals | 4 | 36,3 | 7 | 63,6 | 0 | 0 | 0 | 0 | - | - | 11 | 100 |
| Vice-Principals | 6 | 42,8 | 7 | 50 | 1 | 7,1 | 0 | 0 | 3 | 17,6 | 14 | 82,3 |
| HOD'S | 10 | 34,5 | 19 | 65,5 | 0 | 0 | 0 | 0 | 5 | 14,7 | 29 | 85,2 |
| Educators | 28 | 75,6 | 8 | 21,6 | 1 | 2,7 | 0 | 0 | 5 | 11,9 | 37 | 88,0 |

Of these respondents 65,5% of the HOD's, 63,6% of the principals and 50% of the vice-principals have a B.Ed. degree, but 21,6% of the educators do not possess a B.Ed. degree. It is quite interesting to note that the HOD's are in the majority with this qualification, while one envisaged that the vice-principals would make up the highest percentage having this qualification. Only 9,8% of these respondents, educators and deputies combined, have a Masters' degree. There is no respondent with a Doctorate.

This means that principals should to be encouraged to study for higher degrees than Bachelors' degrees. This is in itself empowering as far as it impacts on feelings of professional growth.

5.2.5 Post level

Question A5

Table 5.5 depicts positions held by respondents and table 5.5.1 depicts the comparison of positions held.

Table 5.5: Data on positions held

| | 1 | % | 2 | % | 3 | % | 4 | % | No response | % | Actual responses | % |
|-------|--------------|------|--------------|------|--------------|----|--------------|----|-------------|-----|------------------|------|
| Total | Post level 1 | | Post level 2 | | Post level 3 | | Post level 4 | | | | | |
| 104 | 40 | 39,2 | 34 | 33,3 | 16 | 16 | 12 | 11 | 2 | 1,9 | 102 | 98,0 |

The majority (39,2%) of respondents are educators on post level one. Two respondents (1,9%) did not indicate the position they hold.

Table 5.5.1: Data on comparison of positions held

| Total | 1 | % | 2 | % | 3 | % | 4 | % | No response | % | Actual responses | % |
|-----------------|--------------|-----|--------------|-----|--------------|------|--------------|-----|-------------|-----|------------------|------|
| | Post level 1 | | Post level 2 | | Post level 3 | | Post level 4 | | | | | |
| Principals | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 100 | - | - | 11 | 100 |
| Vice-Principals | 0 | 0 | 0 | 0 | 16 | 94,1 | 1 | 5,8 | - | - | 17 | 100 |
| HOD'S | 0 | 0 | 34 | 100 | 0 | 0 | 0 | 0 | - | - | 34 | 100 |
| Educators | 40 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4,7 | 40 | 95,2 |

Table 5.5. indicates that there were 102 respondents (98%) to this item, of which 40% are educators, while 34% are HOD's, 17% are vice-principals and 11% are principals. The significance of this data is that there are more educators and HOD's compared to principals and vice-principals in the Sedibeng –West district (D8).

From the researcher's experience at schools, this could be attributed to the fact that most promotion posts at vice-principal level are still vacant, due to the stalled redeployment process and the question of temporary educators at schools. Having fewer people than the full management staff will obviously have adverse effects on implementing change at schools.

5.2.6 Respondents' ethnicity groups

Table 5.6: Data on ethnicity

| | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | No response | % | Actual responses | % |
|-------|-------|------|-------|------|----------|-----|--------|-----|-------|------|-------------|-----|------------------|------|
| Total | Black | | White | | Coloured | | Indian | | Other | | | | | |
| 104 | 62 | 60,7 | 36 | 35,2 | 1 | 0,9 | 2 | 1,9 | 1 | 0,96 | 2 | 1,9 | 102 | 98,0 |

The majority of respondents, 60,7%, are black educators. Two respondents did not indicate their ethnic group.

Table 5.6.1: Data on comparison of ethnicity

| Total | 1 | % | 2 | % | 3 | % | 4 | % | 5 | | No response | % | Actual responses | % |
|-----------------|-------|------|-------|------|----------|-----|--------|-----|-------|-----|-------------|-----|------------------|------|
| | Black | | White | | Coloured | | Indian | | Other | | | | | |
| Principals | 6 | 54,5 | 3 | 27,2 | 1 | 9,0 | 1 | 9,0 | 0 | 0 | - | - | 11 | 100 |
| Vice-Principals | 11 | 64,7 | 6 | 35,2 | 0 | 0 | 0 | 0 | 0 | 0 | - | - | 17 | 100 |
| HOD's | 20 | 58,8 | 12 | 35,2 | 0 | 0 | 1 | 2,9 | 1 | 2,9 | - | - | 34 | 100 |
| Educators | 25 | 62,5 | 15 | 37,5 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4,7 | 40 | 95,2 |

5.2.7 Type of school

Question A7

Table 5.7 depicts the types of schools at which the respondents work and table 5.7.1 depicts the comparison of the types of schools.

Table 5.7: Data on types of schools

| | 1 | % | 2 | % | No response | % | Actual response | % |
|-------|-------------------|------|-----------------|------|-------------|-----|-----------------|------|
| Total | Ex-model C school | | Township school | | | | | |
| 104 | 35 | 35,3 | 64 | 64,6 | 5 | 4,8 | 99 | 95,1 |

The majority of respondents in this case are from township schools, which are obviously in the majority in Sedibeng-West (D8). However, five respondents (4,8%) did not indicate their type of school.

Table 5.7.1: Data on comparison of types of schools

| Total | 1 | % | 2 | % | No response | % | Actual response | % |
|-----------------|-------------------|------|-----------------|------|-------------|-----|-----------------|------|
| | Ex-model C school | | Township school | | | | | |
| Principals | 3 | 27,2 | 8 | 72,7 | - | - | 11 | 100 |
| Vice-Principals | 6 | 35,2 | 11 | 64,7 | - | - | 17 | 100 |
| HOD'S | 11 | 34,3 | 21 | 65,6 | 2 | 5,8 | 32 | 94,1 |
| Educators | 15 | 38 | 24 | 61,5 | 3 | 7,1 | 39 | 92,8 |

Data on the comparison of the types of schools show that the spread of respondents across the various localities indicates an unbalanced distribution. Principals heading township schools total 72,7%, while 27,2% of principals head Ex-Model C schools. However, there is a slightly lower difference in percentage between the vice-principals of township schools (64,7%) and those of Ex-Model C schools (35,2%).

5.2.8 Marital status

Question A8

Table 5.8 depicts the marital status of the respondents and table 5.8.1 depicts the comparison of the marital status.

Table 5.8: Data on marital status

| | 1 | % | 2 | % | 3 | % | 4 | % | No Response | % | Actual responses | % |
|-------|---------|------|-----------|------|----------|------|------------------|-----|----------------|-----|---------------------|------|
| Total | Married | | Unmarried | | Divorced | | Widow Widower | | | | | |
| 104 | 73 | 71,5 | 13 | 12,7 | 14 | 13,7 | 2 | 1,9 | 2 | 1,9 | 102 | 98,0 |

The majority (71,5%) of respondents are married, 13,7% of these respondents are divorced, 12,7% are unmarried, 1,9% are widowers/widows and 1,9% did not respond to their marital status.

Table 5.8.1: Data on comparison of marital status

| Total | 1 | % | 2 | % | 3 | % | 4 | % | No | % | Actual responses | % |
|-----------------|---------|------|-----------|------|----------|------|-------|---------|----|-----|------------------|------|
| | Married | | Unmarried | | Divorced | | Widow | Widower | | | | |
| Principals | 11 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | - | - | 11 | 100 |
| Vice-Principals | 11 | 64,7 | 2 | 11,7 | 4 | 23,5 | 0 | 0 | - | - | 17 | 100 |
| HOD'S | 21 | 61,8 | 6 | 17,6 | 5 | 14,7 | 2 | 5,8 | - | - | 34 | 100 |
| Educators | 30 | 75 | 5 | 12,5 | 5 | 12,5 | 0 | 0 | 2 | 4,7 | 40 | 95.2 |

Comparing the different categories of educators and managers, all the principals are married (100%). On the one hand, this may impact badly on the management of resistance to change because the educational managers might have marital problems at home, this problems might cause stress to the principals and make the particular principal ineffective in his management position. On the other hand, if there is stability in home life, it could impact positively on the management because of the support the managers might have at home.

5.2.9 Teaching experience

Question A9

Table 5.9 depicts the respondents' teaching experience and table 5.9.1 depicts the comparison of respondents' teaching experience.

Table 5.9: Data on teaching experience

| | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | No response | % | Actual responses | % |
|-------|---------|-----|----------|------|-----------|------|-----------|------|---------|------|-------------|-----|------------------|------|
| Total | 1-5 yrs | | 6-10 yrs | | 11-15 yrs | | 16-20 yrs | | 21+ yrs | | | | | |
| 104 | 5 | 4,9 | 21 | 20,7 | 23 | 22,7 | 16 | 15,8 | 36 | 35,6 | 3 | 2,8 | 101 | 97,1 |

The majority (35,6%) of respondents have occupied their teaching positions for more than twenty-one years. However, three respondents did not indicate the period held in their current teaching positions.

Table 5.9.1: Data on comparison of teaching experience

| Total | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | No response | % | Actual responses | % |
|-----------------|---------|------|----------|------|-----------|------|-----------|------|---------|------|-------------|-----|------------------|------|
| | 1-5 yrs | | 6-10 yrs | | 11-15 yrs | | 16-20 yrs | | 21+ yrs | | | | | |
| Principals | 0 | 0 | 0 | 0 | 1 | 9,0 | 1 | 9,0 | 9 | 81,8 | - | - | 11 | 100 |
| Vice-Principals | 0 | 0 | 6 | 35,2 | 1 | 5,8 | 3 | 17,6 | 7 | 41,1 | - | - | 17 | 100 |
| HOD'S | 0 | 0 | 7 | 20,6 | 8 | 23,5 | 7 | 20,6 | 12 | 35,3 | - | - | 34 | 100 |
| Educators | 5 | 12,8 | 8 | 20,5 | 13 | 33,3 | 5 | 12,8 | 8 | 20,5 | 3 | 7,1 | 39 | 92,8 |

Of these respondents, the majority (81,1%) of a group with more than twenty one years of experience are principals, which could imply that the principals are more experienced than other groups. This will serve as an advantage when implementing policies,

because they may have gained knowledge of the factors giving rise to resistance to change.

5.3 THE NATURE OF RESISTANCE TO CHANGE EXPERIENCED

Question B1 Most experienced educators do not accept change, due to fear of the unknown.

Table 5.10: Data on experiences due to fear of the unknown

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 12 | 12 |
| Disagree | 2 | 33 | 31,7 |
| Agree | 3 | 37 | 36,2 |
| Strongly agree | 4 | 20 | 19,6 |
| No responses | | 2 | 1,9 |
| Total | | 102 | 98,0 |

The majority of respondents (51,8%) agree that most experienced educators do not accept change, due to fear of the unknown. This verifies the findings from the literature study (see 2.9.2.6) that educators fear change because they are uncertain what change will bring for them.

Educators often regard the changing of certain teaching concepts by the Department of Education as challenging to the traditional educational practice with which they are familiar. With the introduction of the transformational Curriculum 2005, the majority of educators felt that there were too many new concepts that were confusing. This concurs with the literature study findings (see 2.2) which mention numerous new concepts that were not frequently used in our country, such as right-sizing, down-sizing, job-sharing, cost containment, seasonal adjustment and outsourcing. Though some of these concepts are used by industry, they are concepts or phrases that did not exist a decade ago. They are nevertheless concepts that have been coined because of the need to use them.

This would imply that the school management team and educators should acquire new skills, competences and the ability to learn continuously. Some of these concepts were not learned during the initial training of the educators and school managers. Learning new concepts might be time-consuming and exhausting, resulting in the formation of a negative attitude towards work. Because of these fears, educators experience uncertainties.

Table 5.10.1: Data on comparison of experiences due to fear of the unknown

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 1 | 9,0 | 4 | 23,5 | 3 | 8,8 | 4 | 10 |
| Disagree | 3 | 27,2 | 0 | 0 | 13 | 38,2 | 17 | 42,5 |
| Agree | 3 | 27,2 | 8 | 47,0 | 15 | 44,1 | 11 | 27,5 |
| Strongly agree | 4 | 36,3 | 5 | 29,4 | 3 | 8,8 | 8 | 20 |
| No response | - | - | - | - | - | - | 2 | 4,7 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 40 | 95,2 |

The largest group who agree that educators resist change due to fear of the unknown are vice-principals (76,4%). Then follow principals (63,5%), HOD's (52,9%) and educators (47,5%). Educators are the largest group of respondents but their percentage of responding to this question is lower. This might indicate that the educators' fear of change is eradicated because they understand the importance of change. It is also important to note that the principals and vice-principals form the majority in saying that educators fear the unknown. This might be an indication that they need to be equipped with skills to manage change and resistance.

Question B2 **Individual experienced educators normally resist change as it might affect their social role and relationships in the community where they belong**

Table 5.11: Data on individual experiences in resisting change

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 23 | 23 |
| Disagree | 2 | 38 | 38 |
| Agree | 3 | 30 | 30 |
| Strongly agree | 4 | 9 | 9 |
| No response | | 4 | 3,8 |
| Total | | 100 | 96,1 |

This item intended to elicit information from respondents as to whether individual experienced educators normally resist change as it might affect their social role and relationships in the community where they belong. The majority (61%) of respondents saw change as a factor which does not affect them in their social role in their community. This could imply that the educators are changing their attitudes towards change.

Table 5.11.1: Data on comparison of individual experiences in resisting change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 3 | 27,2 | 2 | 11,7 | 11 | 33,3 | 7 | 18 |
| Disagree | 4 | 36,3 | 7 | 41,1 | 11 | 33,3 | 16 | 41 |
| Agree | 2 | 18,1 | 6 | 35,2 | 10 | 30,3 | 12 | 31 |
| Strongly agree | 2 | 18,1 | 2 | 11,7 | 1 | 3,0 | 4 | 10 |
| No response | - | - | - | - | 1 | 2,9 | 3 | 7,1 |
| Total | 11 | 100 | 17 | 100 | 33 | 97,0 | 39 | 92,8 |

From all the groups of respondents who show a positive attitude towards change, the largest percentage (66,6%) are HOD's. Principals make up 63,5% and 59% are educators.

Question B3: Change in education causes a decline in job satisfaction

Table 5.12: Data on change causing a decline in job-satisfaction

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 17 | 16,6 |
| Disagree | 2 | 24 | 23,5 |
| Agree | 3 | 36 | 35,2 |
| Strongly agree | 4 | 25 | 24,5 |
| No response | | 2 | 1,9 |
| Total | | 102 | 98,0 |

The majority of respondents (59,7%) agree that change causes a decline in job-satisfaction. The reason for this outcome might be that the respondents fear an increase in work-load, having to learn new methods or having to attend workshops.

Table 5.12.1: Data on comparison of change causing a decline in job-satisfaction

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 3 | 27,2 | 3 | 17,6 | 4 | 11,8 | 7 | 17,5 |
| Disagree | 3 | 27,2 | 2 | 11,7 | 9 | 26,5 | 10 | 25 |
| Agree | 1 | 9,0 | 6 | 35,2 | 15 | 44,1 | 14 | 35 |
| Strongly agree | 4 | 36,3 | 6 | 35,2 | 6 | 17,6 | 9 | 22,5 |
| No response | - | - | - | - | - | - | 2 | 4,7 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 40 | 95,2 |

The majority (70,4% of vice-principals, 61,7% of HODs, 57,5% of educators), felt that the change in education causes a decline in job-satisfaction. The significant difference between the other groups (vice-principals 29,3%, HOD's 8,7%, educators 12,4% and principals 70,4%), implies that principals do not regard change as a cause of decline in job-satisfaction. This might imply that the principals see change as a challenge, not as a threat.

Question B4 Do school managers have a role to play with regard to the nature of resistance to change experienced by respondents at their respective schools?

Table 5.13: Data on the roles of school managers concerning the nature of resistance to change

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 88 | 87,1 |
| No | 2 | 13 | 12,8 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

The majority of respondents (87,1%) indicated that the managers have a role to play with regard to resistance to change experienced by respondents in their respective schools.

Table 5.13.1: Data on comparison of the roles of school managers concerning the nature of resistance to change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|-------|
| Yes | 10 | 90,9 | 16 | 94,1 | 29 | 8,2 | 33 | 78,57 |
| No | 1 | 9,09 | 1 | 5,8 | 5 | 17,7 | 6 | 14,28 |
| No response | - | - | - | - | - | - | 3 | 7,14 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 42 | 100 |

Question B4.1 Why do you say so?

These are the major reasons advanced by respondents for their answers:

- If managers are negative to change, the educators become negative as well.
- Managers are agents of change, so they are influential.
- Lack of support from the managers contributes to the nature of resistance experienced by respondents.
- Managers are seen as key models in implementing change.

This implies that managers have to listen attentively and make no interruptions, state their positions regarding change, sell reasons for change or indicate that resistance to change is invalid, while change is being explained. This will bring managers to the acknowledgement of resistance to change by affirming the right to resist. They do not have to agree, but they do need to acknowledge resistance. Principals have to look more deeply at the resistance and begin to work towards the objective rather than against it. The school principals should bear in mind that the objective is not to eliminate resistance, but to reduce needless resistance in order to allow the change process to continue. This finding correlates with the literature review that principals have to sell change (see 3.1).

Question B5 Is it important to maintain the status quo in South African education?

Table 5.14: Data on the importance of maintaining the status quo

| | | Actual response | % |
|-------------|---|-----------------|------|
| Yes | 1 | 54 | 54,5 |
| No | 2 | 45 | 45,4 |
| No response | | 5 | 4,8 |
| Total | | 99 | 95,1 |

The majority of respondents (54,5%) prefers maintaining the *status quo*.

Table 5.14.1: Data on comparison of the importance of maintaining the status quo

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 1 | 9,0 | 10 | 62,5 | 22 | 66,7 | 21 | 54 |
| No | 10 | 90,9 | 6 | 37,5 | 11 | 33,3 | 18 | 46 |
| No response | - | - | 1 | 5,8 | 1 | 2,9 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94 | 33 | 97 | 39 | 92,8 |

The majority of HOD's (66,7%), vice-principals (62,5%) and educators (54%) prefer maintaining the *status quo*. This implies that it might happen that the respondents' feelings are deeply rooted in the past experiences that might have great emotional significance. Hence, their perceptions and purposes can rarely be altered by rational explanation alone; their investment in the *status quo* is too personal.

Question B5.1 Why do you say so?

Reasons advanced by respondents why they say it is important to maintain the *status quo* in South African Education:

- There are still some uncertainties about the education system.
- Because the system of government has changed and the interests of the new government are not the same as in the past, the *status quo* needs to change so that the best methods can be achieved and used to the advantage of the learners.
- Globalization, science and technology are demanding new education systems.
- It will promote goodwill in the education system.

Items relating to the nature of resistance to change as experienced by staff members have been dealt with. Reasons for resistance to change will next be presented.

5.4 REASONS FOR THE RESISTANCE TO CHANGE EXPERIENCED

Question C6 **One major reason for the resistance to change is that educators are not consulted at national level when changes are planned**

Table 5.15: Data on the major reason for resistance to change

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 6 | 6,2 |
| Disagree | 2 | 7 | 7,2 |
| Agree | 3 | 40 | 41,6 |
| Strongly agree | 4 | 43 | 44,7 |
| No response | | 8 | 7,6 |
| Total | | 96 | 92,3 |

The majority of respondents (86,3%) agree that the educators are not consulted at national level when changes are planned.

Table 5.15.1: Data on comparison of the major reason for resistance to change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 1 | 9,0 | 1 | 6,2 | 3 | 10 | 1 | 2,5 |
| Disagree | 0 | 0 | 1 | 6,2 | 3 | 10 | 3 | 7,6 |
| Agree | 6 | 54,5 | 6 | 37,5 | 9 | 30 | 19 | 48,7 |
| Strongly agree | 4 | 36,3 | 8 | 50 | 15 | 50 | 16 | 41 |
| No response | - | - | 1 | 5,8 | 4 | 11,7 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94 | 30 | 88,2 | 39 | 92,8 |

The majority of principals (90,8%), educators (89,7%), vice-principals (87,5%) and (80%) HOD's, agree that the majority of educators are not consulted at national level

when policies are changed. However, this implies that the educators have to implement policies in which they had no part.

Question C7 Educators' resistance to change forms an integral part of whole school development

Table 5.16: Data on resistance to change forming an integral part of whole school development

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 4 | 4,2 |
| Disagree | 2 | 17 | 17,8 |
| Agree | 3 | 51 | 53,6 |
| Strongly agree | 4 | 23 | 24,2 |
| No response | | 9 | 8,6 |
| Total | | 95 | 91,3 |

The majority of respondents (77,8%) say resistance to change forms an integral part of whole school development. This implies that principals have to make resistance to change part of the staff development to influence educators to be receptive to change, meaning that workshops based on resistance to change have to be conducted at schools.

Table 5.16.1: Data on comparison of resistance to change forming integral part of whole school development

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 1 | 6,2 | 2 | 6,6 | 1 | 3 |
| Disagree | 2 | 18,1 | 1 | 6,2 | 7 | 23,3 | 7 | 18 |
| Agree | 7 | 63,6 | 9 | 56,2 | 13 | 43,3 | 22 | 58 |
| Strongly agree | 2 | 18,1 | 5 | 31,2 | 8 | 26,7 | 8 | 21 |
| No response | - | - | 1 | 5,8 | 4 | 11,7 | 4 | 9,5 |
| Total | 11 | 100 | 16 | 94 | 30 | 88,2 | 38 | 90,4 |

The majority of respondents (81,7% of principals, 87,4% of vice-principals, 70% of HOD's and 79% of educators indicated that resistance to change forms an important integral part of whole school development. This implies that they are they are prepared to change. They are also acutely aware of the need to be equipped as education managers in all aspects of school management. This is a major challenge in the light of the resources needed to develop and train vice-principals and principals to manage resistance effectively.

Question C8 Are educators scared of change?

Table 5.17: Data on being scared of change

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 44 | 45,8 |
| No | 2 | 52 | 54,1 |
| No response | | 8 | 7,6 |
| Total | | 96 | 92,3 |

The majority of respondents (54,1%) indicated that educators are not scared of change. This may imply that the educators are not scared of change if they are well informed and changes are not imposed on them.

Table 5.17.1: Data on comparison of being scared of change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 7 | 63,6 | 7 | 43,7 | 11 | 36,6 | 19 | 49 |
| No | 4 | 36,3 | 9 | 56,2 | 19 | 63,3 | 20 | 51 |
| No response | - | - | 1 | 5,8 | 4 | 11,7 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94 | 30 | 88,2 | 39 | 92,8 |

The majority of respondents indicated that they are not scared of change. But the researcher finds it contradictory, due to the fact that in their responses to question B1, they indicated that they fear change because of the unknown. It might imply that in this case those educators do not fear change if they know what the change is about.

Question C9 Is it true that present changes in the curriculum, planned at national level, disregard educators' religious observances?

Table 5.18: Data on assumptions that the curriculum disregards educators' religious observances

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 57 | 58,7 |
| No | 2 | 40 | 41,2 |
| No response | | 7 | 6,7 |
| Total | | 97 | 93,2 |

The majority (54,8%) of respondents indicated that the curriculum planned at national level disregards educator's religious observances. This could imply that the respondents are not happy about the current practices.

Table 5.18.1: Data on comparison of assumptions that the curriculum disregards educators' religious observances

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 7 | 63,6 | 9 | 56,2 | 16 | 51,6 | 25 | 64 |
| No | 4 | 36,3 | 7 | 43,7 | 15 | 48,4 | 14 | 36 |
| No response | - | - | 1 | 5,8 | 3 | 8,8 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94 | 31 | 91,1 | 39 | 92,8 |

The educators (64%), principals (63,6%), vice-principals (56,6%) and HOD's (51,6%) felt that the curriculum planned at National level disregards their religious observances. The reason could be that they observe different religions and may be forced to adopt or to take part in the religion observed by their school because the school policy favours this religion.

Question C10 Most educators resist change because a certain group of people benefit from the available resources in the country.

Table 5.19: Data on assumptions that a certain group of people benefit from the available resources

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 13 | 13,5 |
| Disagree | 2 | 31 | 32,2 |
| Agree | 3 | 33 | 34,3 |
| Strongly agree | 4 | 19 | 19,7 |
| No response | | 8 | 7,6 |
| Total | | 96 | 92,3 |

The majority of respondents (54%) agree that most educators resist change because a certain group of people benefit from the available resources. This implies that their

other schools are disadvantaged concerning available resources because of the poor infrastructures they have, like the non-existence of electricity.

Table 5.19.1: Data on comparison of assumptions that a certain group of people benefit from the available resources

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 1 | 6,2 | 5 | 16,7 | 7 | 18 |
| Disagree | 5 | 45,4 | 8 | 50 | 10 | 33,3 | 8 | 21 |
| Agree | 5 | 45,4 | 6 | 37,5 | 9 | 30 | 13 | 33 |
| Strongly agree | 1 | 9,0 | 1 | 6,25 | 6 | 20 | 11 | 28 |
| No responses | - | - | 1 | 5,8 | 4 | 11,7 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94 | 30 | 88,2 | 39 | 92,8 |

The researcher concludes that the majority of respondents agree that most educators resist change because a certain group of people benefit from the available resources in the country. This might imply that farm schools are not considered favourably. For example: if the department has to distribute computers to schools, what happens about those farm schools with no electricity or where technology is non-existent? So those learners will be disadvantaged. In some cases the technology is there, but the educators are computer-illiterate. This verifies the literature finding (see 1.1).

Question C11 Does the organisational change in the education plan at national level have a direct bearing on the social life of educators?

Table 5.20: Data on the assumption that organizational change has a direct bearing on the social life of educators

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 76 | 81,7 |
| No | 2 | 17 | 18,2 |
| No response | | 11 | 10,5 |
| Total | | 93 | 89,4 |

The majority of respondents (81,7%) indicated that organizational change in the education plan at national level has a direct bearing on the social life of educators.

Table 5.20.1: Data on comparison of the assumption that organizational change has a direct bearing on the social life of educators

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 10 | 90,9 | 15 | 93,7 | 22 | 75,9 | 29 | 78 |
| No | 1 | 9,0 | 1 | 6,2 | 7 | 24,1 | 8 | 22 |
| No response | - | - | 1 | 5,8 | 5 | 14,7 | 5 | 11,9 |
| Total | 11 | 100 | 16 | 94,1 | 29 | 85,2 | 37 | 88,0 |

The vice-principals formed the majority group (93,7%) who indicated that the organizational change at national level has a direct bearing on the social life of educators. This may imply that educators are compelled to implement the policies which they were not part of. These changes might also have a bearing on the fact that educators have to attend workshops during holidays and weekends. This impacts badly on their social life, they might feel that they are deprived of social time.

Question C11.1 Why do you say so?

Reasons advanced by respondents for saying that changes at national level have a bearing on their social life:

- Change affects their lifestyle.
- Change influences the interpersonal relationships between various educators of different background.
- They do not like changes that do not make sense and waste money. It is evident from the above discussion that educators need to be given some space in the process of change.

Question C13 Concern about the possible loss of existing job-satisfaction resulting in resistance to change

Table 5.21: Data on concern about the possible loss of existing job-satisfaction

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 6 | 6,1 |
| Disagree | 2 | 17 | 17,5 |
| Agree | 3 | 54 | 55,6 |
| Strongly agree | 4 | 20 | 20,6 |
| No response | | 7 | 6,7 |
| Total | | 97 | 93,2 |

The majority of respondents (76,2%) agreed that the possible loss of existing job-satisfaction could result in resistance to change. This implies that change threatens respondents' sense of competence, frustrating their wish to feel effective and valuable. From a human resource perspective, organizational performance, staff growth and morale depend on responding to the needs and feelings of workers, relying on a good fit between their personal priorities and those of the organization. Alterations in practices, procedures and routines hamper people's ability to perform their jobs confidently and successfully, making them feel inadequate and insecure, especially if

they have exercised their skills in a particular way for a long time. It shakes their confidence and makes them doubt their abilities, especially their ability to adapt to new requirements.

Table 5.21.1: Data on comparison of concern about the possible loss of existing job-satisfaction

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 1 | 9,0 | 0 | 0 | 2 | 6,6 | 3 | 7,5 |
| Disagree | 1 | 9,0 | 2 | 12,5 | 6 | 20 | 8 | 20 |
| Agree | 7 | 63,6 | 9 | 56,2 | 17 | 56,7 | 21 | 52,5 |
| Strongly agree | 2 | 18,1 | 5 | 31,2 | 5 | 16,7 | 8 | 20 |
| No response | - | - | 1 | 5,8 | 4 | 11,7 | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 30 | 88,2 | 40 | 95,2 |

87,4% of the vice-principals agreed that concern about possible loss of existing job-satisfaction results in resistance to change. This might imply that since a job is part of life, job-satisfaction influences life-satisfaction. In this regard, the researcher suggests that managers need to monitor both the employees' immediate work environment and other aspects of life. The implication is that managers should be able to link the life-situation of the educators with their work-situation. There might be life-situations beyond the educators' work, which might lead to negative attitudes, giving rise to resistance to change, such as divorce, delinquency of the children and the performance of educators. So it is important that school management should consider such aspects, in order to engender and maintain positive attitudes amongst educators.

Question C14 Educators would prefer to maintain the *status quo*.

Table 5.22: Data on educators' preference to maintain the status quo

| | | Actual response | % |
|-------------------|---|-----------------|------|
| Strongly disagree | 1 | 7 | 7,0 |
| Disagree | 2 | 25 | 25,2 |
| Agree | 3 | 49 | 49,4 |
| Strongly agree | 4 | 18 | 18 |
| No response | | 5 | 4,8 |
| Total | | 99 | 95 |

The majority of respondents (67,5%) agree that educators prefer to maintain the *status quo*. This could imply that educators seem to fear the challenges of change. They think that change will harm their known situation. They are used to their comfort zones, carrying out familiar practices; having to adapt to something new is unacceptable to them.

Table 5.22.1: Data on comparison of educators' preference to maintain the status quo

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 2 | 18,1 | 4 | 25 | 0 | 0 | 1 | 2,5 |
| Disagree | 2 | 18,1 | 5 | 31,2 | 7 | 21,9 | 11 | 27,5 |
| Agree | 3 | 27,2 | 4 | 25 | 20 | 62,5 | 22 | 55 |
| Strongly agree | 4 | 36,3 | 3 | 18,7 | 5 | 15,6 | 6 | 15 |
| No response | - | - | 1 | 5,8 | 2 | 5,8 | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 32 | 94,1 | 40 | 95,2 |

The majority of respondents in this table who agree that educators prefer to maintain the *status quo*, are HOD's (78,1%). This could imply that the majority of HOD's are

not comfortable with changes as they see change as a factor which harms their known situation.

Question C15 Change is not regarded as improvement

Table 5.23: Data on assuming that change is not regarded as improvement

| | | Actual response | % |
|-------------------|---|-----------------|------|
| Strongly disagree | 1 | 14 | 14,1 |
| Disagree | 2 | 30 | 30,3 |
| Agree | 3 | 37 | 37,3 |
| Strongly agree | 4 | 18 | 18,1 |
| No response | | 5 | 4,8 |
| Total | | 99 | 95,1 |

The majority of respondents (55,4%) agree that change is not regarded as an improvement. This could imply that these respondents do not see a reason for change or do not accept the importance of change.

Table 5.23.1 Data on comparison of respondents' views on the assumption that change is not regarded as improvement

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 2 | 18,1 | 3 | 18,7 | 1 | 3,13 | 8 | 20 |
| Disagree | 1 | 9,0 | 4 | 37,5 | 12 | 37,5 | 11 | 28 |
| Agree | 5 | 45,4 | 6 | 25 | 13 | 40,6 | 15 | 38 |
| Strongly agree | 3 | 27,2 | 3 | 18,7 | 6 | 18,8 | 6 | 15 |
| No response | - | - | 1 | 5,8 | 2 | 5,8 | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 32 | 94,1 | 40 | 95,2 |

Question C16. Educators are unable to handle uncertainty during the process of change

Table 5.24: Data on assuming that educators are unable to handle uncertainties during the change process

| | | Actual response | % |
|-------------|---|-----------------|------|
| Yes | 1 | 73 | 73,7 |
| No | 2 | 26 | 26,2 |
| No response | | 5 | 4,8 |
| Total | | 99 | 95 |

The majority of respondents (73,7%) indicated that educators are unable to handle uncertainties during the process of change. This could be attributed to the fact that the principals, when implementing change, do not involve educators in the decision-making of the changes that affect them.

Table 5.24.1: Data on comparison of assuming that educators are unable to handle uncertainties during the change process

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 8 | 72,7 | 13 | 81,2 | 24 | 75 | 28 | 70 |
| No | 3 | 27,2 | 3 | 18,7 | 8 | 25 | 12 | 30 |
| No response | - | - | 1 | 5,8 | 2 | 5,8 | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 32 | 94,1 | 40 | 95,2 |

The majority of respondents who indicated that educators are unable to handle uncertainties during the process of change are vice-principals (81,2%). This could imply that they have experienced shortcomings at school and realize they should be rectified.

Question C17 Educators prefer a familiar environment, with little or no interference or change.

Table 5.25: Data on assuming that educators prefer a familiar environment with no interference

| | | Actual response | % |
|-------------------|---|-----------------|------|
| Strongly disagree | 1 | 9 | 9,0 |
| Disagree | 2 | 32 | 32,3 |
| Agree | 3 | 40 | 40,4 |
| Strongly agree | 4 | 18 | 18,1 |
| No response | | 5 | 4,8 |
| Total | | 99 | 95,1 |

The majority (58,5%) agreed that educators prefer a familiar environment with little or no interference. This implies acknowledgement that educators will need assistance in accepting change.

Table 5.25.1: Data on comparison of assuming that educators prefer a familiar environment with no interference

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 1 | 9,0 | 1 | 6,2 | 2 | 6,2 | 5 | 12,5 |
| Disagree | 2 | 18,1 | 4 | 25 | 15 | 46,9 | 11 | 27,5 |
| Agree | 3 | 27,2 | 5 | 31,2 | 12 | 37,5 | 20 | 50 |
| Strongly agree | 5 | 45,4 | 6 | 37,5 | 3 | 9,3 | 4 | 10 |
| No responses | - | - | 1 | 5,8 | 2 | 5,8 | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 32 | 94,1 | 40 | 95,2 |

The principals represented the largest percentage (72,6%) of those who agreed that educators prefer a familiar environment with no interference. This confirms the literature study finding that educators prefer the undisturbed familiar environment (see 2.9.3).

Question C18 Inadequate skills of educators can contribute to resistance to change

Table 5.26: Data on assuming that inadequate skills can contribute to resistance to change

| | | Actual response | % |
|-------------|---|-----------------|------|
| Yes | 1 | 84 | 85,7 |
| No | 2 | 14 | 14,2 |
| No response | | 6 | 5,7 |
| Total | | 98 | 94,2 |

The majority of respondents (85,7)% indicated that inadequate skills of educators can contribute to resistance to change. This implies the need for training educators in the necessary skills to cope with change.

Table 5.26.1: Data on comparison of assuming that inadequate skills of educators can contribute to resistance to change.

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 9 | 81,8 | 16 | 100 | 26 | 81,2 | 33 | 85 |
| No | 2 | 18,1 | 0 | 0 | 6 | 18,7 | 6 | 15 |
| No response | - | - | 1 | 5,8 | 2 | 5,8 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94,1 | 32 | 94,1 | 39 | 92,8 |

The group who unanimously agreed that inadequate skills of educators can contribute to resistance to change is that of vice-principals (100%). The implication might be that if educators are not professionally qualified, this may impact badly on the learners' performance, since educators would not be able to apply new methods of teaching. This has already become evident in the literature study (see 1.10).

The nature of resistance to change experienced by staff members has been investigated. The next section will have a look at the extent of resistance to change in education.

5.5 THE EXTENT OF RESISTANCE TO CHANGE EXPERIENCED

Question D19 Resistance to change in education prevents the implementation of renewal at schools by those opposing it

Table 5.27: Data on resistance to change preventing the implementation of change by those who oppose it

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 4 | 4,1 |
| Disagree | 2 | 20 | 20,6 |
| Agree | 3 | 56 | 57,7 |
| Strongly agree | 4 | 17 | 17,5 |
| No response | | 7 | 6,7 |
| Total | | 97 | 93,2 |

Table 5.27.1: Data on comparison of resistance to change preventing the implementation of change by those who oppose it

| | Principals | % | Vice-Principals | % | HODS | % | Educators | % |
|-------------------|------------|------|-----------------|------|------|------|-----------|------|
| Strongly disagree | 0 | 0 | 1 | 6,2 | 1 | 3,1 | 2 | 5,1 |
| Disagree | 1 | 9,0 | 2 | 12,5 | 8 | 25 | 9 | 23 |
| Agree | 6 | 54,5 | 10 | 62,5 | 20 | 62,5 | 20 | 51,2 |
| Strongly agree | 4 | 36,3 | 3 | 18,7 | 2 | 9,3 | 8 | 20,5 |
| No response | - | - | 1 | 5,8 | 3 | 8,8 | 3 | 7,1 |
| Total | 11 | 100 | 16 | 94,1 | 31 | 91,1 | 39 | 92,8 |

Table 5.27 and table 5.27.1 will be discussed together. The majority of respondents (75,2%) agree that resistance to change in education prevents the implementation of renewal at schools by those opposing it. This indicates that the majority of respondents

have positive attitudes towards change and that they are ready to accept change since they agreed that those who oppose it in education prevent renewal at schools.

Question D20 **The extent of resistance to change in education is very serious, especially with regard to Curriculum 2005. Some educators are still using traditional teaching methods in grades implementing OBE.**

Table 5.28: Data on educators still using traditional teaching methods

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 79 | 80,6 |
| No | 2 | 19 | 19,3 |
| No response | | 6 | 5,7 |
| Total | | 98 | 94,2 |

The majority of respondents (80,6%) indicated that most educators are still using traditional teaching methods in grades implementing OBE. It has been noted in the literature study (see 2.2) that educators are still confused about the concept of OBE, so that might be why educators are still using the old methods.

Table 5.28.1: Data on comparison of educators still using traditional teaching methods

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 9 | 81,8 | 12 | 75 | 27 | 87,1 | 31 | 77,5 |
| No | 2 | 18,1 | 4 | 25 | 4 | 12,9 | 9 | 22,5 |
| No response | - | - | 1 | 5,8 | 3 | 8,8 | 2 | 4,7 |
| Actual responses | 11 | 100 | 16 | 94,1 | 31 | 91,1 | 40 | 95,2 |

The majority of principals (81,8%) and HOD's (87,1%) indicated that there are educators who still use the old methods. The implication could be that the principals

and HOD's are the ones who check whether the policies are implemented. They might have noticed that most of the educators are still using the old methods.

Question D21 **Should the principal consider those educators on his staff who resist change when implementing policies on change?**

Table 5.29: Data on comparison of considering educators who resist implementing policies on change

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 79 | 78,2 |
| No | 2 | 22 | 21,7 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

Table 5.29.1: Data on comparison of considering educators who resist implementing policies on change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 9 | 81,8 | 14 | 82,3 | 27 | 79,4 | 29 | 74 |
| No | 2 | 18,1 | 3 | 17,6 | 7 | 20,6 | 10 | 26 |
| No response | - | - | - | - | - | - | 3 | 7,1 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 39 | 92,8 |

Table 5.29 and table 5.29.1 will be discussed together. The majority of respondents (78,2%) agreed that principals should consider those educators in their staff who resist change, because teamwork is valued highly for the achievement of specific school objectives and for co-ordination of specific work activities. Teamwork encourages competition amongst group members and a feeling of commitment to schoolwork. So educators are convinced of the necessity of change even if they do not agree with the policies and the principals must do everything in their power to convince those educators to adopt change.

Question D21.1 Why do you say so?

Reasons advanced by educators for saying that educators who resist change should be considered when implementing policies:

- These educators should be considered in order to create a suitable working environment.
- By empowering and incorporating educators in change, their motivation and acceptance of change will be encouraged.
- It is the principal's duty to take the educators along and minimise any discomfort they may experience due to change.

Question D22 Does resistance to change have positive consequences?

Table 5.30: Data on whether resistance to change has positive consequences

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 50 | 49,0 |
| No | 2 | 52 | 50,9 |
| No response | | 2 | 1,9 |
| Total | | 102 | 98,0 |

Table 5.30.1: Data on comparison of whether resistance to change has positive consequences

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 3 | 27,2 | 8 | 47,0 | 16 | 47,1 | 23 | 57,5 |
| No | 8 | 72,7 | 9 | 52,9 | 18 | 52,9 | 17 | 42,5 |
| No response | - | - | - | - | - | - | 2 | 4,7 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 40 | 95,2 |

Tables 5.30 and 5.30.1 will be discussed together. The majority of respondents (50,9%) said resistance to change has no positive consequences. It is, however, noted that in these four groups the majority who say change does not have any positive consequences are educators. It could be that resistance has negative consequences for them.

Question D22.1 Why do you say so?

Reasons advanced by respondents for saying that resistance has no positive consequences are as follows:

- If they are not prepared for change, there will not be any process, for they will still be afraid to venture into the unknown situation.
- Resistance to change brings about a challenge to the professional leaders, which will necessitate creative thinking to change the institution in terms of whole school evaluation and development.

Light has been thrown on the extent of resistance to change in education. Types of reactions to change will next be discussed.

5.6 TYPES OF REACTIONS TO CHANGE EXPERIENCED

Question E23 Educators react differently to change. One of the reactions is positive resistance.

Table 5.31: Data on showing positive resistance to change

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 1 | 1,0 |
| Disagree | 2 | 9 | 9,2 |
| Agree | 3 | 66 | 68,0 |
| Strongly agree | 4 | 21 | 21,6 |
| No response | | 7 | 6,7 |
| Total | | 97 | 93,2 |

The table above indicates that 89,6% of the respondents agreed that educators react differently to change and that one of the reactions is positive resistance to change.

This implies that sometimes educators are not just resisting the change, but are trying to indicate that there might be something wrong in the process of change.

Table 5.31.1 Data on comparison of showing positive resistance to change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 1 | 6,6 | 0 | 0 | 0 | 0 |
| Disagree | 0 | 0 | 1 | 6,6 | 5 | 15,1 | 3 | 7,9 |
| Agree | 8 | 72,7 | 10 | 66,6 | 23 | 69,6 | 25 | 66 |
| Strongly agree | 3 | 27,2 | 3 | 20 | 5 | 15,1 | 10 | 26 |
| No response | - | - | 2 | 11,7 | 1 | 2,9 | 4 | 9,5 |
| Total | 11 | 100 | 15 | 88,2 | 33 | 97,0 | 38 | 90,4 |

According to table 5.31.1, the majority of principals (99,9%) agreed that educators react differently to change and that one of the reactions is positive resistance, which could imply that principals are aware that if the correct implementation process of change is not followed, it could be indicated by educators resisting to implement changes. This means that, if the principals correct the process, the educators will be receptive to change.

Question E24 Does resistance to change impact badly on the performance of learners?

Table 5.32: Data on resistance to change impacting badly on learners

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 71 | 70,2 |
| No | 2 | 30 | 29,7 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

Table 5.32 indicates that the majority of respondents (70,2%) agreed that resistance to change impacts badly on learners. This could mean that these respondents are aware of the fact that, if they resist implementing changes, learners will be disadvantaged. For example, Curriculum 2005 stimulates insight in learners. If educators decide not to use the new methods, it will be evident in the results of these learners' achievements.

Table 5.32.1 Data on comparison of resistance to change impacting badly on learners

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 10 | 90,9 | 12 | 70,5 | 24 | 70,6 | 25 | 64 |
| No | 1 | 9,0 | 5 | 29,4 | 10 | 29,4 | 14 | 36 |
| No response | - | - | - | - | - | - | 3 | 7,1 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 39 | 92,8 |

Table 5.32.1 indicates that the majority of respondents (64%) agreed that educators react differently to change. One of the reactions is positive resistance. This implies that sometimes educators do not just resist the change, but try to indicate that there might be something wrong in the process of change. It is quite interesting to see that a significant number of principals (90,9%) agreed that educators react differently to change. It implies that the principals are aware of the problems educators encounter due to their background (see table 5.28.1).

Question E24.1 Why do you say so?

Reasons advanced by educators, although they do not make sense as the educators might not have understood the question:

- The majority of respondents said that during the change, the learners would be neglected in their pursuit of achieving marks, which means that the educators do care about the performance of learners.
- Policies are not implemented, which implies that the principals implement only the policies that suit them.

Question E25 Do individual staff members form groups, those in favour and those not in favour of transformation or change?

Table 5.33: Data on staff forming groups in favour and not in favour of transformation or change

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 62 | 61,3 |
| No | 2 | 39 | 38,6 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

The majority of staff members (61,3%) agreed that respondents form groups in favour of and not in favour of change. This could imply that changes brought about at schools can cause a division in staff members. It can promote division instead of the unity which is required for teamwork.

Table 5.33.1: Data on comparison of staff forming groups in favour and not in favour of transformation or change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 9 | 81,8 | 9 | 56,2 | 19 | 55,8 | 25 | 62,5 |
| No | 2 | 18,1 | 7 | 43,7 | 15 | 44,1 | 15 | 37,5 |
| No response | - | - | 1 | 5,8 | - | - | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 34 | 100 | 40 | 95,2 |

Table 5.33.1 depicts information that the majority (81,8% of principals, 56,2% of vice-principals, 55,8% of HOD's and 62,5% of educators) agreed that groups are formed according to who are in favour or not in favour of change. This could imply that the educators want to belong to a certain group; they do not want isolation. It is noted, however, that the majority of the groups who agree to this statement are principals. This could mean that the principals know that when they implement changes, educators form groups to support or to oppose change.

Question E26 Is the first reaction to change rejection of new ideas and an intense feeling of interference?

Table 5.34: Data on first reaction to change being rejection of new ideas and an intense feeling of interference

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 63 | 63 |
| No | 2 | 37 | 37 |
| No response | 4 | 4 | 3,8 |
| Total | | 100 | 96,1 |

Table 5.33 indicates that the majority of respondents (63%) agreed that the first reaction to change is a rejection of new ideas and an intense feeling of interference. This could imply that educators prefer not to be interfered with in their practices, since change causes unpleasant feelings.

Table 5.34.1: Data on comparison of first reaction to change being rejection of new ideas and an intense feeling of interference

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 6 | 54,5 | 12 | 70,5 | 18 | 54,5 | 27 | 69 |
| No | 5 | 45,4 | 5 | 29,4 | 15 | 45,5 | 12 | 31 |
| No response | - | - | - | - | 1 | 2,9 | 3 | 7,1 |
| Total | 11 | 100 | 17 | 17 | 33 | 97,0 | 39 | 92,8 |

It is noted in table 5.34.1 that 70,5 % of vice-principals supported this statement. This could imply that the vice-principals have encountered educators indicating rejection of new ideas and an intense feeling of interference when they were implementing changes in their respective schools.

Question E27 Counter-reaction to change may be manifested in the form of active demonstration or the rejection of change by educators.

Table 5.35: Data on showing counter-reaction to change in the form of active demonstration or the rejection of change by educators

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 11 | 11,2 |
| Disagree | 2 | 22 | 22,4 |
| Agree | 3 | 53 | 54,0 |
| Strongly agree | 4 | 12 | 12,2 |
| No response | | 6 | 5,7 |
| Total | | 98 | 94,2 |

The majority of respondents (66,2%) agreed to this statement, which could imply that the boycotting of classes and strikes by educators could be an indication of counter-reaction to change (see Figure 2.2).

Table 5.35.1: Data on comparison of showing counter-reaction to change in the form of active demonstration or the rejection of change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 2 | 11,7 | 4 | 12,5 | 5 | 13 |
| Disagree | 2 | 18,1 | 2 | 11,7 | 10 | 31,3 | 8 | 21 |
| Agree | 6 | 54,5 | 12 | 70,5 | 13 | 40,6 | 22 | 58 |
| Strongly agree | 3 | 27,2 | 1 | 5,8 | 5 | 15,6 | 3 | 7,9 |
| No responses | - | - | - | - | 2 | 5,8 | 4 | 9,5 |
| Total | 11 | 100 | 17 | 100 | 32 | 94,1 | 38 | 90,4 |

In comparing the different categories of educators, the largest percentage who believed that counter-reaction to change may be manifested in the form of active demonstration or the rejection of change by educators was to be found among principals (81,7%).

This could mean that principals experience the counter-reaction by educators first-hand.

Question E28 Will educators ultimately accept change if they internalize it?

Table 5.36: Data on ultimately accepting change, having internalized it

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 95 | 94,0 |
| No | 2 | 6 | 5,9 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

The majority of respondents (94%) said that educators would accept change if they have internalized it.

Table 5.36.1: Data on comparison of ultimately accepting change, having internalized it

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|-----|-----------------|------|-------|------|-----------|------|
| Yes | 11 | 100 | 15 | 88,2 | 32 | 94,1 | 37 | 94,8 |
| No | 0 | 0 | 2 | 11,7 | 2 | 5,8 | 2 | 5,1 |
| No response | - | - | - | - | - | - | 3 | 7,1 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 39 | 92,8 |

In comparing the different groups of educators, it must be noted that 100% of the principals answered in the affirmative. It could imply that the principals experience that well-informed educators who internalize change, will accept it.

Question E29 Do educators react to change by creating a safe space where they will be able to defend the status quo in education?

Table 5.37: Data on educators creating a safe space to defend the status quo

| | | Actual responses | % |
|-------------|---|------------------|------|
| Yes | 1 | 66 | 71,7 |
| No | 2 | 26 | 28,2 |
| No response | | 12 | 11,5 |
| Total | | 92 | 88,4 |

The majority (71,7%) agreed that educators create a safe space where they will be able to defend their *status quo*. It could imply that educators do not want any disturbance with regard to their *status quo*. They might fear the unknown, hence they do not want to be disturbed.

Table 5.37.1: Data on comparison of creating a safe space to defend the status quo

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------|------------|------|-----------------|------|-------|------|-----------|------|
| Yes | 5 | 50 | 12 | 80 | 23 | 74,2 | 26 | 72 |
| No | 5 | 50 | 3 | 20 | 8 | 25,8 | 10 | 28 |
| No response | 1 | 9,0 | 2 | 11,7 | 3 | 8,8 | 6 | 14 |
| Total | 10 | 90,0 | 15 | 88,2 | 31 | 91,1 | 36 | 85,7 |

When comparing these groups of educators, it becomes clear that the highest percentage was scored by the vice-principals (80%). But HOD's (74,2%) and educators (72%), also affirm that educators react to change by creating a safe space where they will be able to maintain their *status quo* in education. This implies that it will take great effort to convince educators that embracing change is no threat to their job-satisfaction.

Having discussed the types of reaction to change, the researcher will investigate the principal as the manager of resistance to change.

5.7 PRINCIPALS AS MANAGERS OF RESISTANCE TO CHANGE

Question F30 **School principals must threaten some of the target groups, because they refuse to work together in the change process**

Table 5.38: **Data on principals having to threaten target groups refusing to work together in the change process**

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 44 | 44 |
| Disagree | 2 | 38 | 38 |
| Agree | 3 | 13 | 13 |
| Strongly agree | 4 | 5 | 5 |
| No response | | 4 | 3,8 |
| Total | | 100 | 96,1 |

Table 5.38 indicates that the majority of respondents disagreed (82%) that the principals must threaten some of the target groups because they refuse to work together in the change process. This could imply that respondents need to be made comfortable with new changes instead of being forced to comply. They must be part of the change process because if they are threatened they might respond in counter-reaction. They could possibly decide to boycott classes and in the process learners could be disadvantaged: they could be deprived of their right to learn.

Table 5.38.1: Data on comparison of principals having to threaten target groups refusing to work together in the change process

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 4 | 36,3 | 7 | 41,1 | 18 | 52,9 | 15 | 39 |
| Disagree | 6 | 54,5 | 6 | 35,2 | 14 | 41,2 | 12 | 32 |
| Agree | 1 | 9,0 | 4 | 23,5 | 2 | 5,8 | 6 | 16 |
| Strongly agree | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 13 |
| No responses | - | - | - | - | - | - | 4 | 9,5 |
| | | | | | | | | |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 38 | 90,4 |

According to this table it is clear that a significant percentage of HOD's (94,1%), 90,8% of principals, 73,3% of vice-principals and 71,1% of educators feel that principals should not threaten educators. This implies that other means of pacification must be found.

Question F31 **School principals must ignore a group who refuses to work together and withhold information concerning the change process.**

Table 5.39: Data on principals having to ignore a group refusing to work together and withholding information concerning change

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 58 | 57,4 |
| Disagree | 2 | 35 | 34,6 |
| Agree | 3 | 7 | 6,9 |
| Strongly agree | 4 | 1 | 0,9 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

The majority of respondent's 92% disagreed that the principal must ignore the group which refuses to work together. This could imply that educators do not want to be ignored in the process of change, but want information on the change process in order to feel secure.

Table 5.39.1: Data on comparison of principals having to ignore a group refusing to work together and withholding information concerning change

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 4 | 36,3 | 10 | 62,5 | 23 | 67,6 | 21 | 52,5 |
| Disagree | 7 | 63,6 | 5 | 31,2 | 11 | 32,4 | 12 | 30 |
| Agree | 0 | 0 | 1 | 6,2 | 0 | 0 | 6 | 15 |
| Strongly agree | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2,5 |
| No responses | - | - | 1 | 5,8 | - | - | 2 | 4,7 |
| Total | 11 | 100 | 16 | 94,1 | 34 | 100 | 40 | 95,2 |

About 99,9% of the principals disagreed with the view that they must ignore and withhold information from a group who do not want to participate. This might imply that principals are aware that working together as a team is necessary and that if they give

feedback to educators, it will help them to understand what change is about. If information is withheld from them, they might use an excuse not to implement change.

Question F32 School principals must negotiate the change process only with certain individuals

Table 5.40: Data on principals negotiating the change process with certain individuals only

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 55 | 53,9 |
| Disagree | 2 | 34 | 33,3 |
| Agree | 3 | 7 | 6,8 |
| Strongly agree | 4 | 6 | 5,8 |
| No response | | 2 | 1,9 |
| Total | | 102 | 98,0 |

The majority of respondents (87,2%) disagreed that the principal must negotiate the change process only with certain individuals. This means that the educators want to be part of the process of change because at the end of the day they are the ones who have to implement this change.

Table 5.40.1: Data on comparison of principals negotiating the change process with certain individuals only

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 5 | 45,4 | 11 | 64,7 | 20 | 58,8 | 19 | 47,5 |
| Disagree | 6 | 54,5 | 6 | 35,2 | 9 | 26,5 | 13 | 32,5 |
| Agree | 0 | 0 | 0 | 0 | 3 | 8,8 | 4 | 10 |
| Strongly agree | 0 | 0 | 0 | 0 | 2 | 5,8 | 4 | 10 |
| No responses | - | - | - | - | - | - | 2 | 4,7 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 40 | 95,2 |

Both principals and vice-principals score 99,9% in disagreeing with the argument that principals should negotiate the process of change only with certain individuals. This means that the principals are aware of the importance of involving all the educators in the process of change, to be able to reduce resistance among educators.

Question F33 School principals must inform only target groups at the beginning about the necessity of change

Table 5.41: Data on principals informing only the target group about the necessities of change at the beginning

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 47 | 46,0 |
| Disagree | 2 | 25 | 24,5 |
| Agree | 3 | 15 | 14,7 |
| Strongly agree | 4 | 15 | 14,7 |
| No response | | 2 | 1,9 |
| Total | | 102 | 98,0 |

The majority (70,5%) of respondents disagreed that only a target group must be informed of the necessity of change at the beginning. This could imply that the educators want to be part of the change process, and that they might be willing to change if they are given a fair chance to do so.

Table 5.41.1: Data on comparison of principals having to inform only the target group about the necessity of change at the beginning

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 8 | 47,0 | 19 | 55,9 | 20 | 50 |
| Disagree | 1 | 9,0 | 5 | 29,4 | 7 | 20,6 | 12 | 30 |
| Agree | 2 | 18,1 | 3 | 17,6 | 5 | 14,7 | 5 | 12,5 |
| Strongly agree | 8 | 72,7 | 1 | 5,8 | 3 | 8,8 | 3 | 7,5 |
| No responses | - | - | - | - | - | - | 2 | 4,7 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 40 | 95,2 |

Although the majority of principals (72,7%) strongly agreed that they must inform only target groups about the necessity of change at the beginning, 76,4% of the vice-principals, 76,5% of the HOD's and 80% of the educators strongly disagreed with them.

This implies a discrepancy between the attitude of the principals (regarding the best approach to counteract resistance to change among staff members), and that of the other staff members who obviously want to be informed, as it might benefit them.

Question F34 School principals must establish a trust relationship between themselves and their staff

Table 5.42: Data on principals establishing a trust relationship with staff

| | | Actual responses | % |
|-------------------|---|------------------|------|
| Strongly disagree | 1 | 2 | 1,9 |
| Disagree | 2 | 5 | 4,8 |
| Agree | 3 | 33 | 32,6 |
| Strongly agree | 4 | 61 | 60,3 |
| No response | | 3 | 2,8 |
| Total | | 101 | 97,1 |

The majority of respondents (92,9%) agreed that principals should establish a trust relationship between themselves and their staff.

Table 5.42.1: Data on comparison of principals establishing a trust relationship with staff

| | Principals | % | Vice-Principals | % | HOD'S | % | Educators | % |
|-------------------|------------|------|-----------------|------|-------|------|-----------|------|
| Strongly disagree | 0 | 0 | 0 | 0 | 1 | 2,9 | 1 | 2,6 |
| Disagree | 1 | 9,0 | 1 | 5,8 | 1 | 2,9 | 2 | 5,1 |
| Agree | 2 | 18,1 | 6 | 35,2 | 9 | 26,5 | 16 | 41 |
| Strongly agree | 8 | 72,7 | 10 | 58,8 | 23 | 67,6 | 20 | 51 |
| No responses | - | - | - | - | - | - | 3 | 7,1 |
| Total | 11 | 100 | 17 | 100 | 34 | 100 | 39 | 92,8 |

The majority of the respondents (90,8% of the principals, 94% of the vice-principals, 94,1% of the HOD's and 92% of the educators) agreed that principals must establish a trust relationship between themselves and their staff.

This implies that principals are aware of the value of positive attitudes in avoiding pseudo-resistance, which can be based on resentment and distrust and can affect the process of change.

So education managers must be optimistic about how they feel about change, since the more their attitude and behaviour reflect this, the more positive the educators will feel about change.

5.7 SUMMARY

This chapter presented the analysis and interpretation of the research results. Most respondents were of suitable ages that offered a balance between the old and the new, especially for the sake of transformation. It also became clear that, though respondents were suitably qualified, they needed further qualifications in education management, so

as to possess relevant knowledge for the management positions they occupy. The major finding of the empirical study confirmed the literature study's findings that educators are prepared to accept change if they are involved in the process of change. Respondents also indicated that the way in which principals manage resistance to change has an influence on the nature of the resistance experience by educators.

Findings on resistance to change forming part of whole school development was perceived as being of high priority to school principals.

There was also the revelation that respondents feel that they have to implement policies which they were not part of.

Another finding from the empirical study is that respondents feel that change is imposed on them. They indicated that they want principals to communicate information on change to the subordinates (educators) and the HOD's to put them at ease with change.

As it has emerged from the literature study that managers are agents of change, it means that they are the role models to educators. If they resist change, educators will do so as well, and then this will impact on the performance of the learners.

Having discussed the analysis and interpretation of this research, the next chapter will present the summary, findings and recommendations.

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The new education system in South Africa represents an exciting and stimulating challenge to school managers and educators. Its success rests on the positive attitudes of educators and effective school management. Perhaps the most important challenge in improving the quality of education is to prepare school managers and educators to carry out their responsibilities skilfully to ensure that effective teaching and learning takes place, especially in township schools. This means that educators need to adjust themselves positively to a new way of teaching and school managers should prepare themselves to learn new skills and acquire knowledge to manage the new education system effectively.

In addition to their skills and knowledge, school managers should engender and maintain positive professional attitudes and interpret resistance to change in order to create positive attitudes amongst educators towards their schoolwork. Various education leaders, parents, learners, newspapers and television reports have recently expressed their concern about the ineffective management of resistance to change and the poor professional attitudes of educators towards their school work. In view of this criticism, attention has been paid to the following aspects:

- How can the concept "resistance" be interpreted to create positive attitudes amongst educators to cope with change in education?
- The principal's role as the manager of resistance to change.
- Empowering school principals to acquire skills and knowledge to cope with new change in education system to help educators to overcome resistance, by interpreting resistance to create positive attitudes towards change.

This chapter will present a summary of the research findings regarding the research aims and recommendations based on the research findings.

6.2 SUMMARY

The first chapter outlined the rationale of this study. The study focused on the education transformation in South Africa and the concomitant need for management of resistance to change to make educators' attitudes receptive to change. In essence, this is premised on the fact that the success of any educational advancement depends on the leadership's effectiveness. There is a need for continuous improvement of the management activities of education leaders through effective programmes with regard to the management of resistance to change.

In this chapter, the reader was also guided regarding the contents of the research: the research study problem was stated (see 1.1), aims were set (see 1.3) and the research methodology was briefly outlined (see 1.4).

The second chapter focused on an overview of resistance to change. It outlined the South African perspective of resistance to change (see 2.2), and explored the context of resistance to change (see 2.3). The literature study covered resistance and change (see 2.4), types of resistance to change (see 2.5) and types of reactions concerning resistance to change (see 2.6). How to deal with resistance to change was discussed (see 2.7) and conditions for change were explored (see 2.8).

This led to highlighting factors, which contribute to resistance to change. It was articulated in reasons advanced by educators: traditional category (see 2.9.1); the system-bound category (see 2.9.2); the environmental category (see 2.9.3). Furthermore, implications for management, such as having a model to assist principals in managing resistance to change, were highlighted (see 3.2). This background information would be of great importance in assisting school managers to select appropriate management styles in order to combat resistance to change among educators.

The third chapter illustrated what principals could do as managers of resistance to change. The management of resistance to change was located within the context of principals' change management responsibility (see 3.2). This resulted in the description of building resilience as a management attribute (see 3.3.1). Prerequisites for successfully managing resistance to change included major aspects thereof (see 3.4): managing resistance to change, which included guidelines and techniques for

effective management of resistance to change (see 3.5.1 & 3.5.2); polarity matrix and polarity matrix models for managing resistance to change (see 3.5.3) were outlined.

The fourth chapter detailed the research instrument design and administration, as well as the method of research (see 4.2).

The fifth chapter presented the data analysis and interpretation by means of tables representing the views of respondents.

This section will deal with findings in accordance with the stated research aims so as to indicate how the aims can be achieved.

6.3 FINDINGS

6.3.1 Findings from literature study related to management of resistance to change

The following prominent findings came to the fore after the literature overview in chapters two and three. These findings are important for school managers in order to manage the attitude of educators towards their schoolwork effectively.

Finding 1

In any innovation that takes place in organizations, conflict will always emerge. So the principals should deal with conflict objectively (see 2.8.5).

Finding 2

Resistance will always be present even when the organization is diagnosed as ready and receptive for change. For this reason, it is important that the specific causes of resistance to change in education should be identified. If principals want to manage resistance effectively, they should acknowledge that reasons that give a rise to resistance to change play a decisive role and must therefore be managed efficiently (see 2.9).

Finding 3

Principals must facilitate support to educators to render them receptive to change. It is the principals' task by means of facilitation to create a culture and climate within the school that attempts to encourage change within the school (see 3.5.2.3).

Finding 4

Principals should make the best use of human resources at their disposal to implement change with the help of the school management teams and other stakeholders in the education of learners at school (see 3.1).

Finding 5

Principals should be firm and impartial in their dealing with colleagues (educators). They should indicate clearly that they enjoy working with their staff, and must be able to remain calm even under extreme stress to reduce resistance to change. They must also be willing to participate in suitable social affairs of their community, and be able to motivate educators (see 3.1).

Finding 6

When change is introduced, it is important to define objectives clearly, so as to use the most suitable methods and procedures to achieve these objectives (see 3.4.3).

A principal's knowledge of the nature of resistance to change is important. This underlines its basic importance to the effective management of change. It is vital that the true causes of and reasons for resistance be approached in the correct way. Equal to this, is the necessity to have fundamental knowledge of specific strategies and methods regarding the handling of resistance to change (see 3.4.1).

Finding 7

Principals should have knowledge and understanding of the nature of attitudes, namely the cognitive components which refer to beliefs, facts and information about the object of attitudes, the effective component which is concerned with one's emotional reaction towards the object of the attitude and the behavioural component which involves the behaviour towards the object of the attitude (see 3.4.9).

Finding 8

Resistance to change is to be expected, but must be reduced. Principals must honour the resistance by listening carefully. They must not interrupt while change is being explained, but they should state their position clearly. Principals should periodically state that resistance has value and that the educator who resists is appreciated for stating his/her own opinion (see 3.7).

Finding 9

Educators are still struggling with the changes in the curriculum. They are also still unsure of their task in the implementation of Curriculum 2005 (see 2.2).

Finding 10

The management style and effective leadership may play an important role in engendering and maintaining positive work attitudes of educators (see 3.4.12). In this way, resistance can be turned towards accepting change. School managers should be aware of the differences in management styles to ensure the effective management of educators' attitudes towards resistance to change.

6.3.2 Findings from the empirical analysis in respect of managing resistance to change

Finding 11: Aspects that relate to the nature of resistance to change and to what resistance comprises of

In respect of the nature of resistance to change, the majority of respondents (55%) indicated that they do not accept change, due to fear of the unknown. This confirms the finding of the literature study (see table 5.10 & 2.9.4.2).

Finding 12: Aspects that relate to job-satisfaction

According to table 5.11, most educators (56,8%) indicated that they agreed that change causes decline in job-satisfaction. This means that educators prefer to deal with familiar tasks.

Finding 13: Aspects that relate to reasons advanced by educators for resistance to change

Educators indicated that the present changes in the curriculum, planned at national level, disregard their religious observances. 54,8% of these educators advanced this concern (see table 5.16). This finding implies that the department must address this concern so that educators can have respect for different religions and help learners to respect others' religions and culture.

Finding 14: Aspects that relate to organisational change planned at national level

In respect of the organizational change in education planned at national level, educators agreed strongly (73%) that these changes have a direct bearing on the social nature (see table 5.19).

The education department must consider educators when planning policies. They should take part in the decision-making phase of policy-making so that the implementation of change can be facilitated easily.

Finding 15: Aspects that relate to uncertainty during the process of change

The majority of educators (70%) indicated that they are unable to handle uncertainty during the process of change, which verifies the literature study (see 2.9.4.2).

Finding 16: Aspects that relate to skills of educators

Educators indicated that skills can contribute to resistance to change. This also verifies the literature study (see 1.1, Spear 1994:43 & table 5.24).

Finding 17: Aspects that relate to principals as managers of resistance to change

The majority of educators strongly disagreed that principals must threaten some of the target groups, because they refuse to work together in the change process.

The majority (92%) of the respondents indicated that the principal must not ignore a group who refuse to work together and should not withhold information concerning the change process (see table 5.34). The outcomes of change should be communicated to all individuals and must reach the whole organization, to make educators feel ownership of change.

In respect of school principals having to inform only the target groups at the beginning about the necessity of change, 92% of educators strongly disagreed. This implies that change must be negotiated at all levels. Even if people are not affected by change, it is advisable to inform them of the best ways of implementing change.

In respect of the school principal's establishing a trust relationship with the staff, the majority of respondents (94%) agreed that school principals should build trust relationships between themselves and their staff.

It is important for managers to build these relationships because the educators will be free to talk to managers about things that cause them to resist.

6.4 RECOMMENDATIONS

The aim of this research was to investigate the most appropriate ways that school managers could use to manage and reduce resistance to change at schools in order that effective learning could take place. Furthermore, to look at how the term "resistance" could be interpreted to create positive work attitudes in educators. In order to realize this, a literature study was undertaken which served as the foundation on which the empirical research could be based. The findings of this research are incorporated in the following recommendations.

In the light of the literature and the empirical study the following recommendations are made.

Recommendation 1

School managers should be inspired to acquire knowledge and understanding of ways of combatting situations that can influence educators' resistance to change, influencing them to accept change positively. It is recommended that school managers themselves should establish credibility by demonstrating managerial competence and high, ethical standards that will influence educators; against resistance to change.

In order to inspire educators' job-satisfaction in their work, principals should take into account educators' abilities. The principals should be trained in such skills in order to interpret the information from the South African Schools Act without creating confusion, as such confusion may lead to the formation of negative attitudes and give rise to resistance to change.

Recommendation 2

In order to inspire educators to accept change and find satisfaction in their work, school managers should take into account educators' abilities in their work. The principal should make sure that an educator's ability matches the task that has been assigned to him/her. Principals should also consider an educator's personality traits. Educators with certain personality traits are better suited to certain tasks than others. This consideration by principals may enhance job-satisfaction and thus reduce resistance to change.

- School managers should always engage educators in the design of the school policies and mission statements. They should also delegate responsibilities to educators according to their specific roles and expertise to inspire their commitment to their work.
- Principals should involve educators by working jointly with them in decision-making on the aspects that affect their teaching careers. Such involvement creates a feeling of being valued at school and can reduce absenteeism among educators. It will also be easy for educators to implement these policies which they were part of.
- With respect to management style, school managers should encourage a collaborative management style, which engages educators in the decision-making of school tasks. A participative management style is likely to engender positive educator attitudes towards their work and thus reduce resistance. School managers must implement appropriate management and leadership styles that will inspire educators to perform to the best of their abilities.

Recommendation 3

- The principals must create a climate in which educators will be motivated to work willingly and effectively. It is recommended that school managers encourage a climate where participatory decision-making skills can be developed. Principals should give support and constructive feedback in order to maintain a climate that will reduce negative attitudes which lead to resistance to change.

Recommendation 4

School managers should recognize and reward educators appropriately. Individual excellence should be recognized by giving such a person promotion, as this will inspire them towards greater achievement.

Recommendation 5

In respect of school culture, school principals themselves should be vehicles that influence the culture of their school. It is therefore recommended that a collaborative culture should be encouraged by school managers to reinforce the positive work attitude of educators. If the climate of the school is conducive to change, educators will be receptive to change.

Recommendation 6

- In order to inspire educators to work effectively, school managers and educators should jointly identify aspects that need attention when designing the workshop programmes on resistance to change.
- Principals should have regular staff meetings where constructive feedback about educators' performance is discussed. Educators with excellent performance should be praised in the presence of others to inspire them to work more competently. If good results are obtained by some educators, those educators should be given a few days' leave or should be allowed to attend outstanding conferences on education matters as incentive to stimulate positive attitudes. Educators who seem not to perform effectively can be grouped as teams with those who perform excellently. Some tasks can be given to them. When the tasks have been performed well, a prestigious title can be given to that team as an incentive to motivate them to work competently.
- The group that has Bachelor degrees and education diplomas should be encouraged to share more of their ideas in the creation of their school's culture. This sharing of culture can have a positive impact on educators with such high qualifications. It will encourage a feeling of ownership, which leads to motivation and job-satisfaction, and in this way resistance will be minimal.

Recommendation 7

Minimum qualification standards in education management should be made mandatory for appointment into schools' management positions.

There are presently many school managers who, although adequately qualified with regard to the Required Educational Qualification Value (REQV), are not exposed to any form of education management or leadership qualification and are thus not suitably qualified for the management posts they hold. It is thus necessary that a qualification in education management be a condition for appointment in a school management position.

Recommendation 8

Partnerships must be formed between tertiary institutions and the Department of Education regarding education management development diplomas or degrees, with recognition of such diplomas or degrees on successful completion thereof.

The REQV requirement for school managers is presently matric plus a three year teacher's diploma. Consequently, most school managers do not possess any education management qualification. Studying further implies studying for a bachelor degree before studying for an education management-related degree. A degree with specialization in education management would be an incentive, since this research has shown that school managers do not possess the degrees beyond bachelor degrees and that HOD's are more educated than school managers.

Recommendation 9

Resistance to change should form part of whole-school development and staff development programmes and should make use of strategic priorities, thus focusing on the school 's vision, mission and aims.

Management development at school level should focus on continuous improvement of the whole school and staff development. The management of resistance to change programmes should thus be budgeted for, hence the inclusion in the whole-school development and staff development programme. The use of strategic priorities and performance indicators ensures that there is commitment and a continuous reference to and identification with the schools' vision, mission, and aims.

6.5 SUGGESTION FOR FURTHER RESEARCH

In the light of possible limitations in this research, the following suggestion for further research is made:

Educators' resistance to change cannot be changed overnight, thus further research is necessary to investigate which intervention programmes are adequate for principals to use continually to engender and maintain work attitudes of educators to accept change positively.

6.6 CONCLUSION

Subject to the provision of the South African Schools Act and the provincial laws, a school's professional management is vested in the school manager. The school manager manages the day-to-day administration and organization of teaching and learning which educators provide. These tasks necessitate unique skills and expertise of the school manager and their teams.

The school management needs to have knowledge, understanding and sensitivity to manage educators of diverse ages, teaching experience, educational qualifications, religious beliefs or schools and, most specifically, diverse attitudes towards given tasks.

In order to manage educators effectively, school managers need to be trained in certain skills. Changing negative attitudes of educators turns resistance to change towards accepting change in their schoolwork. Adequate training of school managers can empower them with skills that minimize the situations that can lead to the formation of attitudes which may give rise to resistance to change.

On the whole, educators contracted themselves legally to perform their duties according to the Schools Act, to carry out their duties to the best of their abilities which, amongst other things, is to teach learners the prescribed work and to guide them in developing their full potential. In order to fulfill this obligation, educators need to have positive attitudes towards their work. Failure to comply with this may be regarded as breaking the employment contract and professional ethics.

School managers will always remain figures of authority who have to accept accountability for the actions of all educators and learners under their supervision. Educators have the authority to perform professional tasks. Learners, who have spent

a great deal of their time at school, also have a right to learn. The right to learn depends greatly on the positive attitudes and the appropriate skills of school managers to manage their school effectively.

School managers must be aware that adapting to change occurs when educators develop an understanding of the change and reflect a positive perception about it. Principals should help educators to move beyond resistance into the adapting stage, where they encourage independence, and personal responsibility.

It is suggested that the following strategy be followed by school managers as a way of empowering them to overcome educators' resistance to change:

- Encourage creative thinking.
- Set up an educators' self-appraisal performance system.
- Encourage different educators to conduct meetings.
- Encourage educators to make recommendations about change.
- Be patient with educators' mistakes when they experiment with change.

Finally, it is important for managers to know how to minimize resistance by creating and maintaining a climate that is receptive to change so that much of the resistance can be overcome.

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Research questionnaires

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Annexure A

Research Questionnaire

QUESTIONNAIRE: RESISTANCE TO CHANGE

THIS QUESTIONNAIRE IS CONFIDENTIAL AND ANONYMOUS

Your help in completing this questionnaire will be most appreciated. It has been divided into six sections, each dealing with a specific aspect of resistance to change.

In answering the following, please try to be as objective as possible, as the aim is to gather information about how you feel about the resistance to change that is common in the South African education system.

Indicate your answer by drawing a cross in the relevant block.

SECTION A
BIOGRAPHICAL INFORMATION

| | |
|------|--------|
| 1 | 2 |
| Male | Female |

| | | | | |
|-------|-------|-------|-------|-----|
| 1 | 2 | 3 | 4 | 5 |
| 21-24 | 25-35 | 36-45 | 46-55 | 56+ |

| | | | | |
|--------------|----------|---------|----------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Postgraduate | B Degree | Diploma | Higher Diploma | Grade 12 |

| | | | |
|------|------|------|-----------|
| 1 | 2 | 3 | 4 |
| None | B Ed | M Ed | Doctorate |

| | | | |
|--------------|--------------|--------------|--------------|
| 1 | 2 | 3 | 4 |
| Post level 1 | Post level 2 | Post level 3 | Post level 4 |

| | | | | |
|-------|-------|----------|--------|-------|
| 1 | 2 | 3 | 4 | 5 |
| Black | White | Coloured | Indian | Other |

| | |
|-------------------|-----------------|
| 1 | 2 |
| Ex-model C school | Township school |

| | | | |
|---------|-----------|----------|---------------|
| 1 | 2 | 3 | 4 |
| Married | Unmarried | Divorced | Widow/Widower |

| | | | | |
|-----------|------------|-------------|-------------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| 1-5 years | 6-10 years | 11-15 years | 16-20 years | 21+ years |

SECTION B

THE NATURE OF THE RESISTANCE TO CHANGE BY EXPERIENCED STAFF

Indicate the degree in which you agree or disagree with the following statements by using the following scale:

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

B1. Most experienced educators do not accept change, due to fear of the unknown.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

B2. Individual experienced educators normally resist change as it might affect their social role and relationships in the community where they belong.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

B3. Change in education causes a decrease in job satisfaction.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

B4. Do school managers have a role to play with regard to the nature experienced by educators' resistance to change at their respective schools?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

B4.1 Why do you say so?

.....

.....

.....

B5. It is important to maintain the status quo in South African education.

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

B5.1 Why do you say so?

.....

.....

.....

SECTION C

THE REASONS FOR THE RESISTANCE TO CHANGE

C6. One major reason with regard to resistance to change is that educators are not consulted at national level when changes are planned.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

C7. Educators' resistance to change forms an integral part of whole school development.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

C8. Are educators scared of change?

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

C9. Is it true that present changes in the curriculum, planned at national level, disregard educators' religious observances?

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

C10. Most educators resist change because a certain group of people benefits from the available resources in the country.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

C11. Does the organizational change in education planned at national level, have a direct bearing on the social nature of educators?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

C11.1 Why do you say so?

.....

.....

.....

C13. Concern about the possible loss of existing work satisfaction results in resistance to change.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

C14. Educators would prefer maintaining the status quo.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

C15. Change is not regarded as improvement.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

C16. Educators are unable to handle uncertainty during the process of change.

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

C17. Educators prefer a familiar environment, with little or no interference or change.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

C18. Inadequate skills by educators can contribute to resistance to change.

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

SECTION D

THE EXTENT OF THE RESISTANCE TO CHANGE IN EDUCATION

D19. Resistance to change in education prevents the implementation of renewal in schools by those opposing it.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

D20. The extent of resistance to change in education is very serious, especially with regard to Curriculum 2005. Some educators are still using traditional teaching methods in grades implementing OBE.

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

D21. Should the principal consider those educators on his staff who resist change when implementing policies on change?

| | | |
|-----|--------------------------|---|
| Yes | <input type="checkbox"/> | 1 |
| No | <input type="checkbox"/> | 2 |

D21.1 Why do you say so?

.....

.....

.....

D22. Does resistance to change have positive consequences?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

D22.1 Why do you say so?

.....

.....

| |
|--|
| SECTION E |
| TYPES OF REACTION (WAYS IN WHICH EDUCATORS REACT TO CHANGE) |

E23. Educators react differently to change. One of the reactions is positive resistance.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

E24. Does resistance to change impact badly on the performance of learners?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

E24.1 Why do you say so?

.....

.....

.....

E.25 Do individual staff members form groups, those in favour and those not in favour of transformation or change?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

E.26 Is the first reaction to change by the educators' rejection of new ideas and an intense feeling of interference?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

E27. Counter-reaction to change may be manifested in the form of active demonstration or the rejection of change by educators.

| | | |
|-------------------|--|---|
| Strongly disagree | | 1 |
| Disagree | | 2 |
| Agree | | 3 |
| Strongly agree | | 4 |

E28. Will educators ultimately accept change if they internalize it?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

E29. Do educators react to change by creating a safe space where they will be able to defend the status quo in education?

| | | |
|-----|--|---|
| Yes | | 1 |
| No | | 2 |

SECTION F**PRINCIPALS AS MANAGERS OF RESISTANCE TO CHANGE**

F30. School principals must threaten some of the target groups, because they refuse to work together in the change process.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

F31. School principals must ignore a group who refuses to work together and withhold information concerning the changing process.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

F32. School principals must negotiate the change process only with certain individuals.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

F33. School principals must inform only target groups in the beginning about the necessity of change.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

F34. School principals establish a trust relationship between themselves and their staff.

| | | |
|-------------------|--------------------------|---|
| Strongly disagree | <input type="checkbox"/> | 1 |
| Disagree | <input type="checkbox"/> | 2 |
| Agree | <input type="checkbox"/> | 3 |
| Strongly agree | <input type="checkbox"/> | 4 |

Annexure B

Permission to carry out research from GDE



Date: 30 September 2002
Reference Number: GDERR02/09/102
Name of Researcher: Anna Lebohang Molete
Address of Researcher: 4 Uranium Street
Steelpark
Vereeniging: 1939
Telephone Number: (016) 9882884
Fax Number: (016)9882884
E-mail: 12393908@puknet.puk.za
Research Topic: Managing and Reducing Resistance to
Change in Vanderbijl Park Sedibeng
West District
Number and type of schools: 20 Secondary schools and 15 primary
schools
District/s Sedibeng West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District Senior Manager confirming that permission has been granted for the research to be conducted.

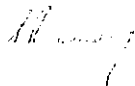
Permission has been granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should these conditions be flouted:

1. The District Senior Manager/s concerned must be presented with a copy of this letter that would indicate that you have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District Senior Manager/s must be approached separately, and in writing, for permission to involve District Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that you have been granted permission from the Gauteng Department of Education to conduct the research study.

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principal/s, SGB/s and District Senior Manager/s of the school/s and district/s concerned, respectively.
5. Kindly obtain the goodwill and co-operation of all the GDE official/s, principal/s, chairperson/s of the SGB/s, teacher/s and learner/s involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that prefer not to participate will not be penalised in any way.
6. You may only conduct your research after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a office) must be consulted about an appropriate time when you may carry out your research at the sites that they manage.
7. You may commence your research from the second week of **February** and must conclude your programme before the beginning of the **last quarter** of the academic year.
8. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
9. The researcher is responsible for supplying and utilising their own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
11. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with a bound copy of the final, approved research report.
12. The researcher may be expected to provide a short presentation on the findings of his/her research to both GDE officials and the schools concerned.
13. Should the researcher have been involved with research at a school and/or district level, the District Senior Manager must also be supplied with a brief summary of the research findings.

The Department wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards,



Sally Rowney: Senior Manager

| | |
|--|--|
| The contents of this letter has been read and understood by the researcher. | |
| Signature of Researcher: | |
| Date: | |

Annexure C

Permission for carry out research from District Office (D8)



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

ENQ: V L RATHINASAMY
DATE:07/10/02

**TO : THE PRINCIPAL CHAIRPERSON OF THE SCHOOL
GOVERNING BODY.**
FROM : POLICY AND PLANNING

PERMISSION TO CARRY OUT RESEARCH.

Anna Lebohang Molete has been granted permission to carry out research at school level.

This does not preclude the researcher from seeking your permission. The time of her research must be negotiated by you jointly and no contact time may be compromised.

THANK YOU

**V L RATHINASAMY
POLICY AND PLANNING**

**MR V MKHIZE
DISTRICT SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)**

**OFFICE OF THE SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)**

Car Goodyear & Shakespear Street
Goodyear Building
TEL: (016) 933 3300/1/94

Private Bag X067
Vanderbijlpark, 1900
Fax: (016) 933 2108

Annexure D

Letter to principal to conduct research

4 Uranium Street
Steelpark
Vereeniging
5 March 2003

Dear Colleague

I am presently conducting research on the topic "Managing and reducing educators resistance to change in Sedibeng-West (D8)" with the aim of helping principals to overcome educators' resistance to change.

Managing resistance relates to the school management teams' activities that are aimed at improving their management skills on a continuous basis. In the light of education transformation in South Africa and the concomitant shift from the past management activities to the new vision of participatory and democratic management, you are requested to complete the accompanying questionnaire in order to empower principals to manage resistance to change effectively.

I hereby assure you that the information gathered through this questionnaire will be treated absolutely confidential and anonymously and will not be used in any report relating to this research.

Please complete the questionnaire and hand it to your contact person as soon as you possibly can.

Allow me to thank you in advance for your co-operation in completing the questionnaire.

Yours faithfully

Molete A.L